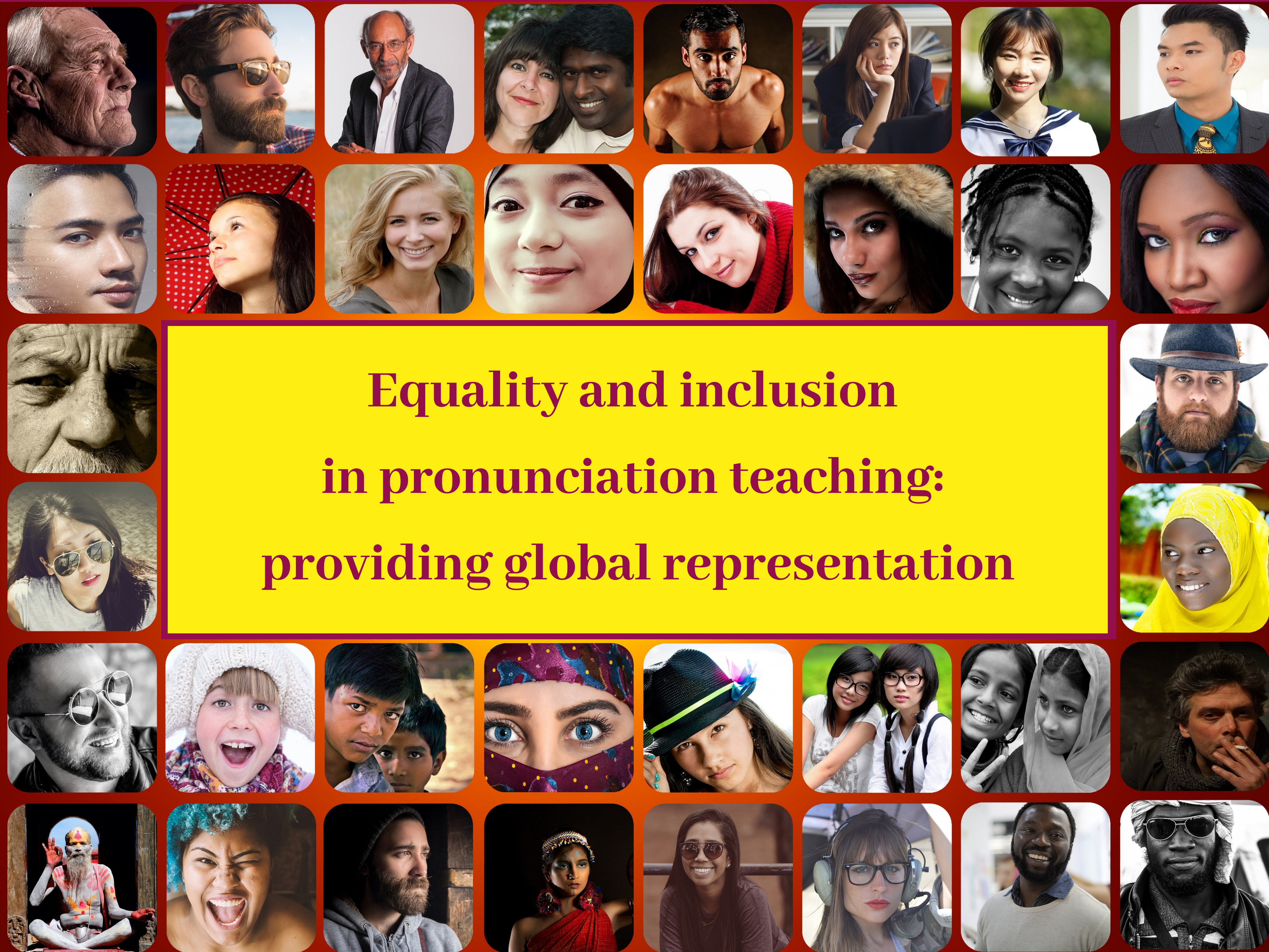# PRONSIG ONLINE CONFERENCE

**Equality and inclusion
in pronunciation teaching:
providing global representation**

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Welcome to the IATEFL PronSIG Conference!

In the face of native-speakerism, accent prejudice and inequality, the act of pronunciation teaching can be a loaded issue creating debates and raising questions such as:

- How can we teach pronunciation in a more inclusive way and create a classroom in which all accents are valued and treated with respect?
- How can we promote equality and acceptance of diverse Englishes in a world where accent reduction and prestige, native-speaker model content abound?
- How can we ensure that all of our students' accents are equally represented as part of the global community of English speakers?

PronSIG Online Conference themes include:

- attitudes to diverse accents in pronunciation teaching
- encouraging acceptance of global Englishes in the classroom
- creating pronunciation materials using diverse accents/ELF perspectives
- overcoming accent or NNEST prejudice in the ELT world.

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Public-facing awareness raising: insights, challenges, and rewards

Rob Drummond

Room 1

As pronunciation professionals, we are all aware of our positions as the go-to experts on matters of speech among family and friends. An additional optional role for the modern-day linguist and/or teacher is to engage more widely with public debates around language use; be that in public talks, in traditional media, or on social media.

In this talk I reflect on that role, offering insights into some of the benefits of taking it on, and some of the challenges that have to be faced when doing so. Among the examples and experiences I will draw upon, are recent discussions on Twitter around issues of pronunciation teaching models, native speakerism, and 'accent reduction', and ongoing work being carried out as part of The Accentism Project.

Plenary

Rob Drummond is a Reader in Sociolinguistics at Manchester Metropolitan University.
He researches, teaches and writes about spoken language and identity, with a particular focus on the sounds of speech. He co-leads the Manchester Voices project – exploring the accents, dialects and identities of people in Greater Manchester, and the Accentism Project – investigating language-based prejudice and discrimination. Prior to all this, he was an English Language Teacher, specialising in the teaching of pronunciation.

Fostering accent diversity in workplace communication

Oksana Hera

1 A

Room 1

Training learners of English to communicate in their workplaces, we have to deal with cases when accent is perceived as a major barrier for them to complete their project tasks.

In my presentation, I will share some practical techniques and activities that help us to overcome these challenges and cultivate the acceptance of diverse English accents.

Oksana Hera is a business English and intercultural communication trainer from Lviv, Ukraine. She blogs about workplace communication at languagetoconnect.com, and volunteers as an IATEFL BESIG Joint Online Team Coordinator.

Analysing pre-service and in-service teachers' cognitions about pronunciation teaching

Paula Villablanca Agurto

1B

Despite pronunciation being essential for communication, teachers are not usually trained in how to teach it. Consequently, they intuitively select methodologies and materials, which can be biased against ELF perspectives.

This presentation will show a study conducted in Chile which demonstrates the importance of instructing teachers in pronunciation pedagogy. Attitudes to accents and norm-bound approaches to ELT are also examined.

Room 2

Paula Villablanca Agurto is a PhD Candidate at King's College London. She has worked as a teacher of English in primary, secondary and university levels in Chile.

Accentability: increasing sensitivity to accent variability

Kristýna Poesová & Klára Lancová

2 A

Standard language ideology seems detrimental to the informed acceptance of the pluri-accent global reality.

In our contribution, we suggest a selection of research-based classroom activities aiming at raising awareness of accent variability within SLA, starting with the context of L1 other than English. Our purpose is to assist pre-service EFL teachers in developing unbiased teacher identities.

Room 1

Kristýna Červinková Poesová is a lecturer in English phonetics at the Faculty of Education, Charles University in Prague and her research interests involve effectiveness of pronunciation teaching and accent attitudes.

Klára Lancová is a lecturer at the Faculty of Education, Charles University in Prague and her research interests include sociolinguistics and pragmatics—specifically the issues of language and identity and language attitudes.
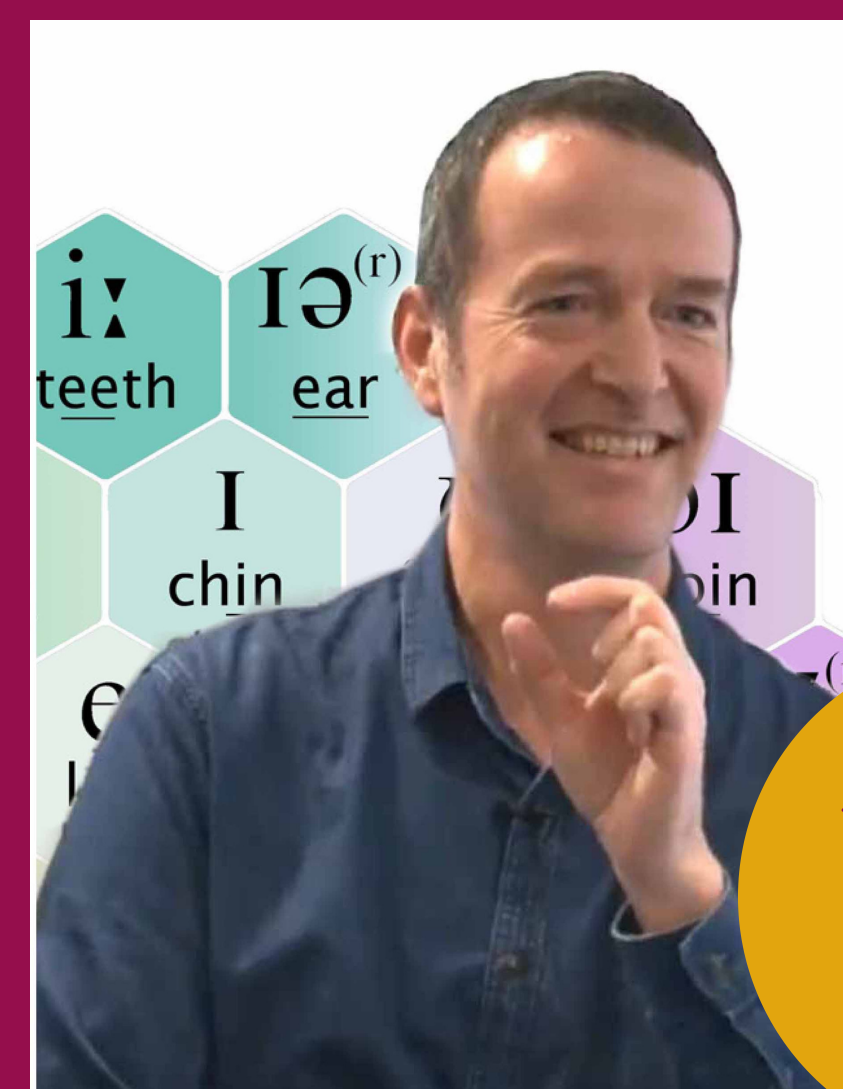
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IPA: symbols of power?

Mark Hancock

2B

Phonemic symbols – we love them or hate them, but often for the wrong reasons. For some, they are symbols of an elite accent which is not our own. But there is an alternative way of viewing them which is less prescriptive and more tolerant of accent variation. From this angle, they can be symbols of empowerment.

Room 2

Mark Hancock is an ELT professional with a special interest in pronunciation. His books include Pronunciation Games, Mark Hancock's 50 Tips for Teaching Pronunciation (CUP), and the PronPack collection (pronpack.com).

Prioritising pronunciation goals for L1 Spanish/Portuguese learners of English

Victor Hugo Medina Soares

3 A

Room 1

This presentation outlines four pronunciation features which impact the intelligibility of L1 Portuguese/Spanish learners of English with interlocutors from different linguistic backgrounds. It considers these features as contributing factors for the success of learners' communication as they attain higher proficiency levels. Furthermore, it discusses the role of foreigners and native speakers' wealth of experience with different accents.

Victor Hugo Medina Soares is an English teacher and trainer. MA in Phonology, BA in English. Cambridge Train the Trainer, C2 Proficiency, and CELTA holder. His main areas of interest include pronunciation instruction, digital tools, and continuous professional development.

Balancing accent, identity and culture for successful international communication

Katrin Lichterfeld

3 B

Many of our learners think that perfect pronunciation together with correct grammar and vocabulary are the main elements of successful communication. Furthermore, noticeable L2 accent features can also result into social, educational and professional disadvantages or even discrimination. We will have to raise our learners' (B)ELF awareness to become confident users of English in the world of international (business) communication.

Room 2

Katrin Lichterfeld has been working as an in-company trainer (communication skills/intercultural competence) in Germany for 20 years. She participated in the EU-funded ENRICH project "ELF practices for inclusive multilingual classrooms"

Did you mean *four* or *for*? Insights into EFL learners' pronunciation

Ivana Duckinoska

Room 1

Despite being listed as a nonessential feature of the Lingua Franca Core (Jenkins 2002), the weak forms of grammatical words contribute to a natural English rhythm, and their incorrect use can affect intelligibility between native and non-native speakers (Roach 2009).

This poster presentation will present the results of a study involving 91 Macedonian EFL learners, and the implications they carry for future teaching practice.

Poster

Ivana Duckinoska has worked as an English teacher in a private language school and a teaching instructor at the University of Skopje for ten years. She holds an MA in Linguistics.

Learning pronunciation with world English speakers

Adam Scott

Room 1

Access to a wide variety of accents changes learners' relationship with pronunciation teaching. Students gain real-world perspectives on pronunciation, developing awareness and skills to improve listening and confidently discuss their own intelligibility.

This poster presentation details how to use short interviews and 'vox pops' from English speakers around the world – richly contextualised in Sensations English news videos. Each news report is scripted at 5 CEFR levels, complete with accurate transcripts easily adapted to any classroom activity. Develop learners' awareness of variation in intelligibility, knowledge and use of spoken language, and discussion of their personal challenges with L2 listening and speaking.

Poster

Adam Scott is a teacher and teacher educator with wide ranging interests across teacher development, language development, leaner identity and inclusion, and a career-long interest in advancing phonology practice. He holds a Delta, is part-way through his MA, writes for major publishers and collaborates on innovative "DIY CPD" events through Brighton Language Teachers.

Technology for pronunciation training and accents?

Beata Walesiak

Room 1

Do accent reduction and prestige native speaker model content abound in computer and mobile-assisted technologies available for pronunciation training?

This poster session will demonstrate the results of my research in whether and how varieties of English are represented in miscellaneous types of technologies ranging from mobile and web-based apps to dialogue-based systems.

Poster

Beata Walesiak is a teacher and teacher trainer specialising in pronunciation and technology-supported teaching. She has taught in academia in Poland and Scotland, and has presented at conferences, fan conventions and teacher-training events in Poland, Russia and the UK. Member of IATEFL PronSIG Committee.

Supporting the Black Lives Matter movement when teaching pronunciation

Taylor Veigga

4 A

Notions of an idealized language (Crowley, 2003) make people believe only certain varieties of English that can be used when teaching pronunciation. In this talk, we will look into a possible interface between the Black Lives Matter movement and pronunciation teaching. We will see examples of Englishes from predominantly black countries in class, deconstructing the idea of foreign accents.

Room 1

Taylor Veigga is Trinity CertTESOL tutor, teacher, teacher trainer and materials designer. T. holds a BA in Languages, a Specialisation in Media-Education, the CPE, and Delta modules 1 and 2.

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IDEA: a viable way to foster different Englishes in lessons

Gustavo Martins

4 B

Fostering the importance of learning pronunciation is already a challenge per se, let alone the awareness of different Englishes which oftentimes are said to be unintelligible. IDEA (International Dialects of English Archive), however, could come in useful as a way to teach pronunciation as well as other skills to students.

Room 2

Gustavo, from Brazil, has been working with ELT since 2014. He works with teenagers and adults at Speech Idiomas in Cruzeiro/São Paulo, his hometown. He holds a degree in Foreign Trade and is fond of teaching General English as well as Business English. Inside teaching, pronunciation is the area which appeals to him the most.

Generating Principles for an anti-racist pronunciation pedagogy

Vijay Ramjattan

5 A

This presentation advocates for an anti-racist pronunciation pedagogy, a type of teaching that acknowledges the intertwining of accent and racism and seeks to combat it.

Three principles of such teaching will be briefly outlined: (1) highlighting the embodied nature of pronunciation; (2) redefining intelligibility; and (3) fighting against the material disadvantages associated with racialized accents.

Room 1

Vijay Ramjattan received his PhD in Adult Education and Community Development from the University of Toronto. He is mainly interested in the intersections of language, race, and work.

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Embracing diverse accents to promote equality in English lessons

Akemi Iwasa & Joyce Fettermann

5 B

Room 2

Accents are an essential part of people's identity in a language. When accent challenges become viral online, how can we ensure that all students feel their accents are valued? In this session, we will discuss the influence of models on the media, and reflect about how we can work on the appreciation of learners' identity to promote equality in learning.

Akemi Iwasa is a consultant at Troika, works with materials design and teacher development. She holds the Cambridge Delta 1, a BA in Languages and a postgraduate degree in Neuroscience (UFRJ).

Joyce Fettermann is an academic consultant at Troika. She holds a BA in Languages, an MA in Cognition and Language, and is a PhD student in the same area (UENF).

Owning your teacher identity in the age of global English pronunciation teaching

Sinem Sonsaat-Hegelheimer & Stephanie Link

Room 1

A language teacher's pronunciation has long been a mark of privilege and marginalization globally. Mostly this privilege and marginalization are context-dependent. However, the fluidity in which they are constructed largely draws from an idealized native speaker perspective. In recent years, pronunciation researchers have pushed for a move beyond the native speaker construct towards a pursuit of intelligibility considering the many social encounters native and non-native speakers engage with daily. Teachers' identities are thus transnational, transcultural, and translinguistic in a global world full of diversity; cultivating teacher qualifications far past language background.

In this talk, we discuss some value-laden binary definitions of teacher identities, global and local discourses of identity, ownership of language, the development of Global Englishes (WE + ELF + EIL) and the implications for pronunciation teaching. We encourage teachers to reflect on their own narratives and discuss various scenarios to deconstruct native speakerism and to focus more on the professionalism, knowledge-base and instructional competencies of pronunciation teachers by embracing their various linguistic repertoires. To this end, we envision a culture of unity for promoting equity-related activism that we believe starts with teachers' ownership of their distinct identities.

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Owning your teacher identity in the age of global English pronunciation teaching

Sinem Sonsaat-Hegelheimer & Stephanie Link

Room 1

Plenary

Plenary

Sinem Sonsaat-Hegelheimer received her PhD degree from the Applied Linguistics and Technology, Iowa State University in 2017. She is the editorial assistant of Journal of Second Language Pronunciation and the chair of SPLIS of TESOL International Association. Sinem's research interests include pronunciation teaching, materials evaluation and development, and computer-assisted language learning. She published her work in TESOL Quarterly, CATESOL Journal, and The Routledge Handbook of English Pronunciation.

Stephanie Link is an Assistant Professor of TESOL/Applied Linguistics and Director of the second language writing program at Oklahoma State University (OSU) where she teaches undergraduate and graduate courses in technology-mediated language learning, second language writing, and writing for publication. She also serves as an Equity Advocate at OSU and chairs an equity committee on anti-black racism in English studies. In her role as the AAAL newsletter editor, she continues her mission to promote a unified community dedicated to inclusivity, equality, and diversity.

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