

# Supporting the Black Lives Matter Movement

when teaching  
pronunciation







## What is the Black Lives Matter movement

#BlackLivesMatter was founded in 2013 in response to the acquittal of Trayvon Martin's murderer. Black Lives Matter Foundation, Inc is a global organization in the US, UK, and Canada, whose mission is to eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes. By combating and countering acts of violence, creating space for Black imagination and innovation, and centering Black joy, we are winning immediate improvements in our lives.



**209.2M**

People in Brazil

**19.2M**

Black

**87.9M**

Brown

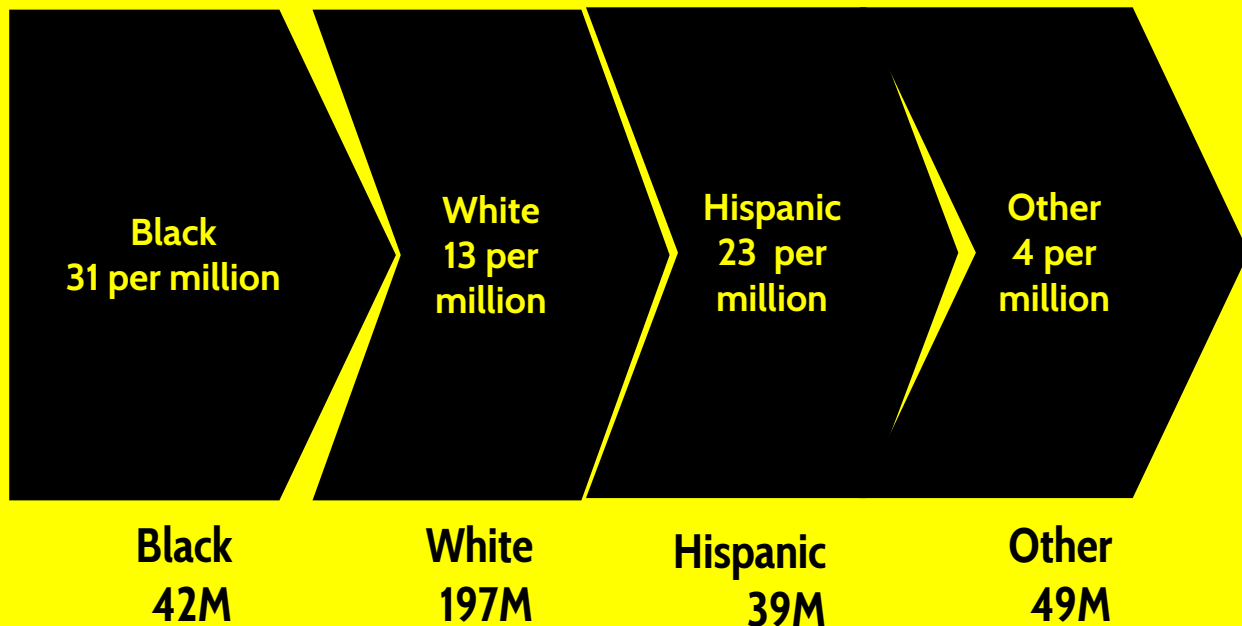


**75.5%**

**Murdered**



# Rate of police killings in the United States



The Washington Post's database of police shootings since 2015.

**Being  
black is  
not safe**



“

Representation is a highly political business. By this statement we mean that, consciously or unconsciously, those who create and distribute representations play a central part in power relations, challenging or, more usually, reinforcing existing hegemonic relations. Another way of looking at this issue is that representations are never neutral.



TV  
T.VEIGGA  
ELT



## **Pronunciation research and pedagogy**

### **Nativeness principle**

Possible and desirable  
to achieve native-like  
pronunciation

### **Intelligibility principle**

Communication can  
be successful when  
foreign accents are  
noticeable or strong

## Standard

In his survey of the evolution of the concept of standard, Crowley (2003) talks about an idealized language. Words associated with this idea are: honorable and perfection.







## A change in paradigm

- ⊙ Use other Englishes, not just GenAM or RP
- ⊙ Discover how other Englishes might be similar or different to yours / your students'
- ⊙ Use speakers from other Englishes as models



OPRAH

LIKE  
A PLUS



In some words the /ɪ/ vowel will sound closer to /ə/ whilst still being in a stressed syllable.

Some vowels reflected as /ɒ/ may sound similar to /ɔ:/ but significantly shorter.

Syllable-final /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/ and /dʒ/ may be often pronounced as their voiceless counterparts (/p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/ and /tʃ/, respectively)



Vowel intrusion in cases of consonant clusters, i.e., pipul for pi:pl, edukelʃɔn for /edjʊkelʃn/, etc.

Mid vowels /ə/ , /ʌ/ and /ɜ:/ are rendered /ɛ/, /a/, /ɔ/ in differing word contexts



The rendering of RP /ʌ/ as hi, yielding the following pronunciations: /kʊt/ /sʊn/ /sʊm/ /blʊd/, for cut, sun, some, flood.

In unstressed position, -able and -ative are generally pronounced /-əbəl/ and /-ətɪv/ respectively.



# Thanks!

**Any questions?**

## References

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