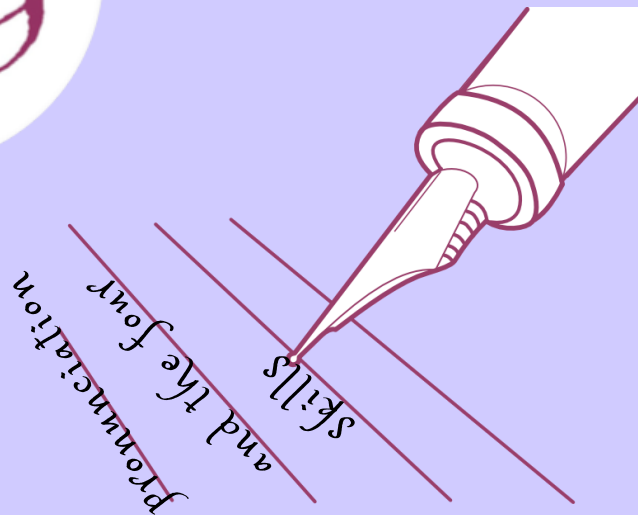
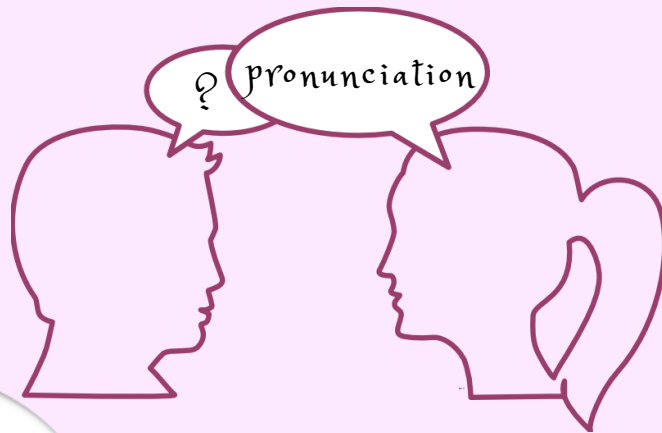


# Pronunciation and the four skills



PronSIG Pre-Conference Event

16 May 2022

[pronsig.iatefl.org/pce2022](https://pronsig.iatefl.org/pce2022)

# Pronunciation and the four skills

All timings are UK time - recordings will be available to all attendees

10.00 PCE Opening & Welcome address

**10.10 Guided interactive discussion in breakout rooms**

10.50 Break

**11.00 Workshop 1: Reading and pronunciation**

Led by Robin Walker

12.00 Break & networking

**12.30 Workshop 2: Listening and pronunciation**

Led by Christine Goh

13.30 Break & networking

**14.00 Workshop 3: Writing and pronunciation**

Led by Adam Scott

15.00 Break & networking

**15.30 Workshop 4: Speaking and pronunciation**

Led by Mark Hancock

16.30 Break

**16.40 Guided interactive discussion in breakout rooms**

17.00 PCE Closing



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# Pronunciation and the four skills

## Workshop 1 11.00 UK time



**Robin Walker**

Robin has been in ELT since 1981 as a teacher, trainer, materials writer, and consultant. He regularly collaborates with Oxford University Press, Trinity College London, and education authorities in Spain. He has published numerous articles on pronunciation, and is author the Pronunciation of English as a Lingua Franca (OUP 2010). Robin is a member of the IATEFL Pronunciation Special Interest Group, and a member of the OUP Expert Panel for Pronunciation Teaching for the 21st-century Learner.

## Pronunciation and Reading: Want better reading? Try better pron.

At the very end of a talk on L2 reading, author and researcher Catherine Walter suggested to us that if we wanted to improve our learners' reading in English, a good first step would be to improve their pronunciation. As someone deeply interested in pronunciation teaching, Walter's almost casual remark threw me into a fury of thinking. Pronunciation and reading? But you read in your head. In silence!

I'm going to begin by picking up from that fury of thought and taking you through Walter's work on how poor pronunciation can very seriously damage a learner's reading efficiency, especially for learners whose L1 uses the Roman alphabet. Once I have established the link between pronunciation and reading, I'll present activities that you can do in class to help improve your learners' lower-level reading skills, and will show you why phonics is not just for very young learners.



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# Pronunciation and the four skills

## Workshop 2 12.30 UK time



Christine Goh

Christine Goh has over 30 years of experience as language teacher, researcher and teacher educator.

Her interests are listening and speaking, learner metacognition, teacher cognition and education for the future.

## Pronunciation and Listening: Examining pronunciation features through bottom-up listening

Listening instruction for language learners should develop both top-down (knowledge-driven) and bottom-up (text-driven) processing skills.

This session discusses how lessons that develop bottom-up listening may also be opportunities for helping learners increase their awareness about pronunciation features.

To help learners do this, I will suggest using the post-listening stage of a listening lesson as well as selected bottom-up practice activities.



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# Pronunciation and the four skills

## Workshop 3 14.00 UK time



Adam Scott

Joint coordinator of PronSIG, Adam has wide-ranging interests in teacher development, language development, learner identity and inclusion, alongside a career-long focus on advancing phonology practice. Passionate about developing inclusive, high-quality, evidence-based approaches and learning materials, he's a Celta trainer and ELT Specialist at Sensations English.

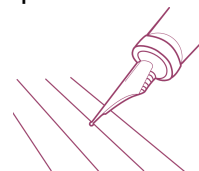
## Pronunciation and Writing

This workshop explores the vital, overlooked connections between pronunciation and writing.

Commonly perceived disharmony between writing and pronunciation affects learners' confidence, attitudes, and written and spoken communication. Whole-word spelling memorisation detaches writing from speech, mnemonics offer piecemeal attempts to correct systemic issues and ever more diverse varieties risk written forms seeming even more detached.

However, alphabetic writing systems necessarily function by encoding speechsound, which inescapably involves pronunciation. Descriptive, systemic approaches to literacy reveal pronunciation and writing as mutually supporting systems and skills. By developing learners' phonics-based understanding, English spelling emerges as a coherent, manageable system, supporting confident, efficient writing and listening.

Embedded in our usual lessons, this pronunciation-focused support for writing extends awareness beyond phonemes into syllable stress, linking, pitch and tone. This tangible, encoded understanding of speechsound in writing provides lifelong strategies for effective writing while also positively impacting listening skills.



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# Pronunciation and the four skills

**Workshop 4**  
**15.30 UK time**

## Pronunciation and Speaking



**Mark Hancock**

Mark Hancock is an ELT professional with a special interest in pronunciation.

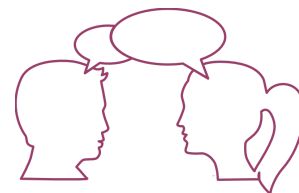
His books include Pronunciation Games, Mark Hancock's 50 Tips for Teaching Pronunciation (CUP), and the PronPack collection ([pronpack.com](http://pronpack.com)).

Although the link between pronunciation and speaking seems plainly obvious, they are often dealt with separately in ELT, or else pronunciation is neglected altogether. In this session, we will explore to what extent the two skills can be integrated together.

Firstly, we will look at how we can slightly adapt speaking tasks so that learners will pay more attention to pronunciation before, during and after the activity. Secondly, we will look at how we can slightly extend typical pronunciation tasks so that they start to look less like drills and more like meaningful speaking activities.

During the session, we will pay attention not just to individual phonemes but also suprasegmental aspects of pronunciation such as stress and intonation, and we will consider whether these can be matched up to different speaking activity types.

The presenter does not come to this session with all the questions answered, so please be willing to share and develop ideas with the group!



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