



Teacher development
and pronunciation:
Feel the fear
and teach it anyway!

I am
Bigger
than my
fears

Join IATEFL Pronunciation Special Interest
Group (PronSIG) & Teacher Development
Special Interest Group (TDSIG)
for their 2023 Pre-Conference Event!



TDSIG

HYBRID Pre-Conference Event

17 April 2023

www.iatefl.org/events/422

How do you feel about teaching pronunciation? How can you develop this area of your teaching effectively?

For many of us, a lack of initial and ongoing teacher training in pronunciation pedagogy has resulted in feelings of anxiety and intimidation when the time comes to address it in the classroom. There are so many variables which can add to our trepidation including the varieties we teach (native models or international?), our feelings regarding our own voices as models, how teacher identities affect and inform our practice, the practicalities of where to start, what we should include in 'pronunciation', the materials we should use, and our methods of instruction.

What is more, few of us have the luxury of time to read, research, learn, and trial pronunciation activities due to our busy schedules. All combined, this scenario can easily lead to some choosing simply not to include it, which can be to the detriment of our students.



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Join PronSIG and TDSIG online or in person for our hybrid 2023 PCE event as we invite you to step out of your comfort zone, address your fears, and teach pronunciation anyway!

In four workshops, we will be addressing what are for many teachers, their key pronunciation concerns:

- teaching with diverse accent models and varieties of English,
- teaching English intonation effectively,
- solid starting points for teaching pronunciation, and
- ways in which we can develop professionally to become more confident in ourselves and our abilities when teaching pronunciation.



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Teacher development and pronunciation: Feel the fear and teach it anyway!

All timings are UK time - recordings will be available to all ticket holders.

10.00 - 10.10 **PCE Opening & Welcome address**

10.10 - 10.30 **Guided interactive discussion**

10.30 - 11.20 **Workshop 1: Learning to be a pronunciation teacher:
Insights from an 8-year study**

Led by Michael Burri online from Australia

11.20 - 12.00 Coffee break and networking

12.00 - 12.50 **Workshop 2: Grabbing the bull by the horns: Teaching
pronunciation fearlessly**

Led by Catarina Pontes

12.50 - 13.50 Lunch break

13.50 - 14.40 **Workshop 3: Knowledge is power: How knowledge about
prosody affects confidence in pronunciation teaching**

Led by Isabella Fritz & Sandra Kotzor

14.40 - 15.15 Coffee break and networking

15.15 - 16.05 **Workshop 4: Don't be (afraid of) the accent police!**

Led by Mark Hancock

16.05 - 16.50 **Guided interactive discussion and closing**



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Teacher development and pronunciation: Feel the fear and teach it anyway!

Workshop 1 10.30 UK time



Michael Burri

Michael Burri is a Senior Lecturer in TESOL at the University of Wollongong and Editor of English Australia Journal. His research focuses on pronunciation teaching and teachers' uptake of neuroscience.

Learning to teach pronunciation: Insights from an 8-year study

Drawing on an ongoing 8-year study, this session provides insights into the longitudinal process of pronunciation teachers' developing practices and cognitions (beliefs, knowledge).

Findings are discussed in light of the techniques the teachers use(d), their views towards these techniques, various factors that have impacted teachers' practices/cognitions, and challenges teachers have come across in teaching – and learning to teach – pronunciation.



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Workshop 2 12.00 UK time



Catarina Pontes

Catarina Pontes is Executive Projects & Innovation Manager at CNA Idiomas. In education for 25 years, she has vast experience in teacher education and development. Catarina is co-author of *Getting into Teacher Education: a Handbook*, past president of Braz-TESOL's SP Chapter and past coordinator of IATEFL's Pron SIG.

Grabbing the bull by the horns: teaching pronunciation fearlessly

It is common knowledge that many teachers tend to shy away from covering pronunciation activities due to lack of formal knowledge of phonology. Therefore, for teachers to feel more confident, they need to build on that knowledge by delving into some of the theory behind phonology, and by getting their hands on practical activities that will contribute to developing oral fluency - our main aim in this session. After all, pronunciation teaching can and should be fun!



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Teacher development and pronunciation: Feel the fear and teach it anyway!

Workshop 3 13.50 UK time



Isabella Fritz



Sandra Kotzor

Knowledge is power: How knowledge about prosody affects confidence in pronunciation teaching

In this workshop we will explore whether phonological knowledge about English prosody positively affects teacher confidence in pronunciation teaching. We are particularly interested in whether certain types of knowledge are more useful than others and when too much detail becomes a hindrance. The talk will draw on experimental findings as well as qualitative data from a workshop with trainee teachers on teaching pronunciation.

Isabella Fritz is a psycholinguist working at the University of Oxford. She received her PhD in English Language and Applied Linguistics from the University of Birmingham.

Sandra Kotzor is a psycholinguist, language teacher and teacher trainer. She studied English Linguistics and TESOL at Munich university before gaining her PhD from the University of Oxford. She currently runs a German language school in Munich.



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Teacher development and pronunciation: Feel the fear and teach it anyway!

Workshop 4 15.15 UK time



Mark Hancock

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

Don't be (afraid of) the accent police!

Have you ever heard an English teacher say, 'I don't teach pronunciation because I'm English'? No, me neither. But if you change the last word to almost anything else - 'Scottish' or 'non-native' for example - then you'll hear it often.

In this presentation, we will investigate the reasons why teachers avoid teaching pronunciation, and we will question the widespread belief that having a non-standard accent disqualifies you.



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