IATEFL PRONSIG
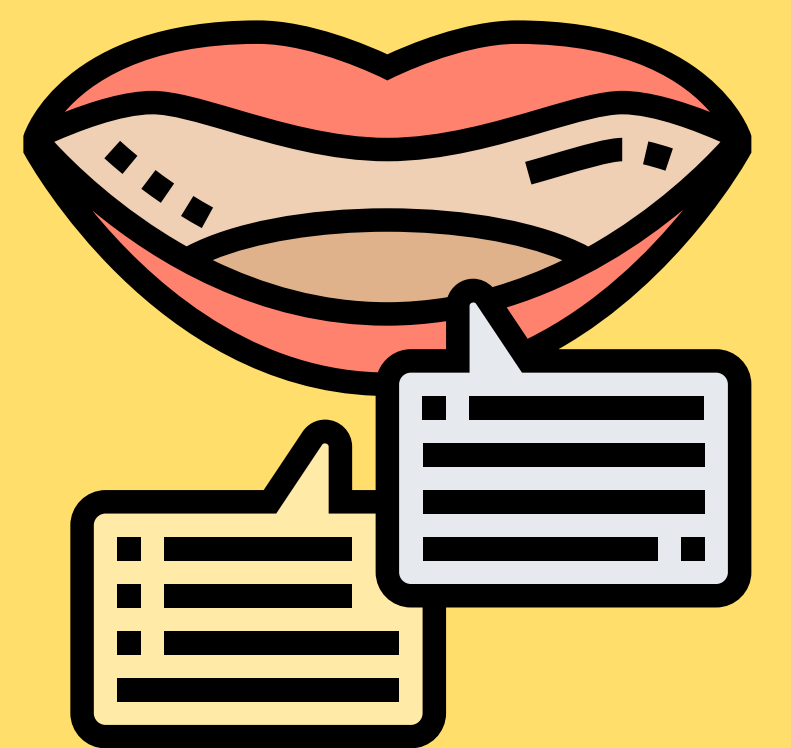# ONLINE CONFERENCE

Musical pronunciation: Teaching the production and perception of English prosody

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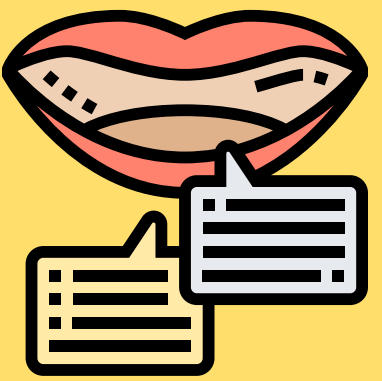## Musical pronunciation: Teaching the production and perception of English prosody

Learning the melody of a new language can be challenging. From birth, and even before, we are immersed in the musical patterns of our mother tongue, primed to hear its prosody. When the time comes to begin learning a second language, these prosodic features can stubbornly stick around, transferring into the new language, and leaving traces in our speech which can impact our intelligibility and confuse listeners.
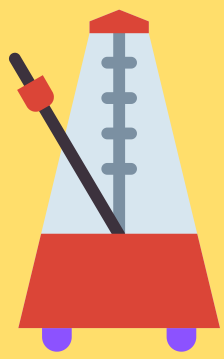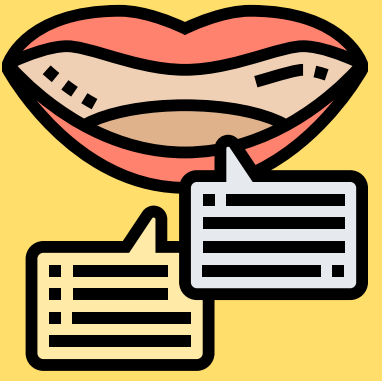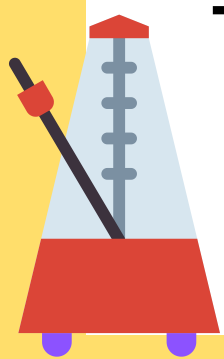
WELCOME TO IATEFL PRONSIG ONLINE CONFERENCE!

For teachers of English, this transfer is well known, but what is less known is how can we best support students to perceive and produce English's prosodic features, alleviating their struggles to notice and comprehend its intonation patterns, overcoming 'stress deafness', and in turn, pinpointing specific ways they can become more intelligible and effective speakers of English.

In this whole day online conference, IATEFL PronSIG invites you to join us to listen, learn, exchange, and take away a variety of methods and strategies for teaching the music of English.

GIEDRĖ BALČYTYTĖ

THE POWER OF MUSIC IN ACQUIRING THE ASPECTS OF ENGLISH CONNECTED SPEECH

It has been universally acknowledged that language and music share numerous features at sensory-perceptual and cognitive levels, so many language educators have been successfully employing music in their EFL classrooms. Since both language and music are based on auditory signals, this session discusses the most tangible acquisition discoveries in phonetic skill formation and fluency of connected speech.

Dr. Giedrė Balčytytė is an associate professor at the Department of English Philology of Vilnius University, Lithuania. Her scientific focus is on suprasegmentals of English and their acquisition through music.

Closing Plenary

Room 1

JANE SETTER

TEACHING ENGLISH INTONATION: APPROACHES AND PRIORITIES

How do we describe English intonation when we are teaching it, and who are our audiences? In this talk, mainly focussing on the British School of English intonation description, I consider the priorities for teacher and learner education with regards to intonation in English. I look at the basics of what each group needs to know, either to teach this complex, fascinating subject, or to be able to communicate meaning effectively in international contexts.

Jane Setter is Professor of Phonetics at the University of Reading, UK. Author of popular science book Your Voice Speaks Volumes (OUP 2019) and co-editor of the Cambridge English Pronouncing Dictionary (CUP 2011) and the Cambridge Handbook of Phonetics (CUP 2022), Jane's research interests include speech prosody in children from atypical populations, teaching and learning English pronunciation, and features of the suprasegmental phonology of global varieties of English, such as Hong Kong and Malay speaker English. Jane is a UK National Teaching Fellow, and a Senior Fellow of the UK Higher Education Academy (AdvanceHE).

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SUSANNE M.E. SULLIVAN

WHAT DO WE ACTUALLY HEAR? LEARNING MELODY, TEACHING TO HEAR

The melody of language is processed in a series of different ways that examples of brain behaviour illustrate – reverse language is understood, prosody compared and contrasted in different hemispheres and the 'innate' brainwaves attempt to ride on the waves of incoming melody. What do we actually hear and what do we actually need to hear in order to teach it?

Susanne M. E. Sullivan studies neuroscience around listening and pronunciation for adult L2 students, including developing a speechstream exercise to amplify abilities in fluency. Goals include harnessing the power of subconscious brain networks.
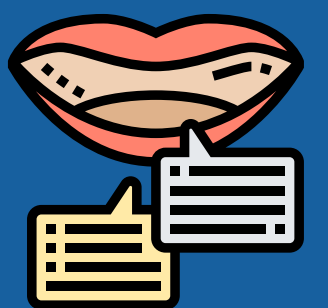
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KAZUHITO YAMATO & TAKAMICHI ISODA

A PEDAGOGICAL FRAMEWORK FOR INTEGRATED INSTRUCTION OF ENGLISH PROSODY

To tackle the challenge of teaching/learning English prosody, we propose a comprehensive pedagogical framework that breaks down the elusive and complex phenomenon of prosody into three principles. The foundation of this framework lies in solid basic phonetic concepts, including syllable structure, three stress levels, and nucleus placement principles. These principles make it more accessible for both teachers and learners.

Kazuhito Yamato is a professor at Kansai University, and Takamichi Isoda is a professor at Ryukoku University. Their research interests include teaching pronunciation, particularly prosodic features and psychological approaches to TEFL.

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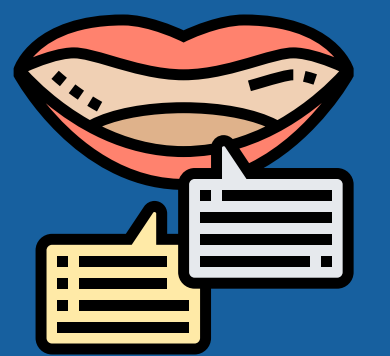PRONSIG.IATEFL.ORG/CONFERENCE2023

Session 1C

Room 3

VILTE GRIDASOVA

DO YOU HEAR POETRY WHEN SPEAKING?

How to avoid fluent but monotonous speaking? Encourage students to speak in an impressive way? Or help them gain confidence? Through poetry! Our interactive session focuses on chunking. Let's practise a simple technique of turning monotonous speech into inspiring poetry. Imagine the outcomes: your students' speech acquires melody, they love the way they sound, and their listeners get impressed!

Vilte Gridasova holds an MA in English Language and Education (2001) and the Cambridge DELTA (2020). She's been a Language/Public Speaking teacher (Lithuanian Academy of Music and Theatre) since 2015, and a Corporate trainer since 2000.
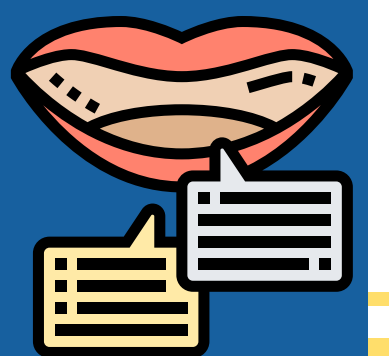
CEMALCAN USLU

INTEGRATING DIGITAL AUDIO WORKSTATIONS INTO TEACHING THE STRESS OF ENGLISH

This session aims to teach how to use a digital audio workstation called Fruity Loops, generally used for professional music production, as an innovative word-stress teaching tool. This session will range from the basics of FL Studio to the ways to utilize it as an interactive word-stress teaching material.

Cemalcan Uslu is a 3rd-year undergraduate student at the Applied Linguistics and Language teaching department at Bursa Uludag University. He is also a research intern in TÜBİTAK, and an fl studio music producer.

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IVANA DUCKINOSKA-MIHAJLOVSKA & ANASTAZIJA KIRKOVA-NASKOVA

TEACHING WORD STRESS WITH ORTHOGRAPHY: A CLASSROOM-BASED INTERVENTION

Room 2

Word stress is important for intelligibility because stress misplacement may impede word recognition and cause communication breakdown. In English, word stress can fall on various syllables in polysyllabic words, which poses difficulties to learners. Research, however, shows that word stress can be predicted. This presentation focuses on how orthography can be used to teach word stress in the EFL classroom.

Ivana Duckinoska-Mihajlovska is a Language Instructor at Ss. Cyril and Methodius University, Skopje, North Macedonia. She teaches Contemporary English courses and Academic writing. She serves as treasurer of IATEFL's PronSIG.

Anastazija Kirkova-Naskova is an Associate Professor at Ss. Cyril and Methodius University, Skopje, North Macedonia. She teaches English Phonetics, English Morphology, and Research Methodology. She co-edited English pronunciation instruction: Research-based insights (John Benjamins, 2021).

Session 2C

Room 3

PIERS MESSUM

A PRODUCTION APPROACH TO TEACHING STRESS AND REDUCTION

Pronunciation teaching often starts with listening to a model to be copied. Production is assumed to take care of itself. But the actual way that native speakers produce stressed syllables and reduced sounds is not obvious to learners. I will demonstrate how to teach authentic production, which gives students the satisfaction of speaking well.

Piers Messum has taught English in Japan and France. He now teaches in London, and does teacher training and materials development for Pronunciation Science Ltd.
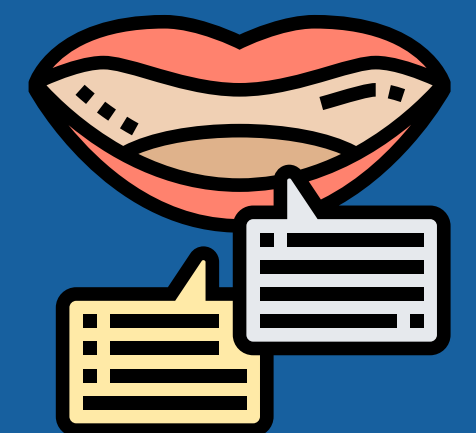
LETICIA QUESADA VÁZQUEZ

THE POWERPOINT NOTATION BOARD TO TEACH INTONATION ONLINE

Distance learning has expanded since COVID-19 crisis and many students are learning English online nowadays, which is challenging when teaching pronunciation, as students' practice cannot always be guaranteed. The PowerPoint notation board is designed to help ESL/EFL teachers when teaching intonation in synchronous remote sessions. This tool aims at enhancing student-teacher and student-student interaction, while feeling motivated and having fun.

Dr. Leticia Quesada is the director of the Bachelor's degree in Applied Modern Languages at Nebrija University (Madrid, Spain). Her research focuses on pronunciation teaching to EFL/ESP learners.
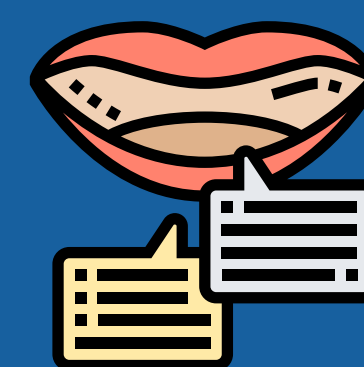
SYLVIE DOLAKOVA

RHYTHM AND STRESS IN PRIMARY SCHOOL CLASSES

Stress is an extremely important element of the language; it helps learners follow the flow of the language, and make it easier to understand. However, young learners can have problems with prosody; with their "flat tone", listeners get tired soon. Even their teachers sometimes report they can't hear it.

This workshop will show how we can practise this skill in the primary classroom.

Sylvie Dolakova is a teacher with 27 years experience focused on working with children aged 3 – 15. She specialises in teaching English through art and stories, and has published books and teaching materials.
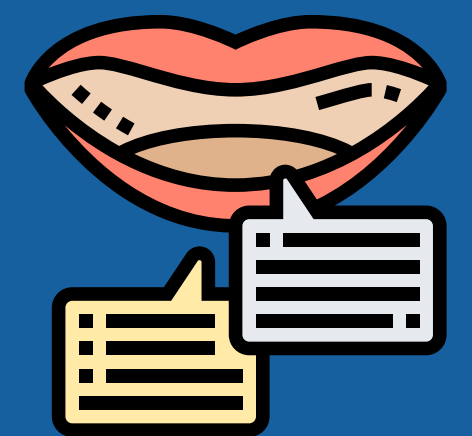
Session 3C

Room 3

KAREN TAYLOR

TEACH PROSODY WITH COLOR VOWELS: A PRACTICAL DEMONSTRATION

Students can spend years learning English yet still feel helpless when speaking English. What's missing? Prosody, the vital synthesis of pronunciation skills that boost speaking fluency, comprehensibility, and confidence. Participants will learn how to use Color Vowels as 'anchors' for prosody work through the use of quality repetition and micro-chants. Participants will receive practical resources and a micro-chant guide sheet.

Karen Taylor trains educators in the effective use of brain-based strategies for teaching spoken English. She is co-founder of English Language Training Solutions and co-author of the Color Vowel Chart.
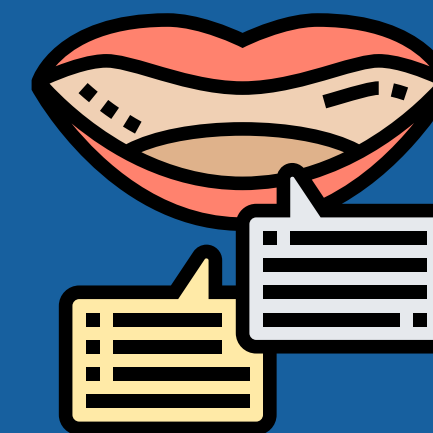
Session 4A

Room 1

# DAN FROST

PROSODY, MIND AND BODY: EMBODIED COGNITION IN PRACTICE

At the heart of this workshop is the question: why do some learners find understanding English difficult? The approach places prosody at the heart of teaching and learning pronunciation, in order to improve intelligibility and also comprehension. The techniques included in this hands-on session are grounded in embodied cognition, and are the result of 25 years of research and practice.

Dan Frost is an associate professor in lifelong learning. He has taught and researched language learning for 25 years, and is particularly interested in prosody and embodied cognition.
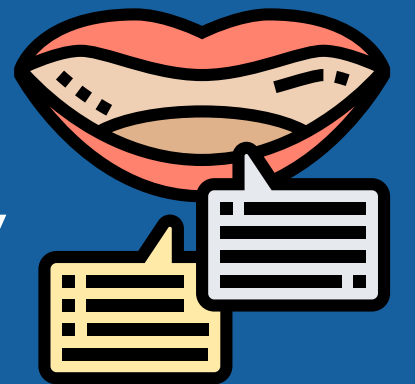
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ALINE WERNECK MEDEIROS COUTINHO

USING MOVIES TO TEACH CONTRACTIONS AND REDUCTIONS

This session delves into contemporary language learning, spurred by technology, and the role of authentic materials like movies. Learn how to effectively use movies to teach contractions and reductions. Additionally, gain insights from the "orquestra listening" technique, contributing to a holistic learning approach. Join us to explore meaningful strategies for enhancing language education with real-world context.

Aline Werneck Medeiros Coutinho has been an English teacher since 2009, holding a CELTA certification and international training. Specializing in phonetics, she trained renowned teams and is pursuing a Master's in Applied Linguistics.

Session 5A

Room 1

OKIM KANG & KEVIN HIRSCHI

## IMPACT OF LEXICAL STRESS ON L2 INTELLIGIBILITY IN ACADEMIC ENGLISH

This presentation reports on the relationship of lexical stress to listener perceptions with a focus on intelligibility. Using a dataset of L2 English learners at the university context, we discuss the complex, nonlinear correlation between lexical stress error and intelligibility, comprehensibility, and accentedness. We also report on how learner-specific feedback can improve lexical stress accuracy, resulting in higher learner intelligibility.

Okim Kang is Professor of Applied Linguistics and Director of the Applied Linguistics Speech Lab at Northern Arizona University. Her research interests include L2 speech, intelligibility, oral assessment, and ASR.

Kevin Hirschi is a PhD Candidate at Northern Arizona University. His interests are second language pronunciation development and computer-assisted learning and analyses. He has taught English and French.
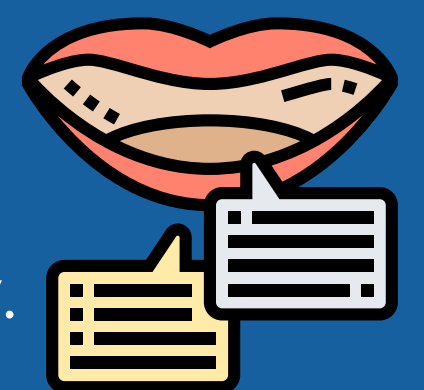
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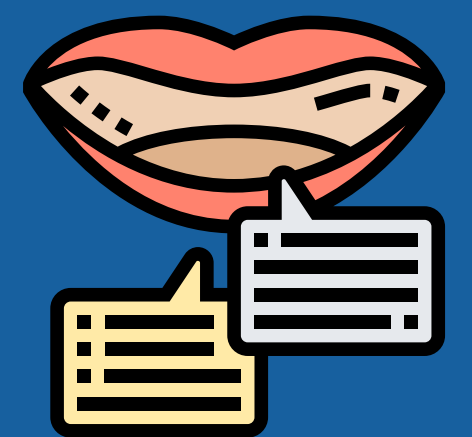📅 14 OCTOBER 2023

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TAMARA BUSTOS

YOU CAN RAP IT! IMPROVING RHYTHM AND INTONATION

It is essential for learners to become fluent, accurate and intelligible. Facilitating repeated practice through reading or singing aloud is key to developing fluency. The goal for all learners should be to free up their attention to enjoy any activity they are doing. Can a rap song help students become more fluent speakers?

Tamara Bustos graduated from I.E.S. Olga Cossettini in Rosario, Argentina, and has been teaching English for twenty years. She has been a member of IATEFL and PronSig since 2017 and she won the IATEFL Latin America Scholarship in 2022.

Session 5C

Room 3

WILLIAM ACTON

A HAPTIC-EMBODIED APPROACH TO TEACHING KEY, PACE AND VOLUME

This workshop trains participants in a set of haptic techniques (employing gesture and touch), derived from Haptic Pronunciation Teaching, for working with key, volume and pace in speaking instruction, especially valuable in focusing on expressiveness and pragmatic intent. The procedures are applicable to any learner population and require little previous instructor background in pronunciation teaching.

Bill Acton is Professor of Applied Linguistics and Director of the MATESOL at Trinity Western University. His research and publications have been in the general area of pronunciation and the role of the body in language learning.

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