



PRONUNCIATION: The Missing Link

*A one-day pronunciation event organised by
IATEFL Pronunciation Special Interest Group (PronSIG)
and hosted by the University of Chester*

Plenary speakers:

Mark Hancock & Richard Cauldwell

Venue: University of Chester

Saturday February 17th 2018, 10.00 – 17.00

- 10.00 Introductions
- 10.15 - 11.15 Opening plenary: **Richard Cauldwell**
- 11.25 - 12.10 Parallel sessions: **Gemma Archer, Wayne Rimmer**
- 12.10 - 12.30 Break (refreshments provided)
- 12.30 - 13.15 Parallel sessions: **Annie McDonald, Catarina Pontes**
- 13.15 - 14.05 Lunch (provided)
- 14.05 - 14.50 Parallel sessions: **Richard Cauldwell, Marina Cantarutti**
- 15.00 - 15.45 Parallel sessions: **Gemma Archer, Wayne Rimmer (repeated from morning)**
- 15.45 - 16.00 Break (refreshments provided)
- 16.00 - 17.00 Final plenary: **Mark Hancock**

Plenaries

***Pronunciation and listening: the case for divorce* Richard Cauldwell**

Advanced learners of English, proficient in other skills, often find that their listening skills cannot cope with spontaneous speech. The remedy? We need Pronunciation and Listening to negotiate an amicable divorce with separate goals and language models. They must also agree what to do with their children – classroom activities.

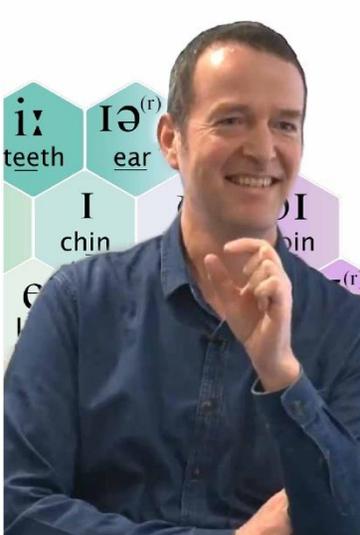
Richard has taught English in France, Hong Kong, Japan, and the UK. He has published award-winning materials for listening and pronunciation. He has twice won The British Council's ELTon award. He is working on a book for teachers and textbook authors - *A Syllabus for Listening: Decoding*.



***Tonic stress made simple* Mark Hancock**

Tonic stress is a speaker's use of emphasis to focus a listener's attention. It's an aspect of the speaking skill which is often neglected, but is crucial in getting meaning across. In this session we will look at ways of presenting and practising this pronunciation feature in the language class.

Mark started teaching English in 1984. He's worked in Spain, Turkey, Brazil and the UK. He has published many pronunciation books, including *Pronunciation Games* (CUP 1995), *English Pronunciation in Use Intermediate* (CUP 2012) and *PronPack 1-4* (Hancock McDonald ELT 2017). With Annie McDonald he's written *Authentic Listening Resource Pack* (Delta, 2015) and created the ELT resources website hancockmcdonald.com.



Parallel Sessions

***Listening in chunks* Annie McDonald**

Listening lessons often encourage students to use strategies to guess meaning, without developing their ability to decode spoken English itself. Could focusing on language chunks be a missing link which helps students improve their listening skills? In this talk we'll take a look at activities which might just do that.

Annie has worked in ELT for 30+ years in EFL/ESP/EAP in Turkey, Brazil, Spain and England, teaching secondary/university/adult students. She holds an MSc in Teaching English from Aston University, and is a former president of TESOL-Spain. She co-authored *English Result* (OUP, 4 levels), *Authentic Listening Resource Pack* (Delta, 2015), and is co-founder of www.hancockmcdonald.com, all with Mark Hancock.



***5 reasons why pronunciation must be included in your lessons* Catarina Pontes**

It's common knowledge that many EFL teachers shy away from pronunciation work for a number of reasons. In this talk, I will share 5 of the reasons why pronunciation work is essential in English

lessons, and participants will also be invited to share their experience referring to their own teaching contexts.

Catarina is an Academic Coordinator at Associação Cultura Inglesa São Paulo, and has been involved with English Language Teaching, Teacher Training, Course Design, and International Exams for several years. She is an ICELT tutor, has contributed to ELT publications, and presented at international conferences. She is the current president of Braz-TESOL's São Paulo Chapter, and the incoming coordinator of IATEFL Pronunciation SIG. Catarina is also the co-author of "Getting into Teacher Education: a Handbook".



***Pronunciation assessment: should we bother?* Gemma Archer**

While pronunciation is finally starting to make its way back into the classroom after its decades long absence, its assessment is an area still treated with timidity, if at all. How should we assess our students' pronunciation in the classroom, and more importantly, should we? This session aims to discuss the process of pronunciation assessment, the challenges it can bring, and offer some practical suggestions to support its implementation.

Gemma holds a CELTA, Dip TESOL and a Master's of Research in English Language and Linguistics and is the current editor of IATEFL Pron SIG's bi annual journal *Speak Out!* She has taught in the UK, Ireland, Italy and the Middle East, but for the last seven years has been a teacher of English for Academic Purposes and pre-sessional co-ordinator at the University of Strathclyde in Glasgow. Her particular areas of interest are pronunciation for academia, English as a Lingua Franca, and regional accents, in particular Scottish Standard English.



***Teaching intonation in context: integrating intonation, lexico-grammar, and speech genres for communication* Marina N. Cantarutti**

This talk will introduce a contextualised and genre-based approach to intonation teaching that supports learners in enhancing their oral proficiency across speech repertoires. Through an exploration of how a selection of recurrent intonational, lexico-grammatical and topical ‘building blocks’ work in spoken monologic vs dialogic discourse, practical intonation teaching techniques will be presented.

Marina is an Argentinian EFL teacher and former lecturer in Applied Phonetics for ELT. She holds an MA in English Language, and she is currently conducting her doctoral research in phonetics in interaction at the University of York, where she is also a tutor in Phonetics and Phonology.



***Jungle Listening – decoding activities* Richard Cauldwell**

To improve the teaching of listening, we need to do much more decoding. Following on from the plenary, I will demonstrate a range of decoding activities which will make your students familiar and comfortable with the messy unruliness of everyday spontaneous speech, so that they improve their listening skills.

***Pronunciation, prose and poetry* Wayne Rimmer**

A natural context for natural pronunciation is the written and spoken word and all the genres they include, whether metric verse or free-flowing prose. This session will demonstrate the potential of literature, interpreted very widely, to highlight pronunciation features and motivate learners to produce them.

Wayne is a teacher and materials writer. He is outgoing co-ordinator of PronSIG and has been a member of PronSIG since the mid-1990s, hugely benefitting from the expertise, professionalism and sense of community which an event such as this encapsulates.



Location

<https://www1.chester.ac.uk/learning-site/parkgate-road-campus-chester>

Please register for the event through the IATEFL secure website

https://secure.iatefl.org/events/step1.php?event_id=136

We look forward to seeing you at what promises to be a very exciting event.

Event organiser: **Wayne Rimmer** (PronSIG) PronSIG@iatefl.org