



MAKING PRONUNCIATION INCLUSIVE

IATEFL'S PRON SIG AND IP & SEN SIG ONE-DAY EVENT

OCTOBER 27, 2018 SPEAK UP LONDON, UK

[139 OXFORD STREET, W1D 2JA](#)

**JOIN US FOR A DAY PACKED WITH IDEAS ON HOW TO MAKE PRONUNCIATION
TEACHING MORE INCLUSIVE!**

**A RANGE OF TALKS, WORKSHOPS AND PLENARY SESSIONS TO SHED LIGHT ON
SOME OF THE CHALLENGES ENCOUNTERED IN THE LANGUAGE CLASSROOM,
AND TO CONTRIBUTE TO INCREASING YOUR TEACHING REPERTOIRE.**

REGISTER NOW AT <http://secure.iatefl.org/events/>

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- 9.00 - 9:30 registration
- 9:30 - 9:40 opening and general announcements
- 9:40 - 10:40 opening plenary (Davide Galante)
- 10:50 - 11:30 workshop (Wayne Rimmer)
- 11:30 - 11:55 coffee break
- 12:00 - 12:40 workshop (Anne-Margareth Smith)
- 12:40 - 13:45 lunch break
- 13:50 - 14:30 workshop (Andrew Cowler)
- 14:35 - 15:15 forum (Catarina Pontes)
- 15:15 - 15:35 coffee break
- 15:40 - 16:40 closing plenary (Varinder Unlu)
- 16:40 - 16:45 closing

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Opening plenary

Insights from speech therapy into an individual learner's emerging phonology: a professional perspective

Davide Galante



Starting with an overview on the role of the speech therapist, this talk will cover some common speech disorders and some approaches used to develop speech. We will present a psycholinguistic model used in therapy to identify difficulties and plan intervention, and we will discuss similarities and differences between teaching L1 and L2 phonology.

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Workshop

Individualising pronunciation

Wayne Rimmer

Even in a monolingual classroom, learners have different expectations and needs when it comes to their pronunciation. Despite this, on those rare occasions when there is explicit focus on pronunciation, there is little differentiation in terms of methodology and the listen-and-repeat strategy remains dominant, almost regardless of whether it gets results. Informed by work in multiple-intelligences, this workshop will provide a sample of approaches to individualise the pronunciation learning experience.

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Workshop

Using musical activities to raise phonological awareness

Anne Margaret Smith



The use of musical activities for language development can go a lot further and deeper than the familiar lyrics gap-fill, becoming a way of reaching students who otherwise do not readily engage. This workshop will demonstrate how teachers can make use of musical activities to focus on specific aspects of phonology such as connected speech and phoneme differentiation.

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Workshop

Poetry to pinpoint accuracy

Adam Cowler

Having always had the passion for poetry since writing a poem about my rabbit Snowy aged 5-6, I've found myself over time incorporating poetry into the classroom. The presentation will focus on how poetry can be used to help students with intonation especially to aid confidence when giving presentations. Along with this a number of extracts both classic and contemporary will be used to help students develop rhythm for added fluency along with rhyme, weak forms and how to help familiarise students with the orthography and pronunciation of -ough in an interesting and funny way.

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Forum

Best practices to make pronunciation inclusive

Catarina Pontes



Learning from peers can be an extremely memorable experience. In this forum, participants will have the opportunity to share tried and tested activities with colleagues to make sure special educational needs are catered for, and that pronunciations is always part of their lessons.

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Closing plenary

Are we all included and equal?

Varinder Unlu



ELT is a profession which tries to promote tolerance and understanding, but is often lacking in inclusivity and equality. Policies alone are not enough to build an inclusive workplace, and inclusion should not be a box-ticking exercise. At its most basic level, it is about ensuring that no one is discriminated against because of their age, disability, race, religion, belief, gender, sexual orientation or factors such as social background. Ultimately an inclusive working environment allows people to be themselves. Equality and diversity can bring with them many challenges, so to promote inclusion you need to consider how staff and students will work together on a daily basis.



Davide Galante

Davide qualified as EFL teacher in 2010 and worked in the UK and in Russia. He later obtained a Master's Degree in Applied Linguistics and developed an interest in multilingualism and language impairment. Since he joined the London Children's Practice in October 2015, he has worked with a wide range of clients both in clinic and in school, and has delivered intervention for children with autism and other developmental disorders. He's also worked at the Lahore Children's Centre where he gained experience working with children with speech disorders, language delay, social and pragmatic language impairment, and literacy difficulties. Davide is currently completing an MSc in Speech and Language Sciences at UCL.



Wayne Rimmer

Wayne Rimmer has taught learners of all shapes and sizes in Moldova, Russia, Thailand and the UK. He has been a member of PronSIG for longer than some of the people at this event have been alive.



Anne Margaret Smith

Dr. Anne Margaret Smith has taught English for 25 years in Kenya, Germany, Sweden and the UK. She is also a dyslexia specialist tutor and assessor. She founded *ELT well* with the intention of bringing together best practice from the two fields of ELT and SpLD support, and now offers materials and training to teachers, as well as specialist teaching to dyslexic learners. She was recently instrumental in setting up the new IATEFL SIG: Inclusive Practices and SEN. Find out more:

www.ELTwell.com



Adam Cowler

Showing a passion for language from a young age, Adam would often spend his youth reading and during sixth form he acquired a real love for linguistics while studying it at A level. It was around this time, that he developed a fondness for poetry as well as writing. This enthusiasm continued as he went on to study English Language and Linguistics at Anglia Ruskin, where the degree encompassed everything from 'Phonetics and phonology' to 'Language acquisition' to 'Writing to entertain, inform and persuade'.

After graduating and going on to take the CELTA qualification at International House and teaching with Embassy summer and Speak Up London, he found the ability to incorporate his two interests, poetry and language. Thanks to encouragement from others he presented a CPD in 2017 on how to use poems in the classroom ranging from Acrostic to Limericks, which he in turn has implemented in his own classes.



Catarina Pontes

Catarina Pontes is Educational Development Manager at International School, Brazil. With over 20 years of experience in teaching and 15 years of experience in teacher training and development, she is the current coordinator of IATEFL's Pron SIG. A DELTA holder, ICALT main course tutor and currently doing her MA in Professional Development in Language Education, Catarina has also co-authored *Getting into Teacher Education - a Handbook*.



Varinder Unlu

Varinder Unlu has worked in ELT for 26 years in all contexts from private language schools to FE and HE, teaching students of all ages. She has been a DOS/Academic Manager since 2002. She is currently Academic Manager at Glion Institute of Higher Education. She is also a teacher trainer for both Cambridge CELTA and Trinity TESOL, a materials writer and a conference speaker and the coordinator of the Inclusive Practices and SENs IATEFL SIG. She is currently doing an MA TESOL.