


**Pronunciation 'unplugged':
teachers as resources
for low-tech classrooms**



ONLINE & IN-PERSON Pre-Conference Event
15 April 2024
pronsig.iatefl.org/pce2024



Pronunciation ‘unplugged’: teachers as resources for low-tech classrooms

Today, many teachers of English language are fortunate to have a variety of resources at their disposal to aid their instruction: from a teacher’s library full of books and a photocopier to make class copies, interactive mobile phone apps, reliable internet access and smart boards onto which we can project audio and video from any genre that fits the lesson’s objectives.

However, while access to these resources is increasingly common, particularly for pronunciation instruction, there will always be locations or scenarios when it is impossible or impractical to rely upon them. This could be a remote school with little funding or provisions; a classroom with unreliable technology or electricity supply; a lockdown with students who have little-to-no technological experience; or even a low-level or low-literacy class for whom colourful textbooks and innovative printed materials are of limited help.

For our 2024 PCE IATEFL PronSIG wants to take you back to basics, and focus on the techniques, methods, and strategies that allow us to teach pronunciation ‘unplugged’. Turning away from ever-advancing technology for a day, we’ll share with you how you can teach pronunciation anywhere, to anyone, with nothing but yourself as a resource.



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

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10.00 - 10.10 **PCE opening & welcome address**

10.10 - 10.30 **Guided interactive discussion**

10.30 - 11.20 **Let's talk about it! Pronunciation teaching unplugged**

Led by Michael Burri

11.20 - 11.45 Coffee break and networking

11.45 - 13.00 **Visualising pronunciation: Creative graphic strategies that stick**

Led by Emily Bryson (joining online) & Gemma Archer

13.00 - 14.00 Lunch break

14.00 - 14.30 Reflection and networking

14.30 - 15.20 **The hidden population: Teaching pronunciation to literacy level adult language learners**

Led by Andrea Echlberger (joining online)

15.20 - 15.45 Coffee break and networking

15.45 - 16.35 **Pronunciation takes centre stage**

Led by Marisol Hernández

16.35 - 17.00 **Guided interactive discussion and closing**



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Let's talk about it! Pronunciation teaching unplugged

Drawing on Thornbury's Dogme approach and Alexander's Dialogic Teaching, the aim of this session is for the participants to engage in unstructured discussions to explore their struggles and successes with pronunciation teaching.

Participants will also brainstorm, experience, and experiment with a variety of pronunciation teaching techniques that they could use in their L2 classrooms to improve their language learners' pronunciation.

Session 1



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.



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Visualising pronunciation: Creative graphic strategies that stick

Graphic facilitation uses simple drawings, visual metaphors and imagery to make communication in the ELT classroom clear and engaging, but can it really be used to teach pronunciation? The answer is a resounding YES! In this session, participants will explore creative ways they can make pronunciation clear, visual, fun, and above all memorable, requiring nothing but a pen and paper.



Gemma
Archer

Gemma Archer is an EAP teacher and programme co-ordinator in the ELT unit at the University of Strathclyde in Glasgow, Scotland. She is also the joint-coordinator of IATEFL Pronunciation special interest group (PronSIG), and co-author of the book *Teaching English Pronunciation for a Global World* (OUP, 2024).



Emily
Bryson

Emily Bryson is an ELT professional and author of titles including *National Geographic Learning's Voices* series, *50 Ways to Teach Life Skills* and the *A-Z of ESOL*. She is passionate about the use of visual tools and graphic facilitation strategies to make learning more engaging, accessible and fun.

Session 2

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The hidden population: Teaching pronunciation to literacy level adult language learners

Students who are developing literacy for the first time as adults require different approaches when it comes to pronunciation instruction. This session will look at high-impact pronunciation features and explore teaching techniques that support low literacy students in building their intelligibility through accessible and engaging activities while requiring minimal literacy skills and little to no technology.

Session 3



Andrea Echelberger

Andrea Echelberger is a literacy instructor at the Robbinsdale Adult Academic Program. She has worked in the field of adult education as a teacher and trainer for over 18 years, specializing in literacy level instruction, pronunciation, and learner-centered instruction. Andrea served as an EL Fellow and EL Specialist with the US State Department in SE Asia, and is currently serving as Past President on the international board of LESLLA, an organization that focuses on adult emergent readers.



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Pronunciation takes centre stage

This hands-on workshop will invite attendees to explore different acting exercises which can easily be adapted to teach pronunciation in low-tech classrooms. No state-of-the-art resources are needed. Teachers and students should just be willing to thrive on the physicality of pronunciation and on the joy of exploring one's expressive self through drama.

Session 4



Marisol Hernández

Marisol Hernández is a higher education teacher of English specialising in English phonetics and phonology. Having completed a four-year vocational course in Professional Acting, she also works as an actor in fringe and independent theatres and projects. She is the author of the forthcoming book *English Pronunciation through Acting Exercises and Techniques* (2024).



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