



Inclusive pronunciation practices: making space for everyone in the ELT classroom -

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Date: Saturday 29th April 2023

Time: 10am - 11.45am GMT (doors open 10am; talk starts 10.15am)

Venue: This is a free online event.

Register here: <https://forms.gle/qDt513obJokyA5Hc9>

For many international students of English, perceptions of the language and its speakers are still intrinsically tied to outdated and unrealistic notions of prestige native speaker models. This, however, is at odds with modern English which is a global, diverse, and dynamic language, used more by L2 speakers than L1 (Crystal, 2019). It also does not reflect the rich distinct varieties spoken throughout the British Isles, which students have to adjust to upon arrival here. So how can we make room for our students, and indeed, our own Englishes in the ELT classroom, moving away from stringent native speaker model replication, and instead towards a goal of clear intelligible speech regardless of the variety?

In this session, I'll pinpoint why continued adherence to native likeness norms are harming rather than helping our students in terms of both their perception and production of English. I'll then suggest practical ways in which we can overcome this, encouraging students to embrace their L2 identity, accept rather than fear unfamiliar Englishes, and feel confident to speak out to their fellow students and in their new local communities.

References:

Crystal, D. (2019). *The Cambridge encyclopedia of the English language*. Cambridge University Press. <https://doi.org/10.1017/9781108528931>

Bio: Gemma holds a CELTA, Dip TESOL and a Master's of Research in English Language and Linguistics and has taught English in the UK, Ireland, Italy, and the Middle East. She is an EAP teacher and programme co-ordinator in the ELT unit at the University of Strathclyde in Glasgow, editor of IATEFL Pron SIG's bi-annual journal 'Speak Out!' and is joint SIG coordinator. She specialises in pronunciation pedagogy and is passionate about researching and teaching with diverse L2 and regional L1 accents.

