



ELF pronunciation in monolingual classrooms

In this workshop we will look at the practical side of three points that are central to taking an ELF approach to teaching English pronunciation, and which are of special relevance to teacher's working in an essentially monolingual classroom environment, such as is the case in Argentina. These points are:

1. Lightening the workload: ELF, the LFC, and traditional priorities for teaching English pronunciation
2. Making use of mother-tongue interference: phonological transfer and competence in ELF pronunciation
3. Competence and pedagogy: native-speaker versus non-native speaker teachers.



PROF. ROBIN WALKER

Robin Walker is a freelance teacher, teacher trainer, and ELT materials writer. A former Vice-President of TESOL-SPAIN, he is the editor of *Speak Out!*, the newsletter of the IATEFL Pronunciation Special Interest Group. He regularly gives talks, courses and workshops on pronunciation teaching, and has published articles on the subject in many teacher's magazines and digital platforms. He is the co-author of *Tourism*, a course in the Oxford University Press English for Careers series. In 2010 he published *Teaching the Pronunciation of English as a Lingua Franca*, an OUP teacher's handbook.

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