



Pronunciation and Storytelling: From Phonemes to Fluency – with Adrian Underhill @ Bell

This course description is an overview of the type of content you can expect to cover in this programme. Courses are tailored according to the teaching context of the participants. All courses support key outcomes required under the Europe 2020 Strategy with Europass available.

Who is this course for?

This course is for teachers, academic managers, Directors of Studies, teacher trainers and materials writers. It caters for both non-native and native speakers of English. Most participants are non-native ELT professionals with a high standard of English. You should be level B2 minimum.

Course outcomes

- Improvement of participants' key competencies and skills for work
- Development of linguistic skills and intercultural awareness
- Opportunity for post-course dissemination of good practice to other teachers at local and national level
- Increased understanding of how to foster quality improvements to teaching and learning
- Opportunities to promote innovative teaching and practice internationally
- Improvement of learner engagement to support learner retention in educational contexts
- Enhancement of international cooperation and development in education

Course aims

The aims of this course are

- to develop participants own pronunciation at the level of sounds, words and connected speech
- to develop their deep insight into how pronunciation and fluent speaking works and can be developed, using storytelling skills for fluency
- to develop presentational speaking skills such as engagement pausing and personal presence as part of the work on connected speech
- to experience and practice a complete repertoire of pronunciation teaching and learning techniques that have the potential to liberate learners from the grip of the mother tongue pronunciation.

By the end of the course participants will have developed confidence in their pronunciation, their connected speaking and their ability to engage listeners through their presentation and storytelling ability. And they will have practised and developed the teaching skills to help bring about the same learning in their own students.

Course programme

Overview

The first part of the course consists of a thorough grounding in English pronunciation at the level of sounds, words and connected speech. This will include a complete workout using the Sound Foundations phonemic chart, and daily teaching practice to gain confidence, receive feedback, and to personalise a range of teaching techniques.

The second part of the course builds on this foundation and focuses on extensive practice of presentation skills through the art of storytelling, both the telling of traditional tales and on-the-spot improvisation of new stories. The aim is to develop the clarity, engagement and beauty of participants spoken English using the story as the device to provide meaningful context. Stories exist in many ways in the language class. Even telling learners about the past simple can have the qualities of an engaging story. All story material is provided and no previous skill or experience is necessary. Practice will be developed to embrace other aspects of presentation skills and spontaneous speaking.

Bell Teacher Campus



This course will take place at Bell Teacher Campus in Cambridge, based at Homerton College which is part of the University of Cambridge. Homerton College is an outstandingly beautiful college in secluded wooded grounds with easy access to Cambridge town centre. It has first-class learning and social facilities. Half-board accommodation is available in single en-suite rooms on site. The training staff at Bell Teacher Campus are all highly qualified, many of whom are materials writers and conference speakers. Afternoons entail a conference style approach with participants able to join an interesting variety of workshops, cultural talks and a special lecture each week from a prominent speaker.



Sample timetable – week 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 – 10.30	The chart as mental map of pronunciation territory. Understanding the physicality of sounds	How sounds connect into words. Mastering word stress.	Teaching and learning vocabulary using pronunciation as the memory hook	From words to connected speech Developing fluency in connected speech	Personalising and integrating these approaches with your own teaching style
COFFEE					
11.00 – 12.30	Understanding all the sounds from the inside of your mouth Using visual dictation	The interplay between sounds, energy distribution, wordstress remembering	Core chart activities for teaching words. Approaches to correction	Assembling your new teaching repertoire	Fluency practice with the chart Tips and tricks for using the chart
LUNCH					
14.00 – 15.30	Rehearsal, practice and feedback session	** Elective topic workshops	X Key Lecture	** Elective topic workshops	Individual action planning, feedback and close
15.30	Optional talks, cultural activities, social programme or study time				

** Topic workshops - choose from a range of workshops and talks on topical issues and/or aspects of British Life and Culture.
X Key Lecture. Talks by well-known plenary speakers and writers

Sample timetable – week 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 – 10.30	Introductions and getting started. Receiving 'your story' for the week	Pronunciation and delivery in storytelling Working with rhythm, stress and intonation	Mastering the variables of delivery, voice tone, speed, pause	Collaborative story telling Speaking from the heart, and weaving a spell...	Story festival and performance part 1
COFFEE					
11.00 – 12.30	Getting inside your story Developing character and plot	Spontaneous storytelling, introduction and practise using structured guidance	Using writing activities that support storytelling	Tips and tricks for getting out of a fix when telling stories	Story festival and performance part 2
LUNCH					
14.00 – 15.30	Creating and exploiting a "story atmosphere"	** Elective topic workshops	X Key Lecture	** Elective topic workshops	Special Teachers' Excursion
15.30	Optional talks, cultural activities, social programme or study time				

Please note that this is a sample timetable. Your trainer will negotiate and agree a timetable specifically designed for your group's needs. Your course is likely to be different from the sample timetable.

Adrian Underhill

I am a freelance ELT consultant and trainer, working mainly on staff training, leadership and organisational development. I am series editor of the Macmillan Books for Teachers, author of Sound Foundations and the prize winning app Sounds. My current interests include the 'post-heroic' approaches to leadership that are now emerging, applications of complexity theory to learning, and improvisation in teaching. I am a past president of IATEFL.



Further information

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