UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LENGUA INGLESA

Asignatura: Pronunciación Inglesa I
Código: LI133
Intensidad: 3 horas semanales
Pre-requisito: No
Créditos: 3

1. General Description

Phonetics is a branch of linguistics that comprises the study of the sounds of human speech. It is concerned with the physical properties of speech sounds (phones): their physiological production, acoustic properties, auditory perception, and neurophysiological status. English Pronunciation I is the first of two courses designed to enable students to identify, describe, and reproduce the basic elements of the English phonemic system. The course focuses on the physiological processes involved in the speech production, the phonemes that comprise the sounds of the English language with their specific characteristics. In this course, the students have the opportunity to learn to produce English phonemes and segmental elements in isolation and in context, while being introduced to their graphic representation by means of the International Phonemic Alphabet (IPA).

Although English Pronunciation I emphasizes the acquisition of English pronunciation, basic theoretical aspects of English phonology are introduced. As future professionals students are encouraged to apply these concepts to the construction of their own professional approach to the teaching of ESL. As most experienced ESL teachers are aware, pronunciation is the area of language learning most resistant to change or improvement. By the time ESL students begin our program, they have probably already developed speech habits which have fossilized and become progressively harder to unlearn or change without serious and concerted effort. This problem emerges from the students' own lack of awareness of their communication and pronunciation problems; hence, this course facilitates some strategies to self-correction and self -monitoring in terms of the production of consonant and vowel sounds.

2. General Competences

Students who successfully complete this course will be empowered to:

- Produce the phonemes and supra-segmental of English in communicative contexts in a way that is readily comprehensible and acceptable to native and non-native speakers.
- Draw on linguistic and phonetic theories of speech in formulating pedagogical criteria for the   teaching of pronunciation in communicative contexts.
- Apply strategies for learning and teaching pronunciation

3. Linguistic Components

Skills	Competences	Evidence
Reading	- Understand, within contextual practice, the connection between English spelling and pronunciation. - Identify and use individual phonemes within contextual words.	- Reading articles related to pronunciation concepts. - The Reading project, students will read at least one book in the semester.
Writing	- Use the International Phonetic Alphabet to learn appropriate pronunciation of words in dictionaries. - Write complete phonetic transcriptions of words and phrases using the IPA.	- Transcription of extracts of the book. - Transcription of words and extracts of songs
Speaking	- Use the specific terminology to refer to the basic concepts regarding pronunciation. - Use the vocal tract to identify the different places and manners of articulation of consonant sounds. - Identify and recognize the phonetic features which distinguish phonemes (*distinctive features*, e.g. voicing, rounding, nasality, plosion). - Identify defined phonemic problems caused by mother tongue interference.	- Short oral presentations regarding the production of sounds. - Oral recordings - Role plays and reading aloud practices
Listening	- Repeat, identify and produce the sounds that belong to the IPA. - Identify and recognize the production of the sound-units (*phonemes*) of the language and their realization in particular contexts (*allophones*). - Identify the differences between the pronunciation of sounds in common accents.	- Completion of quizzes, worksheets or online tasks

4. Pedagogical component

At the end of the course, the students of this course will be able to:

- Provide friendly explanations for teaching the articulation of sounds in English.
- Report on strategies for teaching the articulation of vowel sounds.
- Elaborate on strategies for teaching pronunciation to young learners.

The following chart makes evident the four pedagogical models that underlie the execution of this program.

Pedagogical models	Competences	Evidence
Critical- reflective model	- Reflect on learning processes and identify strategies that contribute to develop oral competences. - Develop critical thinking skills in the learning process - Apply metacognitive strategies that allow them to reflect on their own learning process.	- Completion of the reflection assessment in the course of the reading project. - Suggesting strategies for dealing with common pronunciation challenges
Socio-constructivist model	- Carry out collaborative projects that help students construct a meaningful learning.	. Implementation of collaborative study groups as a mechanism to enhance metacognitive processes in learning.
Humanistic approach	Develop skills for working collaboratively, respecting others' views and considering the ethical aspects in the completion of the course	- Ethical considerations are included in the syllabus and will be taken into account along the course
Content- based instruction	The courses of Pronunciation are content- driven and language-driven	Pronunciation courses elaborate on specific content that is taught in English, students are evaluated in both areas content and language

5. Cultural component

The cultural component of the course is mainly concentrated on the variations in pronunciation at the segmental level, depending on the most common accents students are exposed to as speaker of English as a foreign language. Likewise, in Pronunciation

courses, students are part of a reading project, in which they have initial approaches to Anglophone literature.

6. Methodology and strategies

As students of English, learners will memorize and practice the use of International Phonemic Alphabet symbols to interpret and represent the phonemes of the language. As users of English, they will engage in drills, semi-controlled exercises and listening tasks in order to develop the audio-lingual skills needed to distinguish and reproduce English sounds. As future English teachers, they will process input from readings, class lectures and audio-visual presentations, will engage in peer micro- teaching presentations and will keep portfolios in order to become familiar with the physiological processes of speech production and formulate concepts concerning the teaching of English pronunciation. Besides, the course will contain the following stages adapted from Eckstein (2007); input, practice, noticing, feedback and production.

In relation to strategies and techniques for teaching pronunciation, students will be exposed to back chaining, minimal pairs, backward buildup, bingo, brainstorming, categorizing, chain stories, dialogues, exaggeration, information gap, minimal pairs, mirrors, pictures, reference words, rules, spelling equivalencies, and tongue twisters among others.

7. Thematic Units

The learning units covered in this course are:

1. Description of the speech
a. The physiology of pronunciation b. The
articulation of phonemes
c. Phonemic transcription
2. Consonant sounds
a. The characteristics of consonant sounds b.
Manners and places of articulation
c. Voiced and voiceless consonants
d. Strategies for teaching consonant sounds
3. Vowel sounds
a. The characteristics of the pure vowel sounds b. The
characteristics of diphthongs
c. Strategies for teaching vowel sounds
4. Pronunciation of past tenses with regular verbs (ed- d)
5. Pronunciation of plural forms or third person simple present tense (es- s)

8. Evaluation

Three types of evaluation will be implemented during the course:

- Formative evaluation: this will be an ongoing process and students are expected to take control of their own learning.
- Summative evaluation: this includes quantitative data on what students have achieved.
- Metacognitive evaluation: students are expected to reflect on their own learning.

ITEM	PERCENTAGE
First Partial	20%
Second Partial	20%
Final Partial	30%
In and out classwork	10%
Project	20%

10. Technological component
Students will be asked to make use of different technological tools in order to develop the established competences of the course; among these tools we can mention the blogs, mailvu, screenastmatic, esl-video.com, lyricstraining.com, etc.

11. Bibliography and resources

- Kelly, Gerald. How to Teach Pronunciation. Longman, 2000. 154 pp.
- New Headway Pronunciation Intermediate
- IPA(International Phonetic Alphabet)
- Monolingual English dictionary
- http://www1.voanews.com/english/news/
- http://www.wordreference.com
- http://plataforma.utp.edu.co/course/view.php?id=366
- http://dictionary.cambridge.org/
- http://www.pronuncian.com/assess.aspx
- http://davidbrett.uniss.it/phonology/aspects_of_connected_speech_inde.htm
- http://www.uiowa.edu/~acadtech/phonetics/
- http://www.photransedit.com/Online/Text2Phonetics.aspx
- http://yt-subs.appspot.com/
- http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html
- http://www.eyespeakenglish.com/en/products/demo_us/index.php