



Licenciatura en Lengua Inglesa

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

Asignatura:	Pronunciación Inglesa II
Código:	LI223
Intensidad:	3 horas semanales
Pre-requisito:	LI133
Créditos:	3

1. General Description

The course of pronunciation II mainly intends to provide the student with useful strategies to acquire an intelligible pronunciation of English in terms of the suprasegmental features of the language; namely, intonation, stress and connected speech. This course requires the students to have a good theoretical and practical command of the segmental parts (phonemes) regarding the accuracy in the production of individual sounds and words in isolation. The second course of pronunciation includes prosody, or functional intelligibility, comprising the following interacting phonological aspects: the stress patterns of phrases, the interaction of sounds between ending, and beginnings of words, and the resulting pronunciation, rhythm, and intonation of these phrases.

In addition, this course also attempts to develop an awareness of the codes governing the language so as to improve pronunciation as well as the ability to explain the subject coherently. Accordingly, some pedagogical aspects of how to teach pronunciation will be considered and discussed throughout the course with the purpose of providing a useful basis on different strategies to guide pronunciation learning. The course will also aim to encourage students to be aware of their own learning strategies and styles, so that they can eventually reach the stage of autonomous learning and be conscious of their ongoing process as teachers of English.

2. General competences

As stated in the pronunciation I course, students will:

- Acquire a standard and communicative English pronunciation.
- Draw on linguistic, phonetic and phonological theories of speech in formulating pedagogical criteria for the teaching of pronunciation in communicative contexts.
- Apply strategies for learning and teaching pronunciation.
- Vary intonation and place sentence stress correctly in order to express finer shades of meaning.

3. Linguistic Components

Skills	Competences	Evidence
Reading	Identify the production of the phonetic composition of words (<i>syllable structure</i> , the sequence of phonemes, word stress, word tones); sentence phonetics (<i>prosody</i>), sentence stress and rhythm, intonation.	<ul style="list-style-type: none"> - Reading articles related to pronunciation concepts. - The Reading project, students will read at least one book in the semester and will focus on the suprasegmental aspects of pronunciation
Writing	<ul style="list-style-type: none"> - Use the International Phonetic Alphabet to learn appropriate pronunciation of words in dictionaries. - Write complete phonetic transcriptions of utterances and phrases using the IPA. - Identify defined phonemic problems caused by mother tongue interference. 	<ul style="list-style-type: none"> - Transcription of extracts of the book and identification of mistakes - Transcription of words and extracts of songs
Speaking	<ul style="list-style-type: none"> - Use the specific terminology to refer to the basic concepts regarding pronunciation. - Make use of strategies targeted at phonetic reduction, vowel reduction, strong and weak forms, assimilation, elision, linking, intrusion and contractions. - Identify and use connected speech through the correct pronunciation of words in phrases and sentences. - Recognize and produce different kinds of intonation patterns. - Explain pedagogical concepts concerning English Pronunciation. - Recognize and produce different kinds or stress patterns. 	<ul style="list-style-type: none"> - Short oral presentations regarding suprasegmental aspects of the language - Oral recordings - Role plays and reading aloud practices
Listening	<ul style="list-style-type: none"> - Identify and use connected speech through the correct pronunciation of words in phrases and sentences. - Identify the differences between the pronunciation of sounds in common accents. - Recognize and produce different kinds of intonation patterns. - Recognize and produce different kinds or stress patterns. 	<ul style="list-style-type: none"> - 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:

- Propose ideas to focus on intonation in an EFL classroom
- Plan activities for teaching stress
- Design optional activities for approaching connected speech in EFL scenarios
- Report on useful ideas for addressing suprasegmental features in the classroom

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

Pedagogical models	Competences	Evidence
Critical-reflective model	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Completion of the reflection assessment in the course of the reading project.- Suggesting strategies for dealing with common pronunciation challenges
Socio-constructivist model	<ul style="list-style-type: none">- Carry out collaborative projects that help students construct a meaningful learning.	<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- 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

The methodology proposed for the development of this course will be based on the following suggested activities:

- Teacher's and students' presentations in the classroom
- Classroom activities/ practices
- Audio/ video practices
- Assigned homework
- Course Project

The course will make use of a range of media and material in order to expose the student to a variety of authentic accents. All special requests will be taken into account and can be communicated to the teacher via e-mail. The class is a live and democratic environment in which the students as much as the teacher guide the course. Lessons are learner-centered where the learners' needs and styles are considered for the design and planning of tasks.

Students will be active participants during the class and different activities will be carried out in order to achieve the learning goals set at the beginning of the lessons. Students will present some microteachings and they will reflect on the effectiveness of the activities included in them as a means of improving their critical thinking skills. Likewise, the students will be assigned with a book and they will be expected to present some oral reports of the book. In this way, they will expand their vocabulary and improve their pronunciation. Exams will be considered as diagnostic tools so as to know what topics should be reinforced during the teaching and learning process. An important part of the process will be to gain an understanding of stress based languages and the consequences of this; the identification of intonation patterns, as well as to develop a critical thinking regarding to how teachers can give meaningful instruction.

During this course, students will be exposed to a wide range of strategies for teaching and learning pronunciation in order to raise awareness on those aspects that need to be improved and reinforced. Among these strategies, the course proposes changing the meaning (read words and phrases using contrastive stress and discuss the meanings (e.g., *green house* and *greenhouse*, exaggeration) (encourage learners to exaggerate their production of stress and rhythm), identification of content and function (learners underline content words in sentences), use of limericks (use rhyming verses to teach stress and rhythm), marking syllables (read a list of words or sentences and have learners count syllables and mark which syllables are stressed), rules (provide rules for dividing words into syllables), questionnaires and surveys (prepare questions for learners to use in pairs and instruct them to ask the questions politely, and ask follow-up questions to keep the conversation going), contractions, reduced expressions, linking, and pausing dialogues and role-plays, dictation, gap fill, word counting, contrastive stress, reading aloud, drama, acting out rehearsed scenes.

Also, as a vital part of the course, the students will be encouraged to participate of a project that is intended to promote collaborative learning, critical thinking and autonomous learning. This project embeds four pronunciation strategies that students will

have to apply throughout the completion of the project, these strategies are; critical listening, transcription, annotation, and rehearsing corrections aloud. Every week, students will get together and go through these four stages which will empower them with metacognitive abilities in their learning process.

7. Thematic Units

The graph below shows the aspects of pronunciation that will be studied during the course.

The learning units covered in this course are:

1. Intonation

- a. Tones- tonic syllables and tone units
- b. Grammar and intonation
- c. Attitude and intonation
- d. Discourse and intonation
- e. Strategies for teaching intonation

2. Word and sentence stress

- a. Rules of word stress
- b. Levels of stress

Sentences: stress timing and syllable timing

- d. Sentence stress and tonic syllables

Sentence stress and weak forms

Strategies for teaching stress

Connected speech

Assimilation

Elision

Linking and intrusion

Juncture

Contractions

strategies for teaching connected speech

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.

First partial evaluation	20%
Second partial evaluation	20%
Final evaluation	40%
In and out of class work	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, screencastmatic, 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://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/>