English Pronunciation Course I
Code: LI 133
Teacher: Javier Vanegas S

RATIONALE

For the students of a program of *Licenciatura en Bilinguismo*, a course in English pronunciation is relevant not only because the language teachers would be appropriate models for their students but also because they must be aware of how the language works from both the physiological perspective and the communicative perspective. This course aims to provide the basic knowledge every student must have on the production of sounds, the intention of the speakers when producing oral language and the way the language is transcribed and the application of transcription in pedagogical practices.

Four aspects are crucial when teaching/learning pronunciation: intelligibility, comprehensibility, accent, and voice quality. Intelligibility refers to a degree to which a listener can recognize words, phrases and utterances (Smith and Nelson, 1985, cited by Lane 2010); comprehensibility describes the ease with which listeners can understand a nonnative speaker (Derwing an Munro, 2005, cited by Lane, 2010), accent refers to noticeable differences between native and nonnative pronunciations and voice quality refers to pronunciation features that are generally present in native speech, like average level pitch (Lane, 2010).

Even though all aspects above mentioned are quite important, intelligibility is the main characteristic of good pronunciation despite being or not "native" like. For this course, the emphasis will be placed on intelligibility and comprehensibility nonetheless the other two aspects are to be considered, indeed.

It is, nonetheless, relevant to make it clear that the purpose of the course is not by any chance to get students to sound like native speakers. Based on Szpyra-Kozłowska (2015, p. 30) "researchers have arrived at the same conclusion: for the overwhelming majority of foreign learners, the goal of achieving native-like of even near-native pronunciation is simply unattainable". Grammatical and lexical levels of proficiency are expected to be high, now for pronunciation it is not, in that articulatory habits appear to be resistant to change in learning the phonetics of L2.

LINGUISTIC COMPETENCES

At the end of the course, the students are expected to:

Understand the connection between English spelling, pronunciation and transcription.
Use the IPA as a tool for enhancing pronunciation and as a pedagogical tool.
Write and read phonemic transcriptions.
Identify intension of speaker when using intonation and stress.
Identify those features of L2 affected by L1.
Identify the way sounds are produced and how it is different in L1 and L2.

PEDAGOGICAL COMPETENCES

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

Check, monitor and assess their own pronunciation and how it is the product of conscious and unconscious processes led by learning strategies.
Reflect on their own pronunciation and others'.
Use the strategies used to enhance pronunciation to elaborate a plan for possible teaching of L2.
Present a brief description of out of class work on pronunciation.

INTERCULTURAL COMPETENCES

World Englishes, nativism, correctness and appropriateness along with the wide variety of varieties of English that share status with national and regional languages are part of the intercultural concerns learners of English as a second or foreign language should be able to discuss.

METHODOLOGICAL PROPOSAL

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 and oral production 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. Learners will also engage in a collaborative project related to learning pronunciation strategies. Every class session will hopefully be split into two parts: academic (technical) description of topic and production based on the topic for each session.

COURSE CONTENTS
- Phonetics and Phonology
- Speech sound classification
- Consonants vs Vowels
  - Consonants
    - Stops
    - Affricates

- - - - Fricatives
        - Nasals
        - Liquids
        - Glides
    - Vowels
        - Vowel classification
        - The vowel space and Cardinal Vowels
        - Further classification
        - The Vowels of English
        - Some vowel systems of English
- IPA symbols and representation of sounds (phonemic transcription)
- Reading aloud for fluency, intelligibility and accuracy
- Place and manner of articulation of sounds
- Voiced and voiceless (unvoiced) sounds
- Common mistakes Spanish speakers make
- Vowel sounds
  /ɪ/, /i/, /y/, /u/, /ʊ/, /e/, /ɛ/, /ə/, /ɜ/, /ʌ/, /ɔ/, /ɑ/, /ɒ/, /a/
- Consonant sounds
  /b/, /p/, /t/, /d/, /k/, /g/ /f/, /v/, /θ/, /ð/, /s/, /z/, /ʒ/, /ʃ/, /h/ /tʃ/, /dʒ/ /m/, /n/, /w/, /j/, /r/
- Diphthongs
  /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/, /ɪə/, /eə/, /ʊə/

- The differences in sounds /s/ and /z/
- Pronunciation of final –ed
- Homophones, homographs and homonyms
- Introduction to stress and intonation
  Complementary topics:
    Intercultural aspects in pronunciation: Linguistic acculturation-contemporary issues
    Teaching pronunciation techniques
    Spanish and English articulatory systems (comparison)
    Some possible research topics in pronunciation.

DISTRIBUTION OF CONTENTS THRU WEEKS

The distribution and sequential continuation of topics is tentative and can be changed throughout the administration of the course.

FIRST WEEK	- Phonetics and Phonology - Speech sound classification - Consonants vs Vowels
SECOND WEEK	IPA symbols and representation of sounds (phonemic transcription)

THIRD WEEK	• Place and manner of articulation of sounds
FOURTH WEEK	• Voiced and voiceless (unvoiced) sounds • The differences in sounds /s/ and /z/ • Pronunciation of final –ed
FIFTH WEEEK	• Common mistakes Spanish speakers make
SIXTH WEEK	**FIRST PARTIAL EXAM**
SEVENTH WEEK	• Reading aloud for fluency, intelligibility and accuracy.
EIGHT WEEK	• Vowel sounds /ɪ/, /i/, /y/, /u/, /ʊ/, /e/, /ɛ/, /ə/, /ɜ/, /ʌ/, /ɔ/, /ɑ/, /ɒ/, /a/ • Consonant sounds /b/, /p/, /t/, /d/, /k/, /g/ /f/, /v/, /θ/, /ð/, /s/, /z/, /ʒ/, /ʃ/, /h/ /tʃ/, /dʒ/ /m/, /n/, /w/, /j/, /r/ ▪
NINTH WEEK	Intercultural aspects in pronunciation: Linguistic acculturation-contemporary issues Teaching pronunciation techniques Spanish and English articulatory systems (comparison) Some possible research topics in pronunciation.

TENTH WEEK	o Consonants
	   ▪ Stops
	   ▪ Affricates
	   ▪ Fricatives
	   ▪ Nasals
	   ▪ Liquids
	   ▪ Glides
	o Vowels
	   ▪ Vowel classification
	   ▪ The vowel space and Cardinal Vowels
	   ▪ Further classification
	   ▪ The Vowels of English
	   ▪ Some vowel systems of English

ELEVENTH WEEK	**SECOND PARTIAL EXAM**
TWELFTH WEEK	• Homophones, homographs and homonyms
THIRTEENTH WEEK	• Diphthongs /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/, /ɪə/, /eə/, /ʊə/

FOURTEENTH WEEK	• Introduction to stress and intonation
FIFTHEENTH WEEK	Oral Presentations
SIXTEENTH WEEK	**FINAL EXAM**

EVALUATION AND ASSESSMENT

The evaluation and assessment of the course will be based on the following procedures.

One initial partial exam:	30 %
One second partial exam:	20 %
One third final exam:	25 %

The rest of the assessment will be distributed in:

Oral presentation (pedagogical content):	15 %
Quizzes and in/out of class tasks:	10 %

GROUND RULES FOR THIS COURSE

Important considerations regarding behavior on the side of the learners towards the class, the contents and methodological approaches are to be discussed.

1. Use of devices such as cellphones personal computers and the like are allowed when required for academic purposes. Cellphones and the other devices are not welcome when the class session is in course. Unless urgent cases, students are not supposed to call or receive calls during the sessions.
2. Attendance to class is obligatory (see Reglamento Estudiantil Articulo 67) which but it is not part of the course assessment. In case any type of assessment activity is performed and the student is not present, he/she should demonstrate or justify his/her absence excuse as to perform the assessment activity at the time and place on teacher-learner agreement.
3. If you happen to arrive in class after it is started, try to sit quietly to avoid any interruption.
4. If you need to drink or eat anything in class—snack, some water, coffee, etc.—in class, do not liter.
5. Any type of discriminatory behavior towards any member of the class will not be accepted and could be considered for disciplinary process.
6. Any attempt to cheat on a test or academic paper for assessment purposes will not be accepted and could be considered for disciplinary processes.
7. Learners must keep respectful attitudes to both other learners and teacher when oral or written participation is allowed.

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