English Pronunciation Course II
Code: LI 223
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"With supra segmentals and connected speech, however, the misunderstanding is apt to be of a more serious nature [than with segmentals]. Learners who use incorrect rhythm patterns or who do not connect words together are at best frustrating to the native- speaking listener; more seriously, if these learners use improper intonation contours, they can be perceived as abrupt, or even rude, and if the stress and rhythm patterns are too nonnative like, the speaker who produce them may not be understood at all." Joan Morley

RATIONALE

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 supra segmental features of the language; namely, r h y t h m a n d intonation, stress, connected speech and accents. 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.

GENERAL COMPETENCES

As stated in the pronunciation I course, students will be able to:

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

SPECIFIC COMPETENCES

At the linguistic level:

1. Identify the production of the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones); sentence phonetics (prosody), sentence stress and rhythm, intonation.
2. Use the International Phonetic Alphabet to learn appropriate pronunciation of words in dictionaries.
3. Write complete phonetic transcriptions of utterances and phrases using the IPA.
4. Identify defined phonemic problems caused by mother tongue interference.
5. Use the specific terminology to refer to the basic concepts regarding pronunciation.
6. Make use of strategies targeted at phonetic reduction, vowel reduction, strong and weak forms, assimilation, elision, linking, intrusion and contractions.
7. Identify and use connected speech through the correct pronunciation of words in phrases and sentences.
8. Recognize and produce different kinds of intonation patterns.
9. Explain pedagogical concepts concerning English Pronunciation.
10. Recognize and produce different kinds or stress patterns.
11. Identify and use connected speech through the correct pronunciation of words in phrases and sentences.
12. Identify the differences between different pronunciations of sounds in common accents.
13. Recognize and produce different kinds of intonation patterns.
14. Recognize and produce different kinds or stress patterns.

At the didactic level:

1. Propose ideas to focus on the supra segmental aspects of the language in an EFL classroom.
2. Suggest what type of strategies work better for certain population when learning pronunciation.
3. Report on useful ideas for addressing supra segmental features in the classroom.
4. Defend the strategies that might benefit their future learners.

INTERCULTURAL COMPONENT

The intercultural component of the course is mainly concentrated on the variations in pronunciation at supra segmental level that are linked to all the possible varieties of L2 students might be in contact with. Emphasis is placed on the recognition and acceptance of varieties that deviate from the so called standard as valid and representative of the anglophone world. Students are stimulated to use their own styles and pronunciation as speakers of English as a foreign (or second) language and as part of the non-native speakers of the language who outnumber the native speakers whose models are worth being examined and studied.

METHODOLOGY AND STRATEGIES

Considering the number of factors that influence adult L2 pronunciation acquisition, such as language aptitude, phonemic coding ability, developmental readiness, working memory (Celce-Murcia et al., 2010; Juffs & Rodriguez, 2007), motivation and amount of L2 exposure, instruction,

and use (Lightbown & Spada, 2006); specific actions need to be designed in order to prompt learners to enhance their phonological abilities. Among these actions, collaborative study groups have been regarded as a meaningful tool, since research has proved collaborative work effective inasmuch learners have the opportunity to express themselves, discuss their ideas, and find solutions towards specific problems (Johnson & Johnson, 1989). It has also been found that learning within a group helps students develop higher-order thinking skills such as; critical thinking, skills of self-reflection, co-construction of knowledge and meaning and problem solving skills. (Brindley, Walti, & Blaschke, 2009; Moller, 1998). Consequently, the course of pronunciation II has an especial emphasis on the the application of pronunciation learning strategies (PLS) in collaborative study groups (CSG), students will be instructed on the use of these strategies and they will reflect and analyze the effectiveness of their use.

The course will be carried out by using different techniques, such as: 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.

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 - Stress and intonation
SECOND WEEK	Features of fluent speech. Linking sounds
THIRD WEEK	Consonant clusters
FOURTH WEEK	Varieties of English English as an international language World Englishes
FIFTH WEEEK	Stress in words and sentences
SIXTH WEEK	**FIRST PARTIAL EXAM**
SEVENTH WEEK	Features of fluent speech Contracted forms Leaving out consonant sounds Words that lose a syllable
EIGHT WEEK	

NINTH WEEK	• Stressed and unstressed syllables.
TENTH WEEK	• Intonation in telling, asking and answering.
ELEVENTH WEEK	**SECOND PARTIAL EXAM**
TWELFTH WEEK	• Intonation in managing conversation Keeping conversation going
THIRTEENTH WEEK	• Intonation in managing conversation Adding information and changing topic
FOURTEENTH WEEK	• Pronunciation in formal settings
FIFTHEENTH WEEK	Oral Presentations

EVALUATION AND ASSESSMENT

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.
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 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.
8. Break times must be respected as agreed on with the teacher.

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