English Pronunciation Course I
Code: LI133
Number of credits: 3
Number of hours per class: 3
Schoology code:
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RATIONALE

For the students of a program of *Licenciatura*, a course in pronunciation is relevant not only because the language teachers are models for their students but also because the language teachers must be aware of how the language is produced 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.

LINGUISTIC COMPETENCES

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

- Understand the connection between English spelling, pronunciation, and transcription.
- Identify Standard English as one of the many varieties spoken English in the world.
- Identify the phonemes currently used in Standard English and their respective IPA symbols.
- Use the IPA as a tool for enhancing pronunciation and as a pedagogical tool.
- Write and read phonemic transcriptions.
- Identify the way sounds are produced and how it is different in L1 and L2.

PEDAGOGICAL SKILLS

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 pronunciation strategies used to enhance pronunciation to elaborate a plan for possible teaching English as a foreign Language.
- Students are expected to work in a project in which they identify the pronunciation produced by others (hopefully students of the program in advanced levels) and how it either reflects the standard use of the language or deviates from the standard use. The students of this course will show the product (at the level of sound production) and will give some reasons on the production of their subjects in both cases standard and nonstandard.

COGNITIVE SKILLS FOR RESEARCH PURPOSES

Students are expected to produce a small project to listen, compare and analyze the chunks of pronunciation produced by other students. They have to interview students, gather the data and analyze the data to compare and come to some conclusions. Even though there is no theoretical command of the students, they have to choose the most salient material from their data to give an account of what they consider pertinent for the presentation of data gathered.

METHODOLOGICAL PROPOSAL

As students of English, learners will internalize 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. 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.

COURSE CONTENTS

- Historical and pedagogical aspects of English pronunciation
- Phonetics and Phonology
- 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 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
- Comparison between nonstandard vs standard varieties
- Oral presentation on a small research

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 final exam: 25 %
Small research oral presentation: 15%
Quizzes, homework and exercises: 10 %

The exams will consist on two parts: one written part for the writing of the IPA symbols (at the level of sentence) and the recognition of them when reading portions of texts.

RULES
- You are expected to participate actively as the class sessions give room for it.
- You are not allowed to use your cell phone unless urgent cases or for class purposes.
- You are expected to behave respectfully to both teacher and classmates.
- You are expected to be on time for the class.
- Break times must be respected as agreed on with the teacher.
- You are expected to do all assignments on time. **No late work is received**
- All assignments whatsoever assessment purposes must be uploaded onto the free platform *Schoology.*

BIBLIOGRAPHICAL REFERENCES

Taylor, L. (1993). Pronunciation in Action. International Book Distributor, Ltd.

Rogerson-Revell, P. (2011).English Phonology and Pronunciation Teaching. Continuum International Publishing Group. NY.

Arias, L.D. (2009). Manual of English Pronunciation. Universidad Pedagógica Nacional.

Lane, L. (2010). Tips for Teaching Pronunciation. A Practical Approach.

Hewings, M. (2004). Pronunciation Practice Activities. CUP.

Kelly, G. (2000). How to Teach Pronunciation. Pearson Education Limited.

Bowler, B. and Parminter, S. (1992). New Headway Pronunciation Course Pre-Intermediate. OUP.