



Licenciatura en Bilingüismo
con Énfasis en Inglés

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

"With suprasegmentals 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

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, rhythm and 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.

2. 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.

3. 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 suprasegmental 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 suprasegmental features in the classroom.
4. Defend the strategies that might benefit their future learners.

4. Cultural component

The cultural component of the course is mainly concentrated on the variations in pronunciation at the segmental and suprasegmental level, depending on the most common accents student are exposed to as speaker of English as a foreign language. Likewise, in Pronunciation courses, students are part of a collaborative project, in which they are exposed to varied cultural input.

5. 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.

6. 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.

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.
- All type of material for whatsoever assessment purposes will be uploaded only onto the free platform Schoology at the due time.

First partial evaluation	30%	Oral and Written exam
Second partial evaluation	20%	Oral and Written exam
Final evaluation	25%	Oral and written exam
Pedagogical Application Project	15%	Design + Oral report
Quizzes	10%	Oral and written tests

*An online LMS (Schoology®) will be used as a tool to maintain communication, upload assignments, have access to course material and have synchronous and asynchronous sessions when live sessions cannot be given.

7. Online resources

<http://www1.voanews.com/english/news/>

<http://dictionary.cambridge.org/>

<http://www.pronuncian.com/assess.aspx>



<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/> The sounds of English (videos for each sound, activities to practise identifying the difference between certain sounds which may sound similar); Features of English (Information about different elements of English pronunciation; Interactive and downloadable exercises); Quizzes; Programmes (Three radio programmes on the topic of pronunciation. You can download the full programmes along with the script and audio examples).

<http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html> **Flash interactive guide to American English pronunciation.** It is a complete guide to phonetics, presented in a clear, concise manner that even ESL students should be able to grasp. A series of buttons help students navigate the different aspects of vowel and **consonant sounds**, which are demonstrated with animation with sound and video.

<http://www.elementalenglish.com/tag/connected-speech/> Practice exercises and lessons on connected speech.

VOCAROO <http://vocaroo.com> En este sitio web podemos grabar muy fácilmente cualquier mensaje y obtener un archivo de audio descargable. No hace falta registrarse y es gratuito.

VOICETHREAD <http://voicethread.com> Sitio web que nos permite participar en diferentes grupos de conversación, enfocándonos en imágenes u objetos. No es necesario instalar algún tipo de software. Esta es una plataforma interactiva y colaborativa que nos brinda la posibilidad de navegar y comentar algunos documentos, imágenes y videos. Es necesario registrarse.

VOXOPOP <http://www.voxopop.com> Esta página está enfocada en poner en práctica las habilidades orales de los aprendices, creando diferentes ambientes y temas para discutir. Podemos dejar comentarios sin necesidad de registrarnos, pero para establecer un tema es necesario crear una cuenta.

YOUGLISH: <https://youglish.com/> Esta página nos permite acceder a la pronunciación de palabras en contextos reales por hablantes británicos, estadounidenses o australianos como para distinguir acentos e inflexiones propias de estas comunidades.

8. References

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