

Name of course: English Pronunciation I

Code: LI133

Course nature: theoretical-practical

Coursework time: 3 hours of classwork/ 9 hours of weekly autonomous work

Number of credits: 3

Teaching team:

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Online workspace: [Google classroom](#)

1. RATIONALE

For the students of a program of *Licenciatura en Bilingüismo*, 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 and 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”. For this course, the emphasis will be placed on intelligibility and comprehensibility nonetheless the other two aspects are to be considered, indeed.

2. PRONUNCIATION COURSE IN REGARDS TO THE *LICENCIATURA EN BILINGUISMO* PROGRAM

Formar licenciados en el campo del bilingüismo con competencia C1 en inglés y español, con capacidad de integrar los conocimientos disciplinares, pedagógicos e investigativos en sus prácticas educativas y con competencia intercultural y digital.

3. GENERIC AND PROFESSIONAL COMPETENCIES

- *Usar su competencia comunicativa en inglés y español para cumplir con propósitos sociales, profesionales y académicos y evaluarla iterativamente como parte de su desarrollo profesional. Desarrollar la literacidad digital para desempeñarse en ámbitos sociales, académicos, profesionales y de la vida cotidiana.*
- *Asimilar los enfoques críticos, relacionales y funcionales de la interculturalidad que permitan al sujeto bilingüe cuestionar continuamente la cultura de su lengua materna y de otras lenguas y visibilizar maneras distintas de saber, ser, hacer y vivir en una sociedad multicultural.*

4. SPECIFIC COMPETENCIES

4.1. Linguistic competencies

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.

4.2. Pedagogical competencies

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 to enhance the teaching of English and to elaborate a plan for teaching English as a second language.
- Work on a project in which they identify the pronunciation produced by others and how it either reflects the standard use of the language

or deviates from the standard use.

- Show the product (at the level of sound production) and give some reasons on the production of their subjects of study in both cases standard and nonstandard.

5. LEARNING OUTCOMES (RESULTADOS DE APRENDIZAJE)

Resultados de aprendizaje del programa	Resultados de aprendizaje de la asignatura	Instrumentos y productos de evaluación
RAP1: Usa el inglés y el español con un nivel de competencia C1 en el ámbito académico y profesional.	Pronuncia los fonemas y alófonos del inglés respetando las tres características de cada fonema (punto de articulación, modo de articulación y sonoridad).	Instrumento: plantilla de pautas para TBL y rúbrica. Producto: presentación sobre análisis fonético-fonológico a partir de un ejercicio de <i>Shadowing</i> .
	Identifica fonemas del inglés difíciles de pronunciar para los hablantes de inglés como segunda lengua en el contexto colombiano.	Instrumento: plantilla de pautas para TBL y rúbrica. Producto: socialización de análisis fonético-fonológico y aplicación de transcripción fonética a partir de un fragmento

		de una canción con la actividad <i>Guess the Song Challenge</i> .
RAP2: Planea, ejecuta y evalúa experiencias de enseñanza y aprendizaje para la educación bilingüe con el propósito de responder a necesidades de diversos contextos educativos.	Lleva a cabo una microclase con etapa de socialización y actividad práctica.	Instrumento: plantilla de pautas para microclase final y rúbrica. Producto: microclase en torno a elementos fonético-fonológicos a partir de los lineamientos pedagógicos de Jeremy Harmer.
RAP3: Emplea la literacidad digital de manera reflexiva y con criterio pedagógico en el desarrollo de procesos educativos, académicos e investigativos.	Utiliza las TIC durante el desarrollo y autoevaluación de actividades relacionadas con aspectos fonético-fonológicos.	Instrumento: plataformas digitales y rúbrica. Producto: grabaciones aplicando patrones de pronunciación de fonemas
RAP5: Exhibe comportamientos fundamentados en valores éticos, cívicos e interculturales en su rol	Reconoce el componente social de la variación fonética del inglés representada en la multiplicidad y riqueza de las variedades dialectales.	Instrumento: plantilla de pautas para microclase final y rúbrica. Producto: microclase en torno a elementos

como licenciado en bilingüismo.		fonético-fonológicos a partir de los lineamientos pedagógicos de Jeremy Harmer.
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6. 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 and the native speaker myth.
- Oral presentation on small research.

7. METHODOLOGY

As students of English, learners will internalize and practice the use of

International Phonetic Alphabet (IPA) 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.

7.1. 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 must 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 must choose the most salient material from their data to give an account of what they consider pertinent for the presentation of data gathered. In addition, Ss are expected to come to hypothetical conclusions on the reasons for the deviation of standard in some of the speakers - given the fact that deviation is not considered “bad” English but rather personal ways of allophonies that might or might not impede communication.

8. ASSESSMENT

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

FIRST TERM 30%	Class and extra-class work	10%
	Exams and tasks/mini-projects	20%
SECOND TERM 30%	Class and extra-class work	10%
	Exams and tasks/mini-projects	20%
FINAL TERM 40%	Class and extra-class work	10%
	Exams and tasks/mini-projects	30%

9. GROUND RULES

- You are expected to be on time for the sessions.
- You are also expected to actively participate in the sessions as much as they give room for it. You are expected to behave respectfully to both the teacher and classmates.
- Break times must be respected as agreed on with the teacher.
- You are expected to do all assignments on time. Once the deadline is up for the homework assignment/exercises, this will be unpublished from the platform *Google Classroom*.
- All assignments whatsoever for assessment purposes must be uploaded onto the free platform *Google Classroom*, or if any difficulties, current e-mail or *Whatsapp*.

10. REFERENCES

Arias, L.D. (2009). Manual of English Pronunciation. Universidad Pedagógica Nacional. Bowler, B. and Parminter, S. (1992). New Headway

Pronunciation Course Pre-Intermediate. OUP. Gómez, M. y Sánchez, T. (2016). English Pronunciation for Speakers of Spanish: From Theory to Practice. Boston: De Gruyter

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

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

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

Roach, P. (2000). English Phonetics and Phonology, a Practical Course. UK:

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

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11. RESOURCES DATABASE

[Resources - English Pronunciation 1](#)