

**Universidade Federal do Rio Grande do Sul**  
**Programa de Pós-Graduação em Letras**

**Course title: "Suprasegmental Phonology: Integrating pronunciation skill teaching with research"**

**Teacher in charge:** Prof. Dr. Pedro Luis Luchini (Universidad Nacional de Mar del Plata - Argentina)

**Duration:** 15 hs

**Schedule:**

21/08: Morning session: 08:30–12:00; Afternoon session: 13:30-17:30

22/08: Morning session: 08:30–12:00; Afternoon session: 13:30-17:30

**Intended for:** language teachers, translators, interpreters, postgraduate students and researchers interested in L2 Phonological Acquisition, ELF and Applied Phonology.

**Language of instruction:** English

**Course description:**

At present, numerous empirical studies in the area of Applied Linguistics that deal with pronunciation, and in particular the suprasegmental aspects of the discursive chain, are closely linked to the phenomena of intelligibility, comprehensibility, foreign accent, pragmatics, and certain social factors that have a direct impact on the acquisition of languages. Discourse Analysis, Pragmatics, Socio-cultural Studies of Language, English as Lingua Franca and other areas of the field of Linguistics recognize pronunciation as a variable of outstanding relevance in the interactional field. Knowledge of pronunciation *per se* is also an area of study of its own. Although the acquisition of a native accent is not a plausible or realistic goal -especially in adult speakers of an L2-, pronunciation remains the gateway to intelligibility and bears a strong influence on the social construction of linguistic identity. The aim of this course is to highlight the role and importance of pronunciation in the description and analysis of the language. This course is intended for translators, interpreters, teachers of English and all those professionals of

the area of foreign languages who show interest in knowing and understanding the forms and meanings of the pronunciation of English.

**Course content and schedule of activities:**

**ATTENTION: Please send an email message to Prof. Ubiratã Alves ([ukalves@gmail.com](mailto:ukalves@gmail.com)) to receive the text files**

**21 August**

**Morning session: The Historical evolution of English pronunciation teaching**

Celce Murcia, M., Brinton, D., & Goodwin, J. (2010), - chap.1.

Murphy, J. & Baker, A. (2015). -chap. 3. History of ESL Pronunciation Teaching

**Afternoon session: The pronunciation of English as Lingua Franca**

Jenkins, J. (2000). -chap. 6;

Luchini, P. (2004);

Luchini, P. (2014). - chap. 8;

Walker, R. (2010).- chap. 1;

Walker, R. & Zoghbor, W. (2015). - chap. 24.

**22 August**

**Morning session: Foreign accent and linguistic identity**

Derwing & Munro (2009)

Jenkins, J. (2007). - chap. 7.

**Afternoon session:**

**Part I: Intelligibility, comprehensibility and accentedness**

Munro, M. & Derwing, T. (1995);

Derwing & Munro (2015);

Murray, M. & Derwing, T. (2015). - chap. 21;

**Part II: The value of explicit pronunciation**

Rossister, M., Derwing, T., Manimtim, L., & Ron, T. (2010);

Luchini & García Jurado (2015);

Reed, M. & Michaud, M. (2015). - chap. 25.

Sicola, L. & Darcy, I. (2015). - chap. 26.

## **Classes**

Classes will be taught in English and /or Spanish. Some meetings will be of an expository nature, while in other cases, the mode of debate will be used. Reading material will be assigned to course participants for discussion in class. For this, it is expected that all the students do the previous reading of the texts of the bibliography assigned. Also, some practical activities will be done as an example of the theory discussed in the course.

## **Course requirements**

Students will be assessed on the basis of two instruments:

- (a) A written paper on one of the topics developed throughout the course;
- (b) The student's participation in the discussions and their previous reading of the material.

Each instrument will represent 50% of the final grade.

## **References**

Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). *Teaching pronunciation: A course book and reference guide*. Cambridge, UK: Cambridge University Press.

Derwing, T. M. (2010). Utopian goals for pronunciation teaching. In J. Levis & K. LeVelle (Eds.), Iowa State University, Sept. 2009. (pp. 24-37), Ames, IA: Iowa State University. Proceedings of the 1st Pronunciation in Second Language Learning and Teaching Conference, Iowa, US.

Derwing, T., & Munro, M. (2009). Putting accent in its place: Rethinking obstacles to communication. *Language Teaching*, Cambridge University Press, 42, 4: 476-490.

Derwing, T., & Munro, M. (2015). The interface of teaching and research: What type of pronunciation instruction should L2 learners expect? In: Luchini P. L.; García Jurado, M. A.; Alves, U. K. *Fonética y Fonología: Articulación entre enseñanza e investigación*. Mar del Plata: Universidad Nacional de Mar del Plata, p. 14-26.

Jenkins, J. (2000). *The Phonology of English as an International Language*. Oxford: Oxford University Press.

Jenkins, J. (2007). *English as a Lingua Franca: Attitude and Identity*. Oxford: Oxford University Press.

Luchini, P. (2004). Integrating a pronunciation component into a Spoken-English course at Shanghai Normal University: A case study. *IATEFL Speak Out! Newsletter of the IATEFL Pronunciation Special Interest Group*. Issue 32. p. 14-31.

Luchini, P. (2014). Identifying aspect of speech with decrease intelligibility in spoken interactions between non-native English speakers: A case study. In: Solly, M. & Esch, E. *Language Education and the challenges of globalization*. Newcastle: Cambridge Scholars Publishing, p-175-195.

Luchini, P. L. & García Jurado, M. A. (2015). Sobre el 'grado de acento extranjero' y 'fluidez' en la clase de pronunciación inglesa: un estudio evaluativo. *Organon*, v. 30, n. 58, p. 193-213.

Munro, M. J., & Derwing, T. M. (1995). Foreign accent, comprehensibility and intelligibility in the speech of second language learners. *Language Learning*, 45, 73-97.

Munro, M., & Derwing, T. (2015). Intelligibility in research and practice: Teaching priorities. In: Reed, M. & Levis, J. *The Handbook of English Pronunciation*, p-377-396.

Murphy, J., & Baker, A. History of ESL Pronunciation Teaching. In: Reed, M. & Levis, J. *The Handbook of English Pronunciation*, p-36-65.

Reed, M. & Michaud, M. (2015). The importance of metacognition. In: Reed, M. & Levis, J. *The Handbook of English Pronunciation*. P-454-471.

Rossister, M., Derwing, T., Manimtim, L., & Ron, T. (2010). Oral fluency: The neglected component in the communicative language classroom. *The Canadian Modern Language Review*, vol. 66, n4, p. 583-606.

Sicola, L. & Darcy, I. (2015). Integrating pronunciation into the language classroom. In: Reed, M. & Levis, J. *The Handbook of English Pronunciation*, p-471-488.

Walker, R. (2010). *Teaching the pronunciation of English as a lingua franca*. Oxford: Oxford University Press.

Walker, R., & Zoghbor, W. (2015). The pronunciation of English as Lingua Franca. In: Reed, M. & Levis, J. *The Handbook of English Pronunciation*, p-433-453.