

UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL

INSTITUTO DE LETRAS

PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS

CURSO LIVRE:

English Pronunciation Teaching – Current questions, issues, and practices

Carga horária: 15h (1 ou 2 créditos)

Datas: 19 a 22 de junho (das 13:30 às 17:30)

Professora: Profa. Dra. Andrée Lepage (Pós-Doutoranda PPGL/UFRGS)

The course will be taught in English.

Summary: Theoretical discussions on different aspects regarding pronunciation teaching in ESL/EFL classrooms. Practical guidance on how to bridge the gap between pronunciation theory and in-class practices.

Overview:

This four-day course is for EFL researchers and teachers who want to include pronunciation instruction (prosodic) into their curricula.

Goals:

- To provide a brief history of pronunciation teaching in the 20th century ESL teaching.
- To provide an overview of current questions, issues and research surrounding the issue of fluency in L2.
- To provide an overview of current questions, issues and research surrounding the issue of the intelligibility of L2/foreign accented speech.
- To provide practical guidance in how to teach important prosodic features of English pronunciation.

Target public:

The course will be useful for those who want to become more confident in helping learners improve:

- their own intelligibility and how they are understood by others
- their ability to understand natural English speech

The workshop is open to undergrads, graduate students, post-docs, faculty, staff who speak English as a second language. The course is suitable for both non-native and native teachers of English as a Foreign language.

Teaching Methodology:

You will be taught through a combination of short presentations and practical classroom exercises, consisting of individual and group activities.

Assessment:

Students who are taking the course for an extra credit must present a lesson plan that includes pronunciation teaching. This lesson plan must be accompanied by a written paper that empirically justifies the selection of the approach and method used.

Schedule:

Monday	Tuesday	Wednesday	Thursday
13:30-15:30 (2hrs) Brief into to the history and scope of pronunciation teaching from grammar translation to the current communicative approach	13:30-15:00 (1h30min) What is the link between foreign accent and intelligibility? How are L2 pronunciation and perception linked? Is teaching pronunciation effective?	13:30-15:30 (2hrs) What is fluency? What is the relationship between fluency and L2 accent? What aspects of pronunciation are likely to have the greatest impact on impressions of fluency?	13:30-15:30(2hs) Where is pronunciation teaching now?
Break 15:30-15:45	Break 15:00-15:15	Break 15:30-15:45	Break 15:30-15:45
15:45 -17:30 (1h 45) i. What is the root of a foreign accent? ii. What is intelligibility?	15:15 -16:30 (1hr15) What aspects of accent most impair intelligibility? 16:30-17:30 (1h) Practical Workshop	15:45 -16:30 (45min) Aspects of pronunciation that impact fluency (continued)? 16:30-17:30 (1h) Practical Workshop	15:45 -16:30 (45min) 16:30-17:30 (1h) Practical Workshop
READINGS: • Derwing, 2010 • Munro, 2010	READINGS: • Wong, 2016 • Thomson & Derwing, 2014	READINGS: • Mirzaei & Heidari 2013 • Kang, 2012	READINGS: • Baker, 2011 • Foote, Holtby, & Derwing, 2012

References:

Baker, A. A. (2011). ESL teachers and pronunciation pedagogy: Exploring the development of teachers' cognitions and classroom practices.

Derwing, T. M. (2010). Utopian goals for pronunciation teaching. In *Proceedings of the 1st pronunciation in second language learning and teaching conference* (pp. 24-37).

Foote, J. A., Holtby, A. K., & Derwing, T. M. (2012). Survey of the teaching of pronunciation in adult ESL programs in Canada, 2010. *TESL Canada journal*, 29(1), 1-22.

Kang, O. (2012, August). Relative impact of pronunciation features on ratings of non-native speakers' oral proficiency. In *Proceedings of the 4th Pronunciation in Second Language Learning and Teaching Conference* (pp. 10-15).

- Mirzaei, A., & Heidari, N. (2013). Researching (Non) Fluent L2 Speakers' Oral Communication Deficiencies: A Psycholinguistic Perspective. *Journal of Teaching Language Skills*, 32(1), 45-70.
- Munro, M. J. (2010, September). Intelligibility: Buzzword or buzzworthy. In *Proceedings of the 2nd Pronunciation in Second Language Learning and Teaching conference* (pp. 7-16).
- Munro, M. J., & Derwing, T. M. (2006). The functional load principle in ESL pronunciation instruction: An exploratory study. *System*, 34(4), 520-531.
- Saito, K., Trofimovich, P., & Isaacs, T. (2016). Second language speech production: Investigating linguistic correlates of comprehensibility and accentedness for learners at different ability levels. *Applied Psycholinguistics*, 37(02), 217-240.
- Thomson, R. I., & Derwing, T. M. (2014). The effectiveness of L2 pronunciation instruction: A narrative review. *Applied Linguistics*, amu076.
- Wong, C. S. (2016). Teaching Pronunciation to Learners of English as a Lingua Franca. In *English Language Teaching Today* (pp. 241-255). Springer International Publishing.