Modelo normalizado para actividades de Formación del Profesorado Universitario

Enhancing oral communication for University lecturers: the role of pronunciation

PROGRAMA AL QUE PERTENECE EL CURSO

Programa de formación del profesorado adscrito al Plan de Plurilingüismo

DIRECTOR/A ACADÉMICO/A DEL CURSO

Nombre y apellidos: Víctor Pavón Vázquez
Categoría profesional: TU
Departamento: Filologías Inglesa y Alemana
Facultad o Escuela: Filosofía y Letras
Correo electrónico: victor.pavon@uco.es

PROFESORADO QUE IMPARTE EL CURSO

Nombre y apellidos: **Víctor Pavón Vázquez**
Categoría profesional: **TU**
Departamento: **Filologías Inglesa y Alemana**
Facultad o Escuela: **Filosofía y Letras**
Número de horas a impartir: 10
Correo electrónico: **victor.pavon@uco.es**

NÚMERO DE CRÉDITOS / HORAS *(Indicar número de horas presenciales y/o virtuales)*

10 h. presenciales

PRECIO DE MATRÍCULA (15 € / crédito)
15 €

CALENDARIO Y HORARIO
7, 8 y 9 de marzo 2023. 17:00-20:30
Lugar de Celebración: Lugar de Celebración: Facultad Medicina y Enfermería. Edificio Sur.
Seminario 9.

PLAZO DE PREINSCRIPCIÓN / MATRICULACIÓN

Periodo de Preinscripción: del 28/11/22 al 20/02/23

La preinscripción se solicita a través de la aplicación informática habilitada para ello (https://www.uco.es/servicios/fpu/solicitud-cursos/). Una vez finalizado el plazo de preinscripción se comunicará por correo electrónico si ha sido admitido/a al curso y el procedimiento para el pago de la matrícula.

Nº PLAZAS Y CRITERIOS DE ADMISIÓN

Número máximo de alumnos: 20
Abierto a todo el profesorado de la UCO. Los profesores pertenecientes al Plan de Plurilingüismo de la UCO tendrán prioridad y el resto de plazas se otorgarán por estricto orden de preinscripción. De no formar parte del Plan, el solicitante habrá que acreditar un nivel B2 en inglés.

BREVE JUSTIFICACIÓN (Máximo 250 palabras)

One of the most problematic areas in expressing oneself orally in English concerns everything related to pronunciation and the ability to express academic content in a way that is intelligible, comfortable and in keeping with the canons of using English as an international language. Due to the emotional stress that can affect some of the techers, awareness of what is useful, prioritized, and effective becomes a necessity so that teachers do not feel overly concerned about the level of accuracy in the use of English sounds. In this way, working in a pleasant and sensible way with what is important as far as pronunciation is concerned will result in a better ability to communicate and in an element of relaxation as far as this aspect of the language is concerned.

OBJETIVOS EXPRESADOS EN TÉRMINOS DE LAS COMPETENCIAS QUE EL ALUMNADO DEBE ALCANZAR

In general, to Improve oral communication in the English-taught academic content (EMI) classroom. More specifically:

- To provide participants with resources and strategies for using oral English effectively in the EMI classroom, focusing on difficulties with pronunciation of specific terminology.

- To rehearse techniques for using appropriate intonation and for stimulating learners' participation in oral interaction.

- The ultimate goal is to have an immediate application in teaching English.

CONTENIDOS

- Components of accentuation: articulatory information; properties of stressed and unstressed syllables; pitch use in English vs. stress use in Spanish; impact on intelligibility.

- Highlighting information: salience of relevant information; characteristics of the tone-unit; pitch movement and stress; impact on intelligibility.

- Linking and connected speech: principles of linking; coarticulation at boundaries; enhancing fluency.

- Assimilation processes: consonant clusters; coarticulation and assimilation; vowel fluctuation.

- Use of boundaries: thought groups and meaningful units; signaling units and punctuation; intonation and boundaries.

- Preparing speech: techniques for adopting speed of delivery; contrasting information.

METODOLOGÍA

An interactive methodology will be followed, based on the practice of the most decisive elements that play a crucial role in achieving intelligibility and neutral expression at the level required by international English standards.

EVALUACIÓN

The evaluation will be of a continuous type, based on the daily work of the participants in the course.

REFERENCIAS BÁSICAS

- Celce-Murcia, C. *et al.* 1996. *Teaching Englsh Pronunciation.* Cambridge: Cambridge University Press.
- Derwing, T., Munro, M. 2005. "Second Language Accent and Pronunciation Teaching: A Research Based Approach". *TESOL Quarterly***,** n. 39, v. 3: 379-398**.**
- Gimson, A.C. 1994. *Gimson's Pronunciation of English* (5th edition, revised by A. Cruttenden). London: Edward Arnold.
- Hancock, M., Pavón, V. 2005. "Tonic stress: underlining with your voice". *TESOL-Spain Newsletter,* vol. 30: 22-23.
- Jenkins, J. 2000. *The Phonology of English as an International Language.* Oxford: oxford University Press.
- McNerny, M., Mendelsohn, D. 1992. "Suprasegmentals in the pronunciation class: Setting priorities". In *Teaching American English pronunciation*, Oxford University Press, pp. 185-196.
- Munro, M., Derwing, T. 1999. "Foreign accent, comprehensibility, and intelligibility in the speech of second language learners". *Language Learning*, 49 (supp. 1): 285-310.
- Pavón, V. 2000. *La enseñanza de la pronunciación del inglés.* Granada: Método.
- Roach, P. 2000. *English Phonetics and Phonology: a Practical Course* (3rd. Edition). Cambridge: Cambridge University Press.
- Salto, K., van Poeteren, K. 2012. "Pronunciation-specific adjustment strategies for intelligibility in L2 teacher talk: results and implications of a questionnaire study". *Language Awareness,* 21, 4: 369-385.