

### PRONUNCIATION MATTERS

#### Course dates

11 July – 17 July

#### Course fees

€770

#### Course location

University of Limerick

#### Target audience

Teachers of English at secondary and tertiary level who wish to incorporate more pronunciation into their lessons using a variety of practical activities.

It is recommended that you have at least a B2 level of English to fully benefit from this course.

#### Course summary

Pronunciation is often regarded as the most neglected area of language teaching. This appears to be the result of a number of reasons.

Firstly, teachers may not feel confident in dealing with this area.

Secondly, the material in coursebooks devoted to pronunciation is often confined to the level of individual sounds.

Thirdly, and perhaps most importantly, teachers may not have at their disposal a range of techniques and activities that focus on pronunciation in a productive way.

The course will examine the role of pronunciation in effective communication and attempt to identify a working model for acceptable pronunciation in terms of intelligibility. It will also look at ways of raising learners' awareness of aspects of pronunciation and evaluate techniques for focusing on it in terms of production.



#### Course content

What is 'good' pronunciation and is there an acceptable model for teachers to aspire to?

Dealing with problem sounds for the specific language or languages represented by the course participants

Sounds in contact

Aspects of English word stress that can cause problems for learners and may cause communication breakdown

Sentence stress and intonation

Making space for a pronunciation focus in class and identifying opportunities in coursebook materials

Differences in English pronunciation (world and regional variations)

Using authentic video and audio resources to develop awareness of aspects of pronunciation and assist more authentic production

### Sample Programme

Please note this is an example of a daily programme. Course content may often be usefully adapted to incorporate the needs of each group member.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.30	Needs analysis and goal setting	Aspects of English word stress, including a focus on some regular patterns	Opportunities for incorporating pron into lessons	US and GB English: Divided by a common language?	Sounds in contact
11.00-12.30	What is good pronunciation?	An evaluation of sound and stress activities in course books	Some entertainingly tricky words	Intonation and meaning	Pronunciation games and activities
14.00-15.30	Dealing with problem sounds	Sentence stress and intonation	Using songs and poetry to focus on pronunciation	Using video and audio resources to focus on pronunciation	Developing a pronunciation action plan

### Recommended reading

Sound Foundations: Learning and Teaching Pronunciation, A. Underhill, Macmillan (2005)

The Book of Pronunciation: Proposals for a Practical Pedagogy, J Marks and T Bowen, Delta (2012)

**Please note it is not necessary to buy or bring these books to the course with you.**

### Type of certification awarded

Attendance certificate detailing topics covered, course content and the number of training hours.



### Is this the right course for me?

Yes, if you wish to develop your pronunciation toolkit.

Yes, if you want to fine-tune your own pronunciation.

Yes, if you want to incorporate more pronunciation work into your teaching.

### Contact

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