

PRONUNCIATION FIRST

a systematic approach to teaching pronunciation

- ☑ Develop an awareness of the important features of pronunciation
- ☑ Identify common problems for both individuals and groups of students
- ☑ Practice listening for pronunciation features and incorporating them into dialogues, role plays and presentations
- ☑ Develop self-study pronunciation techniques

"Time spent helping students concentrate on the major rhythmic and melodic signals of English is more important than any other efforts to improve their pronunciation."

Judy B. Gilbert

PRONUNCIATION FIRST

Introduction

In English, communication is established when both speaker and listener use and recognize certain melodic and rhythmic cues. These cues make clear the relationship between ideas, communicate emphasis, and clarify the intention of the speaker. Communication in spoken English is dictated by the "music" playing in the background. Learners rarely use or recognize the cues that native listeners count on. Therefore, their ability to follow meaning in a conversation is impaired. As a result, conversational breakdowns occur.

Working on pronunciation is beneficial for both speaking and listening skills. Learning how to produce English sounds will enable learners to identify those same sounds when listening to a native speaker. Once their listening ability is improved, they gain confidence and This course presents an approach to pronunciation that highlights the interrelatedness of various aspects of the English language and provides teachers

With a framework that enables them to teach pronunciation effectively. The course addresses the individual elements of pronunciation, but always within the framework of a larger system that uses all these individual elements to make speakers' ideas understandable to their listeners.

PROGRAM SCHEDULE

MODULE

DESCRIPTION

MODULE 1 - What is pronunciation?
Why is it important?

THE SOUNDS OF ENGLISH - part 1 (IPA)
SEGMENTALS AND SUPRASEGMENTALS
PROSODY PYRAMID - intro
VOWELS
SYLLABLES
PAST TENSE ENDINGS
STRESS - part 1
WORD STRESS
SENTENCE STRESS - part 1
INFLECTIONS - part 1

MODULE 2 - Understanding
pronunciation issues for learners

SHORT-TERM MEMORY AND LANGUAGE
ACQUISITION
STRESS PATTERNS
CONSONANTS
VOWELS
VOWEL CHART
IDENTIFYING GOALS FOR LEARNERS

MODULE 3 - Relationship between
grammar and pronunciation

THE INPUT HYPHOTESIS
HOW TO COUNT SYLLABLES
PAST TENSE ENDINGS
REGULAR PLURAL FORMS
SUBJUCTIVE VS SIMPLE PAST

MODULE 4 - Connected speech

LISTENING AND ACCENT TRAINING
LINKING
COARTICULATION
ASSIMILATION
INTRUSION
ELLISION
GEMINATES
PHONOTACTICS

PROGRAM SCHEDULE

NAME	DESCRIPTION
MODULE 5- Meaning is not only a matter of word choice	SYLLABLE STRESS WORD STRESS/SENTENCE STRESS INTONATION PITCH LEVEL INFLECTIONS
MODULE 6 - Strategies and activities for teaching pronunciation	WHERE PROSODY MEETS PRAGMATICS TEACHING ORDER PREPARING FOR PRONUNCIATION STRATEGIES FOR STRESS PUTTING SOUNDS INTO PRACTICE

GET TO KNOW ME



ALINE WERNECK MEDEIROS COUTINHO

UFJF
 DEGREE IN PHILOSOPHY | PHILOSOPHY OF LINGUISTICS

UNIVERSITY OF CAMBRIDGE
 CPE: CERTIFICATE OF PROFICIENCY IN ENGLISH
 COUNCIL OF EUROPE LEVEL C2: DECEMBER 2014

CCAA TEACHING DEPARTMENT
 TEACHER TRAINING PROGRAM FOR ELEMENTARY/INTERMEDIATE/ADVANCED LEVELS 2009-2014

CCAA TEACHING DEPARTMENT
 LINGO - ACCENT TRAINING COURSE 2009

PROGRAM LENGHT	2019 FEES
6 modules (24h) each module comprises a combination of lectures and practice	Registration fee: --- Total price: R\$1170,00 (material fee included) Early bird special: R\$819,00 (30% OFF) *Early bird price available if you pay in full by November 27th For further information about private sessions, please contact contato@movaacleradora.com

DATES

Module 1 - 12/8/2019	Module 4 - 1/26/2020
Module 2 - 12/15/2019	Module 5 - 2/9/2020
Module 3 - 1/12/2020	Module 6 - 2/16/2020

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