

TSL 3378 Pronunciation and TESL Fall 2019

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T(7) 1:55-2:45; R(7-8) 1:55- 3:35
19 Anderson
Office Hours: M 1-2:30 and R 11-12:30

Course Description: This course for English teachers brings together phonetics, research on the acquisition and development of pronunciation in another language, as well as current pedagogy so you can develop your own personal, practical, and principled theory of integrating pronunciation into language instruction. We will examine the value of integrating phonetics explicitly in language learners' speaking and listening activity. We will examine pronunciation in a holistic way, for example in relation to grammar and spelling. We will understand, be able to explain, and be able to develop instruction concerning characteristics of English segmentals and suprasegmentals, learn how to transcribe and provide phonetic descriptions in technical and student-friendly language, and examine our beliefs about accent, changing an accent, and speaking so-called Standard English.

If you haven't had phonetics/phonology, there is much to commit to memory (we use APA but IPA is okay). If you do not want to create instructional activities or engage in teaching activities, this is not the class for you. If you are going to miss class more than three times, this is definitely not the class for you. If you want a class in which you sit and listen to a lecture, this is definitely not the class for you. If you want to attend regularly and participate in class and be engaged in the practices of teaching--this is the class for you. You will be participating and sharing ideas in activities in every class in some form. I have very high expectations of you (and of myself as the teacher of this class), but I will always try to help you reach them if you are willing to work together.

Course Objectives:

- To develop a satisfactory understanding of American English pronunciation, including consonants, vowels, rhythm, stress, and prominence and intonation.
- To develop an understanding of the relationship between listening and pronunciation, orthography and pronunciation, and grammar and pronunciation.
- To develop an ability to explain these concepts to students.
- To develop an ability to create **integrated** curriculum that responds to students' communicative intentions and needs.
- To develop a familiarity with particular pronunciation differences.
- To develop an ability to develop materials and instructional tasks for students.
- To develop an awareness of how perceptions of accent influence people to accept or reject the communicative burden, how accent stereotypes can affect communication, and how our own biases towards accent affect our communication and instruction.
- To come to terms with what "intelligibility" means and how that is linked to a speaker's identity.

Course Requirements:

1.Exercises (40%): You need to know how to describe phonemes, allophones, stress, rhythm, and intonation. You need to know a phonetic alphabet. You need to know how to transcribe what you understand will happen to phonemes in English in certain environments, as well as on the basis of what you hear. As a result, you will do transcription exercises during the first half or so of the semester. In addition, some exercises will help you to develop instructional explanations and activities. There will be **5 exercises** that are graded. Please note that I provide extensive feedback on all homework assignments and encourage you to revise and resubmit (will change grade). This is a fundamentally important part of this course if you care to take part in it as the focus is on **learning** rather than performing for a grade. **You can choose** to keep the original grade and not revise or revise according to the feedback and be re-graded Note I give a lot of 'practice' exercises that you may find helpful to do that I do not grade.

2. Tutoring Assignment (15%): Want to implement what you're learning in class with a real person? You will have a chance to implement what you are learning by spending at least six hours tutoring someone you know or a Visiting Scholar at UF and writing reflection posts/getting feedback. Afterwards, you will have to write a reflection on what you learned guided by specific questions. You will receive further details on this assignment.

3. Tests (25%): There will be two tests (10 and 15 % pts respectively) to "encourage" you to develop your knowledge base of American English phonetics. Without this, you are lost.

4. Curriculum Development Project (20%): As a way to integrate your understanding of course content, you will complete a course development project that includes a pronunciation focus of some kind in which you investigate a particular instructional context, and develop an instructional unit. You will investigate the context in which you are currently teaching, a prior teaching context, or the teaching context in which you eventually intend to teach. Your investigation will examine aspects of the educational, institutional, and social setting of your instructional context, the learners, the curriculum, materials and media, and any relevant assessments. You will describe this in your curriculum development project.

On the basis of your investigation you will then develop a curriculum unit. The curriculum development project will involve detailed lesson plans designed to carry out one aspect of the course. I will provide you with very specific instructions for the Curriculum Development Project.

Required Texts:

- Celce, Murcia, M., Brinton, D.M., & Goodwin, J.M. (1996). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Additional readings available on e-learning in a folder labeled *Readings*

Homework Policy: No late homework is accepted.

Grading:

For information on current UF grading policies for assigning grade points, please go to:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades>

[A 100-95](#) [C+77.9-75](#)

[A- 94.9-91](#) [C 74.9-70](#)

[B+ 90.9-87](#) [C- 69.9-66](#)

[B 86.9-82](#) [D 65.9-60](#)

[B- 81.9-78](#) [E 59.9-0 \(Links to an external site.\)](#)

[For information on current UF grading policies for assigning grade points, please go to: http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html) (Links to an external site.)

Attendance Policy: Attendance is expected. If you are not committed to being present and ready to participate in class, this is not the class for you. **Because my teaching philosophy is based on the idea that we learn through activity with others 'thinking together and articulating our ideas with/to others, being in class is essential to your educational experience.** If you miss a class, you will miss ideas/experiences that I cannot replicate during my office hours. If you are ill, please let me know you will not be in class. If you are going to miss classes, perhaps you should give your seat up to someone who is willing to make the commitment.

Academic Integrity: The University of Florida defines academic dishonesty as including, but is not limited to, cheating, plagiarizing, fabricating of information, or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who engage in academic dishonesty will be penalized and may risk failure of this course. For more information see <http://www.registrar.ufl.edu/catalog/policies/students.html#honesty> (Links to an external site.)

Disability Access Statement: The University of Florida is in compliance with the provisions of **Americans with Disabilities Act**. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. . Students who qualify for accommodations should contact the Dean of Students Office: <http://www.dso.ufl.edu/drc/current.php> (Links to an external site.) (001 Building 0020 (Reid Hall); 392-8565). If you anticipate needing special accommodations as a result of a disability, **please see me as soon as possible**.

Examination Policy: There are no exams in this course

Letters of Recommendation: Each semester I get asked to write many letters of recommendation, which I try to write to reflect the person’s abilities in detail. This means I should know you (beyond you attended class and got an A or B). I can’t write a letter if I don’t know you, your abilities, how you participate in class, etc. Please note that you must give me at least two weeks at a minimum to write the letter. And you must fill out the following release form per the university:
<https://registrar.ufl.edu/pdf/ferparelease.pdf>

Tentative* SCHEDULE

*Schedule may change depending on how the class responds to the pace of the lessons. Readings will be added depending on class progression.

| Date | Instructional Focus | Reading due | Assignment due |
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| 8/20 | Course Introduction — Go over Syllabus First Day Quiz Activity: What are these sounds? And why are we doing this activity? | | |
| 8/22 | Lecture/activity: Consonants →Voicing, place of articulation, manner of articulation positional restriction, aspiration, released/unreleased Transcription Practice, Explaining allophones YOU SHOULD BE ABLE TO CHARACTERIZE EVERY CONSONANT, see pp. 61&63 | Chapter 3 carefully, esp 50-77, 77-80, 86-88 **See readings “for fun” after table | No assignment is due but you should be consolidating YOUR ABILITY TO DESCRIBE CONSONANTS IN TERMS OF VOICING, PLACE OF ARTICULATION, AND MANNER OF RTICULATION; in addition, you are encouraged to do the worksheets online |
| 8/27 | Consonants →voicing and vowel length: Liquids and syllabics, consonant clusters | Chapter 3 – read carefully, esp 79-85, 91-94, 98-109 | Optional worksheets Exercise 1(Why do I want to be an English teacher Visual) DUE |
| 8/29 | Consonants Allophones of /t/ | Chapter 1 – skim Chapter 10 Re-read anything you don’t understand about | Optional worksheets |

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| | | aspiration, released, flaps, glottals, t in consonants clusters | |
| 9/3 | TEST on consonants | | TEST 1 consonants |
| 9/5 | <i>Consonants</i> | | Exercise 2 DUE |
| 9/10 | <i>Consonants wrap up</i> | | |
| 9/12 | <i>Vowels</i> <i>Activity: Lecture on classifying vowels</i> Be able to characterize the vowel quadrant: high/mid/low, front/center/back, rounded v spread, tense v lax | Chapter 4, esp 113-134 See short readings after table | NO ASSIGNMENT IS DUE BUT YOU SHOULD BE CONSOLIDATING YOUR ABILITY TO DESCRIBE VOWELS IN TERMS OF HIGH/MID/LOW, FRONT/CENTER/BACK/, ROUND V SPREAD, AND TENSE V LAX |
| 9/17 | <i>Activities: Describing vowels and Transcribing vowels</i> | Chapter 4, esp 134-160 and p 131-134 http://newsmanager.com/mpartners.com/tesolsplis/issues/2019-08-05/2.html | Optional worksheets |
| 9/19 | <i>Vowels and spelling</i> Introduce Tutoring Assignment | Handout | Optional worksheets |
| 9/24 | Diagnostics | Read Chapter 8, p. 308-314 | |
| 9/26 | <i>No class—meet tutee or continue meeting</i> | | Exercise 3 DUE |
| 10/1 | Test 2 | | Test 2 Vowels |
| 10/3 | <i>Vowels wrap up</i> | | |
| 10/8 | <i>Stress, Rhythm, and Adjustments: Linking</i> | Chapter 5, esp 163-167 and Field on CANVAS | |
| 10/10 | <i>SRA continued Progressive/Regressive Assimilation, Coalescent Assimilation, deletions</i> | Chapter 5, pp167-174, Chapter 11 | |
| 10/15 | <i>SRA continued</i> | See short readings after table | |
| 10/17 | <i>SRA continued</i> | Readings: Chapter 5, esp. 184-217 and Levis and Grant on CANVAS | Exercise 4 DUE |
| 10/22 | <i>Can/Should YOU change your accent?</i> <i>Activity: Pahk the cah in the hahvahd yahd</i> | | |
| 10/24 | <i>Everyone has an accent</i> | Readings TBA | |
| 10/29 | <i>Assessment</i> | Chapter 8 | |
| 10/31 | <i>Assessment</i> continued | | |
| 11/5 | <i>Prominence and Intonation Introduction</i> <i>Activity: Lecture and activity</i> | Chapter 6 – Read the chapter but just scan each of the intonation | |

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| | | patterns. The key reading is Levis (1999) Intonation in Theory and Practice Revisited, <i>TESOL Quarterly</i> (CANVAS) | |
| 11/7 | <i>Prominence and Intonation</i> | | |
| 11/12 | <i>Prominence and Intonation</i> | | |
| 11/14 | <i>Prominence and Intonation</i> <i>Lesson Planning for Curriculum Unit</i> Activity: Lesson planning | Graves, K. Chapter 2 (CANVAS); handouts on CANVAS | |
| 11/19 | <i>Prominence and Intonation</i> | Chapter 12 | Exercise 5 DUE |
| 11/21 | Final Unit Workshop | | COME TO CLASS WITH HARD COPY OF Curriculum Unit Topic and Description of Target Class |
| 11/26 | Something useful | | Final Tutoring Assignment Due via email |
| 11/28 | NO CLASS - Thanksgiving | | |
| 12/3 | Final Learning Activity | | |
| 12/17 | | | Curriculum Development Project by 11:59 PM |

Additional Readings:

Readings for fun:

<http://www.nytimes.com/interactive/2013/12/20/sunday-review/dialect-quiz-map.html> (Links to an external site.)

<http://boingboing.net/2013/12/24/what-we-can-learn-from-dialect.html>

Consonants

<https://home.cc.umanitoba.ca/~krussll/phonetics/narrower/dark-l.html>

Vowels

<https://slate.com/human-interest/2014/08/aeiou-and-sometimes-y-how-many-english-vowels-and-what-is-a-vowel-anyway.html>

http://wstyler.ucsd.edu/posts/difference_schwa_wedge.html

Stress, rhythm, adjustments

<http://jalt.org/pansig/2006/HTML/Brown.htm>

<https://slate.com/human-interest/2014/04/haplology-the-erosion-of-an-unstressed-syllable-so-that-probably-becomes-probly-and-library-becomes-libry.html>

