

TSL 3378 – Pronunciation and TESL

Professor Paula Golombek

MWF—12:50-1:40 (6)

Class: 19 Anderson

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Office Hours:

M 2-3; W 10-12

4017 Turlington Hall

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Course Description: This course for English teachers brings together 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 phonetics in learners' speaking and listening. We will examine pronunciation in a holistic way, for example in relation to grammar. 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 of utterances, learn how recent theory has influenced pedagogy, and examine our beliefs about accent and so-called Standard English. No prerequisites, but if you haven't had phonetics/phonology, there is much to learn.

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 (25%): 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 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 of these.

2. Tutoring Assignment (25%): Want to implement what you're learning in class with a real person? You will have a chance to implement what you are learning with a Visiting Scholar at UF. You will receive further details on this assignment.

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

4. Curriculum Development Project (25%): 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 a 3-week instructional unit. You may 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, th

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 a detailed lesson plans for a 3-week instructional unit designed to carry out one aspect of the course. I will provide you with very specific instructions for the Course Development Project. The Course Development Project will be due during exam week.

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 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

Attendance Policy: Attendance is expected. Because my teaching philosophy is based on the idea that you learn through activity (as opposed to information you can gather from books), 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 not committed to being present and ready to participate in class, this is not the class for you.

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>

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> (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

Tentative SCHEDULE for TSL3378

8/21	Course Introduction—Syllabus
8/23	Consonants Read Chapter 3 Activity: Voicing, Place, Manner
8/26	Consonants continued
8/28	Consonants continued
8/30	Consonants continued
9/2	NO CLASS – Labor Day
9/4	Consonants continued Exercise 1 due
9/6	Consonants continued
9/9	Consonants continued
9/11	TEST 1 Consonants
9/13	Diagnostic Assessment Readings to be Assigned
9/16	Vowels Read Chapter 4
9/18	Vowels
9/20	Vowels Exercise 2 due
9/23	Vowels
9/25	Vowels
9/27	TEST 2 Vowels
9/30	Stress, rhythm & adjustments Read Chapter 5; other readings TBA
10/2	SRA continued
10/4	SRA continued
10/7	SRA continued Read Chapters 7 and 8
10/9	SRA continued
10/11	SRA continued Exercise 3 due
10/14	SRA continued Reading TBA
10/16	SRA continued
10/18	SRA continued Exercise 4 due
10/21	Assessment Read Chapter 12
10/25	Assessment
10/28	Accent as Gatekeeper Reading TBA
10/30	Accent as Gatekeeper
11/1	TEST 3 Stress, Rhythm, and Adjustments
11/4	Prominence and Intonation Read Levis

11/6 P&I
11/8 NO CLASS - Homecoming

11/11 NO CLASS – Veteran’s Day
11/13 P&I **Read Chapter 6**
11/15 P&I **Exercise 5 due**

11/18 Lesson Planning for Curriculum Unit **Readings TBA**
11/20 Lesson Planning for Curriculum Unit
11/22 Pronunciation and Spelling **Read Chapter 9**

11/25 **Final Tutoring Assignment Due**
11/27 NO CLASS - Thanksgiving
11/29 NO CLASS - Thanksgiving

12/2 Make-up day
12/4 LAST DAY OF CLASSES
‘Did I learn anything this semester?’ activity

Curriculum Development Project due during exam week