

LT 541/441 Teaching English Pronunciation Spring 2007

Lecture: 10:00-11:20 Tu,Th 146 STB
Discussion 9:00-9:50 or 10:00-10:50 F 101 VOL

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Required text books (available at the UO Bookstore):

Peter Ladefoged. *A Course in Phonetics* [with CD-ROM]
Marianne Celce-Murcia, Donna Brinton, Janet Goodwin. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*.

Materials on Blackboard site:

- Derwing, Munro, & Wiebe (1998) *Language Learning* 48, 393-410.
- Clement Laroy. *Pronunciation*. (Ch 2)
- Martin Hewings and Sharon Goldstein. *Pronunciation Plus-Practice through Interaction*. (excerpts of selected lessons)
- Examples of lessons from final projects

Goals for the course:

Students will gain an understanding of the elements of English pronunciation, including articulatory specifications for consonants and vowels, phonological alternations, stress patterns, and rhythmic and intonational structures. Analysis of first language effects on second language speech production will also be introduced. Goals of pronunciation teaching will be considered and approaches to teaching pronunciation studied. Students will develop lesson plans for teaching various aspects of English pronunciation and have opportunities for practice teaching and observation in pronunciation courses.

Requirements:

UG	Grad	
25%	20%	<i>Homework assignments</i>
25%	20%	<i>Midterm exam</i> on the material covered in Ladefoged
10%	10%	<i>In-Class Presentations</i> of a lesson
35%	30%	<i>Final Project</i> consisting of SIX lessons taken from the topics listed in the syllabus or other topics found in the CM text. Each of the six lessons will include the presentation of a description and exercises allowing for discrimination, controlled, guided, and communicative practice. Example lesson plans from previous years can be found on our blackboard site.
5%	5%	<i>Observations</i> . Students will sign up to observe two hours in an AEI pronunciation course during the term. A write-up for each observation will describe and reflect what went on in the classroom, including the goals of the lesson and the activities conducted, as well as any explicit pronunciation teaching conducted.
extra credit	15%	<i>Paper</i> of 5 double-spaced pages summarizing and discussing a specific issue in the learning or teaching of second language phonetics and phonology. This is a library research paper and at least six references should be cited. APA style should be used. Topics must be submitted in written format by the end of the seventh week for approval (a 1 page summary of topic with preliminary reference list).

Policy Homework Policy:

Homework will be due in the discussion section on the week listed on the syllabus. The grade for unexcused late homework will be reduced by 10% for each class or discussion section it is late. So, for example, a homework turned in Tuesday in class after the Friday section in which it was due will lose 10%, a homework turned in Thursday in class will lose 20%, and a homework turned in the next Friday section will lose 30%. Homework will not be accepted outside of class or section meetings. Excused late homework will be accepted with no point loss.

Academic Honesty:

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Any suspected dishonesty will be taken seriously and reported. Students found guilty of academic dishonesty will fail the course. You may work on the homework and the lesson plans in groups, but each student must submit their own version and must mention the other students with whom they worked.

Students with Disabilities:

If you have a disability and are anticipating needing accommodation in this course, make arrangements to see me soon. Also, request a letter from disability services verifying your disability and stating needed accommodation.

Course Schedule

Date	Topic for Class	Homework (due in section)
<i>April 3</i>	Introduction and Overview	
<i>April 5</i>	L Ch1: The Vocal Tract, Places and Manner of Articulation	Ex. Ch1 A-F
<i>April 10</i>	L Ch2: Phonology and Phonetic Transcription	
<i>April 12</i>	L Ch2: cont.	Ex. Ch 2 A-E, H(your selection 8 of the 16), I
<i>April 17</i>	L Ch3: English Consonants	
<i>April 19</i>	L Ch 4: English Vowels	Ex. Ch 3 A-C, G (Am. Eng only)
<i>April 24</i>	Ch 5: English Stress (Ex. D & F)	
<i>April 26</i>	Ch 5: English Intonation (Ex. H & I)	Ch 4 I (Am. Eng only) Ch 5 A-B, H
<i>May 1</i>	MIDTERM EXAM	
<i>May 3</i>	C-M. Ch 1: Approaches to Teaching Pronunciation	Contrastive Analysis HW handed out
<i>May 8</i>	C-M Ch 2: Research into Teaching and Acquisition of Pronunciation	

<i>May 10</i>	C-M Ch 10: More on Methods in Teaching Pronunciation Derwing et al. (1998)	
<i>May 15</i>	C-M Ch 3 (p. 51-61) How to Construct a Lesson Plan & Prepare Your In-Class Lesson	Final Project Handout (Due June 11)
<i>May 17</i>	Laroy Ch 2 Teaching stress rhythm and intonation	-Paper topic proposals due in class May 17 -Contrastive Analysis HW due in section May 18
Teaching Practice		
<i>May 22</i>	/r/ and /l/ Contrast (pp. 51-57)	/θ/ and /ð/ Contrast (pp. 58-59)
<i>May 24</i>	The Flap [r] (pp. 64-65, 71-74)	Syllabic Consonants (pp. 67-68, 77-80)
<i>May 29</i>	/i:/ and /ɪ/ Contrast (pp. 96-100, 112-128)	/u:/ and /ʊ/ Contrast (pp. 96-100, 112-128)
<i>May 31</i>	/eɪ/ and /ɛ/ Contrast (pp. 96-100, 112-128)	/ɑ:/ and /ʌ/ Contrast (pp. 96-100, 112-128)
<i>June 5</i>	Reduced Vowels (pp. 108-110)	Word Stress (pp. 131-151)
<i>June 7</i>	Sentence Stress and Rhythm (pp. 151-157)	Common Intonation Patterns (pp. 184-200)
<i>June 11</i>	Final Projects (6 complete lesson plans) and Observation Descriptions (1-2 pages for each observation) due in Irina's box in 223 Straub by noon	
<i>June 14</i>	Papers due in Susan's box 233 Straub by noon	