ENG 658 Sound Systems of English: Pedagogical Applications of Phonology & Phonetics

Spring 2015
Tuesday 4.30-7.10 EDS 101

Instructor: Dr. Lucy Pickering
Office Location: HL 308/HL 307
Office Hours: TBA
Office Fax: 903-886-5980
University Email Address: lucy.pickering@tamuc.edu

COURSE INFORMATION

Materials

Required Textbooks:


Additional material will be required and placed in the Electronic Course Shell

Suggested Equipment:

A tape recorder with a microphone OR a digital voice recorder. If you have a digital recorder you can also download a free program called *Soundscriber* that will allow you to listen and transcribe what you have recorded.

Course Description:

This course focuses on the application of phonological principles and practice to TESOL teaching. In addition, we will look at the most recent approaches to ESL/EFL pronunciation models, e.g. pronunciation in discourse contexts, pronunciation and World Englishes. Students will become familiar with the principal areas of applied phonology including phonetics, phonology, and discourse prosodics. We will examine different approaches to pronunciation teaching in the adult ESL/EFL classroom and investigate a variety of techniques and activities. With a focus on both analysis and teaching, the course is
designed to bridge the gap between researcher and practitioner and to encourage teachers to use similar techniques in their classroom.

Student Learning Outcomes:

A: Applies the principles of ESL/EFL language teaching methodology and learning (to the area of pronunciation): Critique and discussion of assigned readings, micro-teaching within seminar setting, work on final project, and other related course tasks.

B: Demonstrates knowledge of the linguistic systems of English phonology & discourse: Completed exercises, micro-teaching & work on final project.

C: Analyzes and critiques theory and practice of L2 teaching and learning (tied to the area of pronunciation): Critique and discussion of assigned readings, preparation for micro-teaching within seminar setting, discussion of World Englishes paradigm, work on final project.

D: Communicates effectively in both written and oral language in English: Serving as discussion facilitator and participant, micro-teaching within seminar setting, work on final project

COURSE REQUIREMENTS

Please note, for graduate classes, “A” grades reflect work which is clearly superior and exceeds the minimum criteria on all dimensions. “B” grades mean a good, solid performance which fulfills the basic requirements for a particular assignment. Any work that receives a grade of “C” or lower does not the minimum requirements for solid graduate work.

Assessment and Instruction:

Final Project 25%
Proposal 5%
Annotated articles 10%
Micro-teaching & Exercises 30%
IG Journal Participation (x2 leads) 20%
Participation 10%

The seminar will focus on discussions of readings you have completed for that week; your responses and ideas will be central to the class. To help you focus your reading, you will post reading notes throughout the semester using E-College. Each week, a different student will assign questions and lead a discussion of IG posts. Each student will conduct two in-class micro-teaching assignments using pronunciation teaching resources (10-15 mins). Examples are provided in your textbook.

Final Project: As participants in a graduate level pedagogical class, I recognize that each of you is engaged in different stages of your teaching career; thus, there are several options for this project:
(A) **An Action Research Paper**: Action research was born in classrooms. It is designed to bring the teacher back into the loop of practitioner-researcher. It is local and contextualized. The “intervention” is generated from the specific classroom context and designed to address the issue identified by the teacher. A good action research project identifies a specific need usually via some initial teacher reflection; develops and follows a course of action designed to address that need; and reports on the outcomes. I will ask for an update week 7-8 that must include your current status in the action research process.

(B) **A Learner Journal Project**: The processes that underlie successful second language acquisition in a classroom environment (as opposed to a naturalistic environment) are multiple and complex. All of these areas are under investigation in the field. For the Learner Journal Project, your partner will be a student who is enrolled in the English Language Institute International Students Conversation Partner Program, and you will meet them throughout the semester for a minimum of 45 minutes per week. During your first meeting, you will collect biographical information including a needs analysis. Following this, what you choose to work on in any given week is your decision but it must minimally include: (1) identification of a specific need; (2) collection/preparation of materials to address that need; (3) some form of assessment as to the effectiveness of the pedagogical intervention. Each weekly entry will contain those components. I will ask for an update approximately week 7-8 that must include your entries thus far.

(C) **A Review Paper**: A great deal of literature currently exists in the ESL/EFL field in the area of pronunciation. This paper is an opportunity to investigate an area that interests you in any aspect of pronunciation teaching or classroom practice that is addressed within the literature. I will ask for an update approximately week 7-8 that must include your initial bibliography (focused on major journals in the field) and specific question.

**Department Policies**

Please be sure to send an email to or make an appointment with your graduate director regarding your degree program to ensure that you are on the right track every semester. It is especially important to remember the 12-hour rule: students will lose anything over 12 hours if they have not been fully admitted into a degree program or if they change their program.

Doctoral students should contact Dr. Donna Dunbar-Odom at Donna.Dunbar-Odom@tamuc.edu.
Master’s-English students should contact Dr. Susan Stewart at Susan.Stewart@tamuc.edu.
Master’s-Applied Linguistics (TESOL) students should contact Dr. Lucy Pickering at Lucy.Pickering@tamuc.edu.
Master’s-Spanish students should contact Dr. Flavia Belpoliti at Flavia.Belpoliti@tamuc.edu.
Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Non-discrimination Statement

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE
(Schedule is flexible and subject to change; additional readings may be assigned; readings marked with *** are available on my website)

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<tr>
<th>Week 1</th>
<th>Course Introduction</th>
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<th>Week 2</th>
<th>Vowels</th>
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<tr>
<td>1/27</td>
<td>Brown: Chapters 1-5</td>
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<th>Week 3</th>
<th>Consonants</th>
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<tr>
<td>2/3</td>
<td>Brown: Chapters 6-10</td>
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<th>Week 4</th>
<th>Processes of Connected Speech</th>
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<tr>
<td>2/10</td>
<td>Brown: Chapters 11-17</td>
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<td>*Micro-Teaching 1:</td>
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<td>*IG Journal:</td>
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<th>Week 5</th>
<th>Suprasegmentals</th>
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<tr>
<td>2/17</td>
<td>Brown: Chapters 18-23</td>
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<td>*Micro-Teaching 2:</td>
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<td>*IG Journal:</td>
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<th>Week 6</th>
<th>English as a Lingua Franca: Introduction</th>
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<td>2/24</td>
<td>Electronic reading:</td>
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<td>*Micro-Teaching 3:</td>
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<td>*IG Journal:</td>
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<th>Week 7</th>
<th>English as a Lingua Franca: Variation</th>
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<td>3/3</td>
<td>Electronic Reading:</td>
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<td>Jenkins chapters 1-3</td>
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<td>*Micro-Teaching 4:</td>
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<th>Week 8</th>
<th>English as a Lingua Franca: Intelligibility</th>
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<td>3/10</td>
<td>Jenkins chapters 4-5</td>
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<td>*Micro-Teaching 5:</td>
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<td>*IG Journal:</td>
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SPRING BREAK: 3/16-3/20
Week 9
3/24
English as a Lingua Franca: Pedagogical Core
Online Class: Dr. Pickering at AAAL, Toronto
Jenkins, chaps 6-7
Proposal & Annotated Bibliography Due

Week 10
3/31
English as a Lingua Franca: Pronunciation Teaching
Jenkins, chapter 8
Micro-Teaching 6:
IG Journal:

Week 11
4/7
Discourse Prosodics (1)
Electronic Reading:
Pickering, introduction & Chapter 1
Micro-Teaching 7:
IG Journal:

Week 12
4/14
Discourse Prosodics (2)
Electronic Reading:
Pickering chapters 2 & 3
Micro-Teaching 8:
IG Journal:

Week 13
4/21
Discourse Prosodics (3)
Electronic Reading:
Pickering, chapters 4 & 5
Micro-Teaching 9:
IG Journal:

Week 14
4/28
Discourse Prosodics (4)
Electronic Reading:
Pickering, chapters 6 & 7
Micro-Teaching 10:
IG Journal:

Week 15
5/5
Final Project Presentations

Project Due: May 12th