

INTR 616: English Phonology for ESL/EFL Teachers

Fall 2004, B Quad

11:15 - 1:05 p.m., Tuesday and Thursday (BGC 255)

1:15 - 3:05 p.m., Tuesday and Thursday (BGC 263)

Professor: Lonna J. Dickerson, Ph. D.

Course Description

This course consists of two overlapping parts—applied theory and practicum. The applied theory section provides an in-depth study of the sound system of English. Emphasis is placed on the understanding of language as a system of rules and as a network of interrelated parts. The relevance of each topic to the teaching of English as a second or foreign language is discussed and illustrated. The practicum deals with procedures, materials, and techniques for teaching English pronunciation to native speakers of other languages.

Department Mission Statement

Our Mission is to develop professionals skilled in the theory and practice of missions for committed service in a dynamically changing world.

TESOL Mission Statement

Our Mission is to develop specialists in Teaching English to Speakers of Other Languages who demonstrate a high level of professionalism as the foundation for cross-cultural ministry. Our mode of professionalism is a synthesis of three general areas: educator, specialist, and servant of the kingdom.

Student Outcomes for the Course in Relation to the Department Mission Statement

By the end of this course, you will have developed competence as an effective cross-cultural professional in at least one aspect (usually more) of each of these areas:

1. Educator

- E1. Knowledge of current teaching methodology
- E3. Ability to plan courses, units, and lessons
- E4. Ability to adapt resources such as textbooks, video, and computers
- E5. Ability to create tests and alternative assessments

2. Specialist

- SP3. Detailed knowledge of English phonology, morphology, syntax, and discourse
- SP5. Ability to research languages and educational contexts
- SP7. Ability to apply this background knowledge to the classroom and to individual students

Additional Course Specific Student Outcomes

By the end of this course you should be able to do the following:

- A1. Understand the sound system of English
- A2. Apply knowledge of sound system to teaching decisions:
 - diagnostic testing and needs analysis
 - textbook selection/adaptation and materials development
 - course design (or design of pronunciation component within a larger course)
 - classroom teaching and individual or small group tutoring
 - assessment of learner progress
- A3. Know basic techniques and procedures for teaching English pronunciation in classroom and tutoring contexts
- A4. Identify good (and poor) pronunciation exercises and activities in commercial textbooks
- A5. Write pronunciation exercises and activities appropriate for a specified group of learners
- A6. Develop a deeper understanding of your own pronunciation as a speaker of English

Required Textbook and Materials

Avery, Peter & Susan Ehrlich. 1992. *Teaching American English Pronunciation*. New York: Oxford University Press.

Course packet available in bookstore. (This will be used as the primary source of information for the applied theory section of the course.)

Nature of the Course

INTR 616 is like a language course in four respects:

- It requires *frequent (preferably daily) attention*.
- It is *cumulative*. Each part is a stepping stone to the next part. Try to avoid getting behind because it will be difficult for you to do each new section well without a strong foundation.
- It involves *memorization*. To learn another language for communication, you must store away a lot of information about how the language works, what words mean, which phrases are appropriate when, etc. In the same way, this phonology course will require you to memorize the facts of English phonology—the components of the system, the way components interrelate, and the rules that govern their behavior.
- It is *applied*. Mastering conjugations and vocabulary is not the goal of language learning; using the language for communication is. Similarly, learning details about the sound system, although essential, is not the pronunciation teacher's ultimate objective. Rather, the point of our work is for you to use what you have learned in order to evaluate and design materials, analyze and tackle student problems, and teach effectively. In the final analysis, it is not just what you know that is important; it is what you can do with what you know that counts.

Contribution of Requirements to the Course Grade

1. Mid-term exam (take-home)	20%	(E1; SP3, 5, 7; A1, 2)
2. Quizzes and miscellaneous written assignments	40%	(E5, SP3, A1, 2, 3, 6)
3. Class project	20%	(E4, SP3, 5, 7, A1, 2, 3, 4, 5)
4. Final exam (take-home)	20%	(E1, 3, SP5, 7, A2)

Staying in Touch

Office: BGC M233

Office hours: 3:15 - 5:00 Tuesday (except Nov. 23) and by appointment on Wednesday

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