

TESL 221 A: Phonology for Teachers (Fall 2020; 3 credits)

1. General Information

- **Day/time:** Synchronous (i.e., live/real-time) course activities will be held on Thursdays between 1:15 and 3:00 PM on ZOOM
- **Instructor:** Mark McAndrews (Department of Education)
- **Instructor email:** mark.mcandrews@concordia.ca
- **Office hours:** By appointment on ZOOM
- **Course Moodle site:** <https://moodle.concordia.ca/moodle/course/view.php?id=129717>

2. Course Description

- The aim of this course is to provide students with a knowledge of the major features of the English sound system, and to prepare them, through practical teaching assignments with ESL students, to apply this knowledge in the language classroom. Contrasts and comparisons are made with French and other languages.
- Prerequisite: TESL 231 concurrently.

3. Objectives/Learning Outcomes

After completing this course, students should be able to:

- describe the sound system of English
- identify aspects of the sound system of English are most critical for learners of English to acquire in order to communicate clearly in English
- diagnose learners' pronunciation problems
- choose and/or develop appropriate materials for teaching pronunciation
- conduct pronunciation training for learners of English.

Further, this course addresses the following professional competencies (PCs), as outlined by the Comité d'agrément des programmes de formation à l'enseignement ([CAPFE](#)):

PC 1; Feature 1: "Situates the discipline's basic benchmarks and points of understanding (concepts, postulates and methods) in order to facilitate significant, in-depth learning by students." *TESL 221 students will develop a strong formal understanding of the English sound system and best practices for teaching pronunciation. This will be evaluated via Test 1, Test 2, and the Final Project.*

PC 2; Feature 1: “Uses appropriate language when speaking to students, parents and peers.” *Through gaining a better understanding of the English sound system, TESL 221 students could improve their ability to communicate clearly in English.*

PC 3; Feature 3: “Plans teaching and evaluation sequences taking into account the logic of the content to be taught and the development of learning.” *TESL 221 students will gain an understanding of effective pedagogical sequences for teaching pronunciation. This will be evaluated via the Final Project.*

PC 4; Feature 3: “Guides students in selecting, interpreting and understanding the information provided in the various resources and in understanding the elements of a problem situation or the requirements of a task or project.” *As part of the Final Project, TESL 221 students will develop and reflect on pronunciation activities for English learners.*

PC 5; Feature 5: “Works with the teaching team to determine the desired stages and rate of progression within the cycle concerned.” *For the Final Project, TESL 221 students will work in pairs to plan teaching progressions based on their analysis of a pronunciation diagnostic assessment.*

PC 8; Feature 6: “Helps students to familiarize themselves with ICT, to use ICT to carry out learning activities, to assess their own use of ICT, and to exercise critical judgment regarding the information they find on the Internet.” *TESL 221 students will become familiar with some ICT resources related to pronunciation instruction.*

PC 10; Feature 2: “Develops and organizes a project appropriate to the objectives to be attained by the teaching team.” *For the Final Project, TESL 221 students will work in pairs to develop pronunciation activities for English learners.*

4. Schedule

The schedule may be subject to change after discussion with students.

Week	Synchronous Date (Thursdays 1:15-3:00)	Topics	Reading assignment	Assignments (due by 11:59 PM on the date indicated)
1	Sep 10	- Introduction to the course - Basic phonological concepts	Ch 1 & 2	
2	Sep 17	- The articulatory system - English Consonants	Ch 3 & 4	HW 1 due Sep 14
3	Sep 24	- English vowels	Ch 5	HW 2 due Sep 21
4	Oct 1	- Phonemes and allophones - Word endings	Ch 6	HW 3 due Sep 28
5	No synchronous class			Test 1 due Oct 8
6	Oct 15	- Syllables & word stress - Rhythm	Ch 8 & 9	HW 4 due Oct 12
7	Oct 22	- Thought groups - Intonation	Ch 10 & 11	HW 5 due Oct 19
8	Oct 29	- Connected speech	Ch 12	HW 6 due Oct 26
9	No synchronous class			Test 2 due Nov 5
10	Nov 12	- Teaching consonants and vowels	Ch 7	
11	Nov 19	- Teaching suprasegmentals	Ch 13	HW 7 due Nov 16
12	Nov 26	- Spelling and pronunciation	- Ch 14 & 15 - “Resources”	- Pronunciation lesson plan (first attempt) due Nov 25
13	Dec 3	- Course wrap-up	“Final thoughts”	
				Final project due Dec 14

Deadline for withdrawal with tuition refund (DNE) from fall-term and two-term courses. Sep 21

Last day for academic withdrawal (DISC) from fall-term courses. Nov 9

5. Behaviour

All individuals participating in courses are expected to be professional and constructive throughout the course, including in their communications.

Concordia students are subject to the [Code of Rights and Responsibilities](#) which applies both when students are physically and virtually engaged in any University activity, including classes, seminars, meetings, etc. Students engaged in University activities must respect this Code when engaging with any members of the Concordia community, including faculty, staff, and students, whether such interactions are verbal or in writing, face to face or online/virtual. Failing to comply with the Code may result in charges and sanctions, as outlined in the Code.

6. Intellectual Property

Content belonging to instructors shared in online courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the [Academic Code of Conduct](#) and/or the [Code of Rights and Responsibilities](#). As specified in the [Policy on Intellectual Property](#), the University does not claim any ownership of or interest in any student intellectual property. All university members retain copyright over their work.

7. Extraordinary Circumstances

In the event of extraordinary circumstances and pursuant to the [Academic Regulations](#), the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

8. Course Materials

We will be using a textbook for our class, and it is important that you have access to it. Here is the bibliographic information:

Yoshida. M. (2016). *Beyond repeat after me: Teaching pronunciation to English learners*. TESOL Press.

The ISBN number for the print version of the book is: 9781942799467.

The ISBN number for the electronic version of the book is: 9781942799474.

The print version can be purchased directly from the publisher here:

<http://www.utpguidancecentre.com/Beyond-Repeat-After-Me-A-Guide-to-Teaching-English-Language-Pronunciation.html> (you will need to create an account)

The electronic version can be purchased directly from the publisher

here: <https://sites.tesol.org/bookstore/ItemDetail?iProductCode=14038E&Category=EBOOK> (you will need to create an account; the price is in US dollars)

The textbook is also for sale through Amazon and other websites. Other students in the TESL program, who have previously taken 221, might also have copies of the textbook that they would be willing to share. I understand there is a Facebook group for TESL students, but I'm afraid I don't know more than that. To get us started, I also posted copies of the first two chapters via Concordia library's course reserves system (we are allowed to post a couple chapters, but after that, copyright laws kick in). When you click on the links, you will probably be asked to enter your Concordia netname and password:

Link for chapter 1: <http://reserves.concordia.ca/ares/ares.dll/plink?14EF5A65>

Link for chapter 2: <http://reserves.concordia.ca/ares/ares.dll/plink?14EF5A67>

Other course materials will be posted directly on our Moodle page.

9. Assignments & Grading

1. Homework assignments (HW). There will be 7 HW assignments worth 2% each, for a total of 14% of the final grade. HW will require you to apply the skills that are the focus of course content for that week. For example, the topics for week 2 are: the articulatory system and English consonants. For HW 1 (which is due on week 2), you might be asked to label parts of human articulatory anatomy and transcribe English consonant sounds in the [International Phonetic Alphabet](#). HW are meant to be *formative* assessments (that is, they will be used to guide future teaching and learning). They will therefore be graded for completion, rather than accuracy. Complete HW assignments will be graded 2/2. Submitted HW assignments that are partially complete will be graded 1/2. Unsubmitted HW assignments will be graded 0/2. HW assignments will be due on Mondays (see section 4, “Schedule” on p. 3 of this outline for exact dates). This will allow the instructor and/or teaching assistant to identify problem areas that are common across students, and develop appropriate activities before that week’s synchronous meeting. For example, HW 1 is due on Sep 14. During the synchronous meeting on Sep 17, students will complete activities designed to address common problems observed in their submitted HW 1 assignments (see section 10, “Instructional Formal”, on p. 7 of this outline). Answer keys and completion grades will be posted on Moodle by noon on Wednesdays, so that students can check their answers and formulate questions (if they have any) before the synchronous meeting.

2. Tests. There will be 2 tests worth 25% each, for a total of 50% of the final grade. The tests are designed to be *summative* assessments: they will be graded based on students’ ability to

accurately apply the skills and knowledge addressed in the course. The tests primarily assess the course's first learning outcome, that students will be able to "describe the sound system of English". In other words, the tests assess students' knowledge of the linguistic, rather than pedagogical, aspects of pronunciation instruction. Test 1 focuses on the consonants and vowels (i.e., individual sounds, *segmentals*) of English, and Test 2 focuses on *suprasegmentals* (e.g., stress, intonation). Test 2 is not cumulative (i.e., it does not assess content from before Test 1). The format and content of questions on the tests will be similar to the HW assignments. Tests will be open-book and will not have time limits. Tests are individual assignments; students must not work with others to complete them.

3. Pronunciation lesson plan (first attempt). Just as HW assignments provide students with feedback before summative assessment of the same content (i.e., Test 1 and Test 2), the pronunciation lesson plan (first attempt) assignment will provide students with feedback before the Final Project assignment. This assignment is worth 2% of the final grade, and will be graded for completion. Submissions that address all aspects of the assignment guidelines (to be distributed closer to the due date) will be graded 2/2. Submissions that address some but not all aspects will be graded 1/2. Unsubmitted assignments will be graded 0/2. For this assignment, students will work in pairs to prepare a lesson plan designed to help an ESL learner improve a particular aspect of their pronunciation. The specific assignment guidelines will be very similar to the lesson planning components of the Final Project. Students will receive detailed feedback on their pronunciation lesson plan (first attempt). This feedback will guide their lesson planning components for the Final Project. The first attempt assignment is due on Nov 25. Feedback will be distributed by Dec 1, giving students 2 weeks to complete their Final Project assignments (due Dec 14).

4. Final project. The final project is composed of 2 components: (a) a pronunciation diagnostic (10% of course grade); and (b) lesson plans (24% of course grade). For the pronunciation diagnostic component, students will analyze an audio recording of an ESL learner's speech to identify specific areas of pronunciation that could be improved. Students will receive formative assessment/feedback on their diagnostic skills in HW 7. For the lesson plans component, students will develop lesson plans designed to help that ESL learner improve in the targeted areas of pronunciation. Students will work in the same pairs as they did for the Pronunciation lesson plan (first attempt) assignment. The Final Project is a summative assessment of the course's learning outcomes related to pronunciation pedagogy (e.g. "diagnose learners' pronunciation problems"; "choose and/or develop appropriate materials for teaching pronunciation"). Students will receive detailed feedback on their Final Project submissions, which they are encouraged to incorporate in their TESL portfolios. Final Projects are due Dec 14.

Summary of grading break-down (see section 4, "Schedule", on p. 3 for due dates)

1. Homework assignments: 7 X 2% each = 14%
2. Tests: 2 X 20% each = 50%

3. Pronunciation lesson plan (first attempt) = 2%
4. Final project:
 - a) Analysis of pronunciation diagnostic = 10%
 - b) Lesson plans = 24%

Late assignments: 10% will be deducted per day that an assignment is late. For HW assignments, Test 1, and Test 2, late submissions will not be accepted after the answer key is posted.

10. Instructional format

Instruction will be conducted remotely (i.e., not in person), and can be broken down into *synchronous* (i.e., “live”/“in real time”) and *asynchronous* (i.e., on demand/on your own time) modalities. Instruction for this course can also be described in terms of a *flipped-classroom* approach, with new content being delivered asynchronously, and synchronous meetings being reserved for application/problem-solving/discussion.

New content will be delivered asynchronously by means of the course textbook and content posted to our Moodle page. The latter will consist of recorded lectures and miscellaneous materials (e.g., pronunciation worksheets). Recorded lectures can be viewed in our course Yuja channel, which can be accessed by clicking on the “TESL 221 Recorded lectures” link at the top of the course Moodle page. Students should read/view the relevant course content and complete the HW assignment (if any) prior to the week’s synchronous meeting. For example, the synchronous meeting for week 2 will be on Sep 17. The topics for week 2 are the articulatory system and English consonants. The homework for these topics (i.e., HW 1) is due on Sep 14. Students should read the relevant chapters (i.e., chapters 3 & 4) and view the relevant lectures before completing HW 1. Content and HW assignments will be posted by 11:59 PM on Mondays for the following week. For example, lectures for week 2 and HW 1 will be posted by September 7.

Synchronous instruction will happen on ZOOM on Thursdays, beginning at 1:15 PM. Direct links to the ZOOM meetings can be found by clicking on “TESL 221 Virtual course Meetings” at the top of our course Moodle page. There will be no synchronous course meetings on October 8 and November 5 because these are weeks when students will be completing Test 1 and Test 2, respectively. ZOOM meetings will not be recorded. During the first part of the synchronous meeting (approximately 1:15-2:05 PM), students will complete activities that have been designed to provide additional practice for problem areas identified by the instructor/teaching assistant on that week’s HW submissions. Students will be asked to work together in small groups to complete the activities, which will then be taken up as a whole group. This part of synchronous meetings will typically be led by the teaching assistant. This will be followed by a 10-minute break (approximately 2:05-2:15). The second part of the synchronous meeting will be led by the instructor. During this part, students are encouraged to ask questions regarding content they are still unsure about, from the preceding activities, the HW assignment, textbook, and recorded lectures. Synchronous meetings will conclude with logistical announcements (e.g., assignments

for the upcoming week) and opportunities for students to ask questions about logistics (e.g., grading). Synchronous meetings will normally end by 3 PM. Note that this time is different than that listed in the Student Information System (the length of course meetings is reduced because activities that would normally take place during course meetings [e.g., lectures] will take place outside the designated hours this semester). Attendance in the ZOOM meetings is not mandatory and will not be tracked.

11. Ethical Behaviour/Academic Integrity

Plagiarism:

The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as “the presentation of the work of another person as one’s own or without proper acknowledgement.”

This includes material copied word for word from books, journals, Internet sites, professor’s course notes, etc. It refers to material that is paraphrased but closely resembles the original source. It also includes for example the work of a fellow student, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased from any source. Plagiarism does not refer to words alone –it can refer to copying images, graphs, tables and ideas. “Presentation” is not limited to written work. It includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into any other language and do not cite the source, this is also plagiarism.

In Simple Words:

Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it.

(Source: The Academic Integrity Website:
concordia.ca/students/academic-integrity)

12. List of Student Services

1. Access Centre for Students with Disabilities: concordia.ca/students/accessibility
2. Student Success Centre: concordia.ca/students/success
3. Name of the Department’s Academic Advisor
4. Counselling and Psychological Services: concordia.ca/students/counselling-life-skills
5. Concordia Library Citation and Style Guides: <https://library.concordia.ca/help/citing>
6. Health Services: concordia.ca/students/health
7. Financial Aid and Awards: concordia.ca/offices/faao
8. Academic Integrity: concordia.ca/students/academic-integrity
9. Dean of Students Office: concordia.ca/offices/dean-students

10. International Students Office: concordia.ca/students/international
11. Student Hub: concordia.ca/students
12. Sexual Assault Resource Centre: concordia.ca/students/sexual-assault
13. As a Concordia student, you are a member of the Concordia Student Union and have many resources available to you including:
 - a. HOJO (Off Campus Housing and Job Bank): csu.qc.ca/services/housing-and-job-bank-hojo/
 - b. CSU Advocacy Centre: csu.qc.ca/services/advocacy-centre/
14. Aboriginal Student Resource Centre: concordia.ca/students/aboriginal