

UNIVERSIDAD DE COSTA RICA

Maestría Profesional en la Enseñanza del Inglés como Lengua Extranjera

PF-0301: Integración de Pronunciación y Gramática

1st semester 2017

## **COURSE SYLLABUS**

### **DESCRIPTION**

PF-0301 Integration of Pronunciation and Grammar is a required course for the master's degree in English. It is given over one semester, three hours a week. The central objective of this course is on selecting, adapting, developing, carrying out, and assessing classroom activities and performance to provide EFL/ESL learners with integrated practice in pronunciation and grammar. Students will be given the needed theoretical and practical background so as to be able to implement suitable practice with grammar and pronunciation as a tool in the classroom in order to promote acquisition and facilitate authentic communication.

### **GENERAL OBJECTIVES**

By the end of the course, students will:

1. Handle basic concepts regarding L2 acquisition stages and inter-language related to emerging skills that involve grammar and pronunciation.
2. Choose and adapt suitable materials for carrying out grammar and pronunciation instruction and practice in the L2 classroom.
3. Be prepared to balance learner inferences vs. explicitly stated rules in order to effectively provide L2 grammar and pronunciation instruction.

### **SPECIFIC OBJECTIVES**

By the end of the course students will:

1. Consider learners' profiles in terms of selecting techniques and strategies for relevant L2 grammar and pronunciation instruction in a communicative classroom setting.
2. Identify and apply the key components of grammar and pronunciation that facilitate L2 instruction and acquisition.
3. Recognize and assess basic L2 grammar and pronunciation errors.
4. Distinguish between fluency and accuracy in the L2 learning environment.
5. Combine drills, controlled exercises, guided practice, and open-ended communicative activities to further L2 grammar and pronunciation mastery.

6. Select from an array of approaches and techniques for providing communicative practice with key rules of L2 grammar and pronunciation.
7. Apply criteria so as to appropriately monitor and provide feedback and correction with respect to L2 production of grammatical structures and pronunciation features.

### **CONTENTS**

1. Defining grammar and pronunciation in terms of basic morphological, phonological, and orthographic features and rules.
2. Identifying problems for Spanish speakers related to their L2 production involving grammar and pronunciation that inhibit acquisition as well as reduce obstacles to comprehension of natives and their own comprehensibility.
3. Focusing on methods for teaching grammatical tense, aspect, and modality with their inflectional morphological components, specifically including the realization of the -(e)d and -(e)s suffixes, including pronunciation of irregular verbs and of auxiliary contraction variants.
4. Focusing on methods for teaching intonation patterns and crucial aspects of prominence from the perspective of grammatical content, specifically key sentence patterns, tag question variants, and content vs. function words.
5. Pinpointing methods for monitoring L2 production involving grammar and pronunciation, as well as for supplying feedback and correction, along with practice that reinforces feedback.

### **METHODOLOGY**

Based on class lectures and homework assignments, students will take part in activities, tasks, and discussion in order to relate theory to real-life L2 teaching practices. Significant class time will also be devoted to presenting short individual projects, with students carrying out evaluations of their peers. Active participation in class sessions as well as thorough reading of assigned materials will be essential.

### **EVALUATION**

Quizzes .....	25%
Activity presentations.....	20%
Written report.....	15%
Midterm exam .....	20%
Final exam .....	20%

## REFERENCES

Allsop, Jake (1983). Cassell's students' English grammar. Cassell.

Avery, Peter and Susan Ehrlich, eds. (1992). Teaching American English pronunciation. Oxford.

Bowen, Tim and Jonathan Marks (1992). The pronunciation book: student-centered activities for pronunciation work. UK: Longman.

Bygate, M., Tonkyn, A., and Williams, E. (eds.) (1994). Grammar and the language teacher. Prentice Hall.

Carruthers, Rod. (1987). "Teaching pronunciation." In Michael Long and Jack Richards (Eds.) Methodology in TESOL. Newbury House.

Celce-Murcia, Marianne, Donna Brinton, and Janet Goodwin. (1996). Teaching pronunciation: a reference for teachers of English to speakers of other languages. Cambridge.

Celce-Murcia, Marianne (1987). "Teaching pronunciation as communication," in Current perspectives on pronunciation, edited by Joan Morely. TESOL.

Celce-Murcia, Marianne (1980). "Understanding and teaching the English tense-aspect system," in A TEFL anthology: selected articles from the English Teaching Forum 1973-78, compiled by Donald Bouchard and Louis J. Spaventa. International Communication Agency, Washington D.C.

Grant, Linda. (1993). Well said: advanced English pronunciation. Heinle.

Greenbaum, S. and Quirk, R. (1990). A student's grammar of the English language. Longman.

Hadfield, Jill (1992). Classroom dynamics. Oxford.

Hancock, Anthony (1995). Pronunciation games. Cambridge.

Kelly, Gerald (2000). How to teach pronunciation. Longman.

Kozicki-Jones, Sonya, Vilma Alfaro, and Berta Flores (2009). Using English Verbs. Editorial UCR.

Ladefoged, Peter. (1993) A course in phonetics. Harcourt Brace Jovanovich.

- Larsen-Freeman, Diane (2003). Teaching language: from grammar to grammaring. Thomsom-Heinle (Newbury House).
- Laroy, Clement. (1995). Pronunciation. Oxford.
- Leech, Geoffry and Svartik, J. (1975). A communicative grammar of English. Longman.
- Nash, Rose. (1977). Comparing English and Spanish: patterns in phonology and orthography. Regents.
- Prator, Clifford H. and Betty Wallace Robinett. (1972). A manual of American English pronunciation. Holt, Rinehart and Winston.
- Raimes, Ann. (1998). How English works: a grammar handbook with readings. Cambridge.
- Richards, Jack (1996.) Functional English grammar: an introduction for second language teachers. Cambridge.
- Rutherford, Wm. (1988). "Aspects of pedagogical grammar." In Rutherford and Smith (eds.) Grammar and Second Language Teaching: A Book of Readings. Newbury House.
- Swan, Michael and Bernard Smith, eds. (1987). Learner English: a teacher's guide to interference and other problems. Cambridge.
- Thornbury, Scott (1999). How to teach grammar. Longman.
- Thornbury, Scott (2001) Uncovering grammar. MacMillan.
- Ur, Penny. (1989) Grammar practice activities. Cambridge.
- Wajnryb, Ruth (1990) . Grammar dictation. Oxford.
- Whitley, M. (1986). Spanish/English contrasts. Georgetown University Press.
- Yule, G. (1998). Explaining English grammar. Oxford.