

Universidad de Costa Rica
 Sistema de Estudios de Posgrado
 Escuela de Lenguas Modernas
 Posgrado en la Enseñanza del Inglés como Lengua Extranjera
 Maestría Profesional en Enseñanza del Inglés como Lengua Extranjera
 Modalidad: Virtual
 PF-0301 Temas de Lingüística Aplicada (Integración de Pronunciación y Gramática)

COURSE SYLLABUS

Name: Topics in Applied Linguistics	Prerequisites: none
Code: PF-0301	Co-requisites: none
Credits: 4	Type: Core course, open to all students in the program
Weekly hours: 12 (2 synchronic, 10 asynchronous)	
	Modality: Virtual

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 – approximately 120 minutes synchronic instruction and practice (via Zoom) and 80 minutes non-synchronic on-line instruction and practice. 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(minimum 3).....	25%
Activity presentation.....	25%
Written report.....	10%
Midterm exam	20%
Final exam	20%

REFERENCES

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Whitley, M. (1986). *Spanish/English contrasts*. Georgetown University Press.

Yule, G. (1998). *Explaining English grammar*. Oxford.

Chronogram

Week	Topics / Activities
1	L2 pronunciation and grammar competency. English sounds and orthography. Vowel vs. consonant phonemes. Morphemic inflections.
2	Key features of morphemic inflections. Lax vs. tense vs. simple vowels. Regularity and irregularity.
3	<u>Quiz #1 (Vowels, Consonants, & Inflections)</u>
4	Introduction to verb tense vs. verb aspect.
5	Simple vs. perfective vs. progressive aspect. Classes of weak and strong verbs.
6	<u>Quiz #2 (Tense, Aspect, and Pronunciation).</u>
7	Introduction to modality and periphrastics.
8	Modal verbs vs. periphrastic verbs and negation. Modality and perfective aspect.
9	<u>Midterm exam, to cover weeks 1 – 8</u>
10	Introduction to prominence. Key intonation patterns. Tag questions as conversational gambits
11	Vowel reduction with content words. Reduced function word and linking. <u>Plans for teaching activity presentations due.</u>
12	<u>Quiz #3 (Prominence).</u>
13	Introduction to informal assessment & feedback. Approaches for promoting peer-assessment, self-monitoring, & self-correction.

14	<u>50% of class will present teaching activities.</u>
15	<u>50% of class will present teaching activities.</u>
16	Pedagogical priorities for assessment & feedback. Review for final exam. <u>Written reports on teaching activity projects due.</u>

Final exam, to cover weeks 1 – 16