



**McGill Faculty of Education**  
**Department of Integrated Studies in Education**

**EDSL 334**

**TEACHING ORAL SKILLS IN ESL**

**Fall 2010**

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This course is online	Log in through <i>myMcGill</i>
Meeting days/times	Tuesday and Thursday, 1:05pm-2:25pm
Location	Education Building, 3700 McTavish, Room 627
Instructor	Carolyn Samuel
Office	McLennan-Redpath Library, Main Floor, Room 02
Phone	514- 398-1712
Mailbox	Second floor of the Education building (Let me know if you leave something there.)
Office hours	Wednesdays, 9:30-11:00am and by appointment Virtual office hours (online chat): by appointment

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**Learning outcomes**

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

- articulate the different features of the sound system of English with respect to selected segmentals and supra-segmentals.
- integrate pronunciation instruction into the MELS and other curricula.
- assess students' learning progress.
- identify selected segmentals and supra-segmentals in your own pronunciation of English.
- find suitable resources for teaching oral skills to any given population.

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**Assessment**

30% Two in-class quizzes (15% each): Chapters 1-6 of the textbook and class material  
25% Speech observation journal  
45% Activity portfolio

- Check the course schedule (below) for assignment due dates.
- On the myCourses Home Page, click on "Assignments" for assignment and assessment criteria details.
- TESL Department policy: Both written and oral assignments include a grading component for quality of language.

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**Assignments**

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)).

Respecting academic integrity applies to the use of audio/video (A/V) material, as well. It is your responsibility to inform yourself of permissions for use and to cite this information in your assignments accordingly.

### **30% two in-class quizzes**

**Purpose:** to assess your knowledge of the material covered in class and in Chapters 1-6 of the textbook. Textbooks, notes, laptops and cell phones are not permitted. It is recommended that you do the textbook exercises (Chapters 1-6) in preparation for the quizzes. Post your answers to the course website (myCourses) a minimum of four days prior to each quiz if you would like to have feedback on your answers prior to the quiz.

### **25% Speech observation journal** (assignment details at myCourses)

**Purpose:** for you to develop your ability to assess pronunciation as a result of your increasing knowledge of the subject matter; to reflect on rationales for teaching/learning priorities

You will audio record a conversation between you and a non-native speaker (NNS) of English who would benefit from pronunciation instruction. The participant should be the kind of individual you might encounter in the Quebec school system (i.e. an elementary or high school student).

Your journal entries should address your observations of the participant's weak or non-standard areas of pronunciation. In addition, you will comment on how you would plan a teaching sequence to help the participant improve his/her pronunciation, and you will give a rationale for the sequence.

Chapters 7, 8 and 10 of the textbook will be useful for this assignment.

### **45% Activity portfolio** (assignment details at myCourses)

**Purpose:** for you to develop a repertoire of useful, contextualized exercises that integrate pronunciation instruction into students' learning experience; note that pronunciation instruction incorporates teaching speaking (oral) *and* listening (aural) skills.

This assignment may be done individually or with a partner (no more than two people). You are encouraged to work with a partner since two people can try out activities with each other when doing the assignment. If you do this assignment with a partner, both you and your partner receive the same grade.

The teaching/learning activities in the portfolio will be developed using language content from an audio or video (A/V) clip. This one clip will be the springboard for all the portfolio activities; thus you, and your future students, will have a context for the activities. Choose an A/V clip that is suitable for use either with primary or with secondary school students. The content of the clip should be related to a MELS Broad Area of Learning (BAL).

Chapters 9, 11, 12, 13, 14, and 15 of the textbook will be useful for this assignment.

### **Required reading**

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#### ***Textbook***

Avery, P. and Ehrlich, S. (Eds.) (1992). *Teaching American English pronunciation*. Oxford: Oxford University Press.

**The textbook is available at the Word Bookstore, 469 Milton; 845-5640; cash or cheque.**

## *Articles*

Derwing, T.M. (2003). What do ESL students say about their accents? *Canadian Modern Language Review*, 59(4), 547-566.

Munro, M.J. (2003). A Primer on accent discrimination in the Canadian context. *TESL Canada Journal*, 20(2), 38-51.

The articles can be retrieved online through the library. If you would like to access the library from a home computer, consult McGill's IT Knowledge Base (<http://kb.mcgill.ca/>) for information about EZproxy.

## **Suggested supplemental reading**

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A list of suggested reading (which includes resources) is posted to myCourses: Home Page > Assignments, class material, supplemental readings.

## **Equipment**

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You will need a headset with a microphone for audio recording.

## **Student and Instructor Responsibilities**

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### *Joint responsibilities*

**Class preparation:** Students and instructor must come to class prepared for that day's topic and they must be ready to engage themselves.

**Punctuality:** Students and instructor should arrive on time. It is the instructor's responsibility to end class on time.

**Food:** Eating is not permitted in the Active Learning Classroom.

**E-mail communication:** As of January 1, 2004, the McGill community, including professors, will only use your McGill e-mail address when communicating with you through e-mail. You can read about this student e-mail policy at: <http://www.mcgill.ca/files/secretariat/E-mail-Communications-with-Students-Policy-on.pdf>.

### *Student responsibilities*

**Attendance:** Out of courtesy to your classmates and to your instructor, do not walk in and out of the classroom during class unless there is a pressing need.

**Submitting assignments:** Assignments must be submitted according to the designated due dates. Late assignments will not be accepted unless accompanied by a valid, documented reason, e.g. a medical note for illness, or unless there are extenuating circumstances for a delay. Any requests to submit assignments late must be discussed with the instructor before the due date in order to negotiate an extension.

**Absences:** If you will be absent for a religious holiday, or other valid reason, the day an assignment is due, make alternate arrangements with the instructor BEFORE the absence. Otherwise, your assignment may not be graded.

**Electronics:** Electronics should only be used in support of course learning. To this end, the following policies hold:

- Cell phones/Blackberries should be turned “Off.” (Using the “Silent” mode is not sufficient.) At no time should someone during the course of the class engage in making/receiving phone calls, sending/receiving text messages or e-mails, using cameras, or surfing the internet with such devices.
- The use of computers is at the discretion of the instructor and s/he will be clear about when it is appropriate to use them. The use of computers in class will be to support that day’s learning content. Checking e-mail, surfing the web for non-class related material, chatting on the net, or working on other projects are not acceptable forms of behavior.
- All other forms of electronics (iPods, MP3 players, PDAs, etc.), should also be turned off.

**Grading Procedures:** Students are responsible for informing themselves about the rules and regulations of the University with regard to *Method of course evaluation and grading procedures*:  
<http://www.mcgill.ca/oasis/general/grading/>

**Special requirements:** If you have a special learning need or a disability, you should make this known to the instructor as soon as possible so that provisions can be made as necessary for the most suitable learning environment.

### ***Instructor responsibilities***

**Changes to the schedule:** It may be necessary to make changes to the course schedule during the semester. Changes will be posted to the class website and will be announced in class.

**Returning assignments:** Quizzes will be returned to students approximately one week after the due date. Lengthier assignments will be returned approximately two weeks after the due date.

**Final Grade Submission:** Instructors are required to submit final grades in accordance with university-designated deadlines.

**Communication Response Time:** Under normal circumstances, e-mail and/or telephone messages will be returned within 48 hours.

This is a provisional schedule. If changes need to be made along the way, they will be announced in class.

**Note: Come to class having done the required reading. Chapters refer to the textbook.**

Week	Tuesday	Thursday
1		<b>September 2</b> Course introduction; <i>Something's fishy</i> and Broad Areas of Learning (BAL)
2	<b>September 7</b> Ch. 5 Word stress; Introduction pp. xv-xvi	<b>September 9</b> Ch. 5 Word stress
3	<b>September 14</b> Word stress	<b>September 16</b> Ch. 6 Rhythm & sentence stress
4	<b>September 21</b> Ch. 6 Rhythm & sentence stress	<b>September 23</b> Ch. 6 Intonation <b>Class in the PC lab</b>
5	<b>September 28</b> Ch. 6 Function words	<b>September 30</b> Ch. 6 Contractions <b>Due: Speech observation journal (1)</b>
6	<b>October 5</b> Ch. 6 Linking <b>Optional submission</b> (highly recommended): <b>Activity portfolio</b>	<b>October 7</b> Ch. 6 Assimilation; deletion of consonants; palatalization; high frequency phrases
7	<b>October 12</b> Ch. 1 Spelling and pronunciation	<b>October 14</b> <b>Quiz: Ch. 5 and 6 + class material</b>
8	<b>October 19</b> Ch. 2 Place, manner and voicing	<b>October 21</b> Ch. 2 Place, manner and voicing
9	<b>October 26</b> Ch. 2 Place, manner and voicing	<b>October 28</b> Ch. 2 Place, manner and voicing
10	<b>November 2</b> Ch. 4 Consonant clusters	<b>November 4</b> Ch. 3 Grammatical endings + vowel lengthening
11	<b>November 9</b> Ch. 3 Contrastive sounds <b>Class in the PC lab</b>	<b>November 11</b> Ch. 3 Flap; glottal stop
12	<b>November 16</b> Ch. 15 Drama techniques; pronunciation + oral reading <b>Due: Speech observation journal (2)</b>	<b>November 18</b> Pronunciation + reading
13	<b>November 23</b> Summary A/V activity	<b>November 25</b> Pronunciation + writing/spelling (revisited) <b>Due: Activity Portfolio</b>
14	<b>November 30</b> Issues of accent and identity; read Munro (2003), Derwing (2003) and textbook Introduction, pp. xiii-xvi	<b>December 2</b> (last class) <b>Quiz: Ch. 1-6 + class material</b> (emphasis on Ch. 1-4)