

# Applied Phonetics and Phonology: Term Project

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The term project for this course will be a review of an academic journal article or chapter relating to the teaching or learning of phonetics, phonology and/or pronunciation. At the end of this handout is a list of acceptable articles that are available in the resource room. Each student must choose one article. No article may be reviewed by more than one student in a given section. Therefore, if you want a wide selection of articles to choose from, you are advised to make your decision early. A sign-up sheet is available at the desk in the TESOL resource room. Be sure to sign the sheet designated for your section (weekday morning, or weekend).

In week 8 or 9 of the term, you will present your review orally to the rest of the class. In this way the fruit of your research will be available to the other students in the class.

## Components of the assignment

The assignment consists of three parts:

- A prospectus
- An oral presentation
- A written review

**The prospectus** will be worth 5% of the total course grade, and is designed to help you formulate your thoughts about the project well in advance, so that you will not have to do all the work at the end of the term. It will be due in class during the 5<sup>th</sup> week (see tentative class schedule), and will consist of:

- A citation of the article you have read and intend to cite in your final review, in proper citation form.
- A one to two page summary of what you plan to say in your written review.
- A brief statement of why you chose the particular article as the subject of your review.

The prospectus should meet the same formal criteria described below, except length. I will read your prospectus, and give you comments that should help you prepare your final review. If you don't turn in your prospectus, or turn it in late, you will not benefit from my comments, and you will sacrifice 5% of your course grade. This process replicates standard practices in graduate programs and other academic work – you circulate a "draft" of your work, and solicit comments from colleagues before producing a final product.

## Requirements

**Form:** Your oral report should take approximately 10 minutes, with 5 minutes for questions and comments from the class. The best oral presentations are well-prepared, engaging and NOT simply read verbatim from the written paper.

Your prospectus and written review should be printed on A4 paper in 12 point type, double spaced, with 2.5 cm margins all around. The length of the final review should be 3 to 5 pages of this format. The prospectus should be one to three pages total. Papers that are too short or too long will lose points. Your grade will be based mostly on the *content* of the review (as described below). However, I will also be looking for spelling and grammatical accuracy and coherence. References to other works should be given in the text like this: (Lakoff 2000). Then full citations should be included at the end, under the heading "References Cited" (see examples below). You may use the American Psychological Association (APA) Publication Manual if you have any questions. Most of what you need to know can be found at:

[http://www.dianahacker.com/resdoc/p04\\_c09\\_o.html](http://www.dianahacker.com/resdoc/p04_c09_o.html)

A copy of the full APA manual will be on reserve in the Resource Room, for your reference.

**Content:** Your review (both oral and written) will essentially be an *argument*. In other words, your job will be to convince a skeptical reader of your perspective on the article you are reading. For example, rather than just say "The article was boring," it would be better to say "The author fails to substantiate the claim that X (whatever claim is made). This is because the data she cites could also indicate Y (some other interpretation)." In other words, whenever you make an assertion, you should ask yourself "Why do I believe that?" Then, when you have answered that question satisfactorily for yourself, try to express it in words so that your reader will be convinced of your perspective. You must always remember that your reader has not read the articles you have read, so you must treat all information relevant to your argument as "new."

Begin your review by identifying the article with a full citation (see below or the APA Publication Manual for acceptable forms).

The first paragraph of your review should be a summary of the article's content. What does it say?

The next paragraph should discuss the context that the article fits into. What is the author's theoretical background? What problems does the article address? What is the author arguing for, and/or against? Here you may want to cite major previous works in this area of investigation.

The next paragraph or paragraphs should give your evaluation of the article. Is the article convincing? Why or why not? What other issues could the author have dealt with? Does the author include data which really has no bearing on the main point?

The second to the last paragraph should discuss the possible applications of the article. How will reading this article affect your teaching of English Grammar?

The final paragraph should contain your conclusion. Briefly summarize and synthesize what you have already said, and wrap it up with a nice, concise ending.

At the end of your review, be sure to include complete references to all items read and cited in the body of the paper.

Plagiarism is presenting the work of others as though it is your own. In the Hanyang-Oregon TESOL program, plagiarism is unacceptable, and will result in an automatic failing grade.

Finally, if you have any doubts or questions about this assignment, please talk to me about them well ahead of time. If there are no questions, I will assume that everything in this document is totally clear.

## Sources

The following are the acceptable sources that you will find in the TESOL resource room. If you chose an article from some other source, please have it approved by the professor in advance. Some of these are on CD ROM and others are paper journals. Ask the resource room librarian how to find these materials. The numbers will help you cross-reference the sign-up sheets that are in the resource room.

1. Abbot, Gerry. A new look at phonological redundancy. *ELT Journal*. Volume 40.4 (October 1986).
2. Acton, William. Changing fossilized pronunciation. *TESOL Quarterly*. Volume 18.1, March 1984.
3. Barker, Marie Esman. One method for producing automatic control of English phonology and structure. *TESOL Quarterly*. Volume 2.4, December 1968.
4. Bowen, J. Donald. Contextualizing pronunciation practice in the ESL classroom. *TESOL Quarterly*. Volume 6.1, March 1972.
5. Brown, Adam. Functional load and the teaching of pronunciation. *TESOL Quarterly*. Volume 22.4, December 1988.
6. Brown, Adam. Giving your students /l/. *ELT Journal*. Volume 43.4 (October 1989).
7. Buck, Gary. Written tests of pronunciation: do they work? *ELT Journal*. Volume 43.1 (January 1989).
8. Carr, Elizabeth B. Teaching the *th* sounds of English. *TESOL Quarterly*. Volume 1.1, March 1967.
9. Cartier, Francis A. Some important oddities of English phonetics. *TESOL Quarterly*. Volume 1.3. September 1967.
10. De Launay, Philippa. The English 'h' problem. *ELT Journal*. Volume 47.2 (April 1993).
11. Dickerson, Wayne B. Phonological variability in pronunciation instruction: a principled approach. *TESOL Quarterly*. Volume 10.2, June 1976.
12. Dickerson, Wayne B. The WH question of pronunciation: an answer for spelling and generative phonology. *TESOL Quarterly*. Volume 9.3, September 1975.

13. Esling, John H. and Rita F. Wong. Voice quality and the teaching of pronunciation. TESOL Quarterly. Volume 17.1, March 1983.
14. Evans, Steven and Rodney Jones. Teaching pronunciation through voice quality. ELT Journal. Volume 49.3 (July 1995).
15. Fichtner, Edward G. The pronunciation of English <NG>: a case study in phoneme-grapheme relationships. TESOL Quarterly. Volume 10.2, June 1976.
16. Hancin-Bhatt, Barbara, and Rakesh M. Bhatt. Optimal L2 syllables: interactions of transfer and development effects. Studies in second language acquisition. Volume 19.3, September 1997.
17. Hiller, Ulrich. Language close up: Contracted forms in English - rules and tendencies. ELT Journal. Volume 39.4 (October 1985).
18. Hole, Jonquil. Pronunciation testing – What did you say? ELT Journal. Volume 37.2 (April 1983).
19. Kreidler, Charles W. Teaching English spelling and pronunciation. TESOL Quarterly. Volume 6.1, March 1972.
20. Leahy, Robert M. A practical approach for teaching ESL pronunciation based on distinctive feature analysis. TESOL Quarterly. Volume 14.2, June 1980.
21. Lee, Richard, Linetta McCune and Layne Patton. Physiological responses to different modes of feedback in pronunciation training. TESOL Quarterly. Volume 4.2, June 1970.
22. Lin, Yuh-Huey. Interphonology variability: Sociolinguistic factors affecting L2 simplification strategies. Applied Linguistics. Volume 24.4. December 2003.
23. Morley, John. The pronunciation component in teaching English to speakers of other languages. TESOL Quarterly. Volume 25.3, Autumn 1991.
24. Moyer, Alene. Ultimate attainment in L2 phonology: the critical factors of age, motivation and instruction. Studies in second language acquisition. Volume 21.1, March 1999.
25. Munro, Murray J. Nonsegmental factors in foreign accent: ratings of filtered speech. Studies in second language acquisition. Volume 17.1, March 1995.
26. Murphy, John M. Oral communication and TESOL: Integrating speaking, listening, and pronunciation. TESOL Quarterly. Volume 25.1, Spring 1991.
27. Neufeld, Gerald G. On the adult's ability fo acquire phonology. TESOL Quarterly. Volume 14.3, September 1980.
28. Parish, Charles. A practical philosophy of pronunciation. TESOL Quarterly. Volume 11.3, September 1977.
29. Pennington, Martha C. and Jack C. Richards. Pronunciation revisited. TESOL Quarterly. Volume 20.2, June 1986.

30. Pickering, Lucy. The role of tone choice in improving ITA communication. TESOL Quarterly Volume 35.2 (2001).
31. Prator, Clifford H. Phonetics vs. phonemics in the ESL classroom: When is allophonic accuracy important? TESOL Quarterly. Volume 5.1, March 1971.
32. Sano, Masayuki. How to incorporate total physical response into the English program. ELT Journal. Volume 40.4 (October 1986).
33. Schane, Sanford. Linguistics, spelling and pronunciation. TESOL Quarterly. Volume 4.2, June 1970.
34. Stevick, Earl. Toward practical philosophy of pronunciation: another view. TESOL Quarterly. Volume 12.2, June 1978.
35. Tauroza, Steve. Recognizing words in continuous speech: How important are word-final consonants? ELT Journal. Volume 47.3 (July 1993).
36. Taylor, David. Compound word stress. ELT Journal. Volume 45.1 (January 1991).
37. Thompson, Susan. Teaching intonation on questions. ELT Journal. Volume 49.3 (July 1995).
38. Wardhaugh, Ronald. An evaluative comparison of present models for teaching English phonology. TESOL Quarterly. Volume 4.1, March 1970.
39. Zsiga, Elizabeth. Articulatory timing in a second language: Evidence from Russian and English. Studies in second language acquisition. Volume 25.3, September 2003.