



## TED UNIVERSITY

### ELE203 LISTENING AND PRONUNCIATION

Fall, 2016

**Instructor:** Asst. Prof. Dr. Gültekin Boran

**Class times:** Mon 15:00-18:00

**Office hours:** Mon 14:00-15:00

**Contact:** [gboran@gazi.edu.tr](mailto:gboran@gazi.edu.tr)

**Catalogue description:** Analysis of authentic listening materials and speech samples used in different discourses; formulating phonetic transcriptions of problematic sounds; higher order listening skills; the fundamentals of listening and phonetics namely vowels, consonants, stress in words, rhythm and intonation; the use of phonetic alphabet for accurate pronunciation. (3+0+0) 3 Credits / 5 ECTS

#### **Learning outcomes:**

Upon completion of this course, a student will be able to:

1. Recognize phonemic chart and sounds in English pronunciation,
2. Demonstrate phonological awareness in English,
3. Identify different accents of English language,
4. Discriminate and produce different sounds, stress, rhythm, and intonation patterns of English.
5. Speak English intelligibly in terms of pronunciation.
6. Employ advanced listening strategies in various real-life contexts,
7. Use Web 2.0 online tools (i.e. video conferencing) to practice listening skills,
8. Use interactive online tools (i.e. text-to-speech) to practice pronunciation.

#### **Required reading:**

Main Course books: (For pronunciation) Baker, A (2006) Ship or Sheep: An intermediate pronunciation course. (3rd Edition) Cambridge: Cambridge University Press.

(For listening) Harmer, J. & Lethaby, C. (2005) Just: upper intermediate Listening & Speaking. London: Marshall Cavendish ELT.

#### Other References:

- 1) Bowler, B. & Parminter, S. (2013) New Headway Pronunciation Oxford: Oxford University Press.
- 2) Hagen S. A. (2000) Sound Advice: A basis for listening. New York: Pearson Education.

#### **Recommended reading:**

- 1) How to improve English pronunciation <http://englishlive.ef.com/blog/10-tips-perfect-english-pronunciation/>
- 2) How to Improve Your English Pronunciation <http://www.englishteachermelanie.com/how-to-improve-your-english-pronunciation/>
- 3) How To Improve Your Pronunciation [http://esl.about.com/cs/pronunciation/ht/ht\\_pronounce.htm](http://esl.about.com/cs/pronunciation/ht/ht_pronounce.htm)
- 4) How to Quickly Improve Your English Listening Skills Anywhere <http://www.fluentu.com/english/blog/how-to-improve-english-listening-skills/>

## **Student Workload (Total 150 Hrs)**

Hands-on Work	30 hrs
Midterm Exam	10 hrs
Final assignment: (Intelligible pronunciation practice and CD recording for reflection)	20 hrs
Final Oral exam	20 hrs
Final Paper & pencil test	20 hrs
Feature film extract role plays	10 hrs
In-class listening activities	30 hrs
Authentic listening	10 hrs

Total workload is 150 hours.

## **Planned Learning Activities & Teaching Methods**

Telling/Explaining

Repetition/mimicry/memorization

Minimal pair practice (E.g. vest vs. west, thin vs. tin)

Scaffolding/Coaching

Reflection (Voice recording: students record their speeches and listen to themselves for reflection)

Discussions on students' errors for reflection

Role play

Questioning

Drilling

Hands-on Activities

Web Searching

## **COURSE POLICIES**

### **I. TED University Code of Academic Integrity**

TED University takes academic integrity seriously. Please read through the entire code acquaint yourself with how violations are defined! Entire code might be found at the following link:

<http://www.tedu.edu.tr/Assets/Documents/Content/genel/TEDU-Academic-Catalog.pdf>

### **II. Attendance**

You are expected to attend class on a regular basis, to be on-time, and to participate fully in class discussions and activities. The TEDU policy concerning attendance will be followed strictly.

### **III. Missed Work**

If you miss a class, you are responsible for all work missed. An assignment is due on the specified date even if you are absent from class, unless your absence is a TED University-approved excuse. In the latter case, arrangements should be made with me beforehand concerning an alternative due date. If classes are cancelled due to certain circumstances, assignments are due the same week that the campus is re-opened.

### **IV. Late Assignment Submission Policy**

Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. In all other cases, there will be a 10% point-reduction per day for late work, and work will not be accepted if it is three or more days late.

### **V. Extra Credit**

There is no rewriting or extra credit offered in this course.

### **VI. Assignment Rules**

All assignments handed in must be typed and prepared in APA style! Electronic submissions (e.g., attachments via e-mail or on a disc) will not be accepted. Please use 12 point type, double space your text, use standard margins, and insert page numbers on the top right hand corner of each page. All assignments must be submitted with a cover page which includes students' full names, ID numbers, title of assignment, and date. And, please use spell-check and proofread as points might be deducted for an excessive number of careless errors.

## VII. Plagiarism

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.

b. All parties to plagiarism are considered equally guilty. If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. Under no circumstances should a student make his or her coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. Avoid plagiarism by citing sources properly!

## VIII. Cheating

You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones or programmable calculators. And please keep your eyes on your own work.

## IX. Class Participation

Class participation is an integral part of this course. Classes may involve interactive lectures, small group discussions and activities, concept mapping, case studies, audiovisuals, video presentations, class presentations, handouts, written assignments, exams, library/web research projects and journals.

## XI. Announcements

All announcements will be sent to your e-mail address. It is your responsibility to keep your e-mail address operative all times. Check your e-mail address regularly in order to be informed.

## COURSE ASSIGNMENTS & CRITERIA

### 1. In-class tasks:

**1a. Feature film extract role-play (10%):** short extracts of feature films will be assigned to students. Students are to watch them and study the actors' or actresses' pronunciations and role-play the extracts in class.

**2. Midterm exam (30%):** A paper & pencil test containing recognition of the phonetics symbols of vowels, diphthongs, intonation patterns, word stress, etc will be administered).

**3. Final project: CD recording (10%):** A written text and digital sound recording of sample reading of that text will be given to the students. The students are to study the sounds in the text, listen to the sample reading, try to imitate it and record their readings on CDs and submit them to the lecturer.

**4. Oral test (10%):** A topic will be given to the examinee and his/her voice will be recorded. The examinee's speech will be listened and graded in terms of phonetic intelligibility.

**5. Final exam:** Final exam will be composed of two parts **1) Phonetics (%30):** A paper and pencil exam including phonetic transcriptions, recognition of sentence stress, intonation, word stress, and other topics will be administered. **2) Listening comprehension test (10%).** A listening test containing multiple-choice and open ended questions will be administered.

### 12. GRADING SCALE

Your grade points will be tabulated and evaluated using the following scale in order to determine the final course grade:

Percentage	Grade	GPA (4.00)
90 – 100	A	4.0
85 – 89	BA	3.5
80 – 84	BB	3.0
75 – 79	CB	2.5
70 – 74	CC	2.0
60 – 69	DC	1.5
50 – 59	DD	1.0
0-49	F	0
Both Absent and Unsuccessful	FX	0

### Course Assessments & Learning Outcomes Matrix

Assessment Methods	Learning Outcomes
In-class tasks	#1, #2, #4, #5, #6, #7, #8
Role plays of feature film extracts	#4, #5
Oral Test	#4, #5, #6
Final Assignment (CD recording for reflection)	#1, #2, #3, #4, #5, #6, #7, #8

### COURSE SCHEDULE

Weeks	DATE	TOPICS	READINGS&ACTIVITIES
1	26 Sep (Monday)	Meeting students, class discussion about pronunciation problems and difficulties, Turkish EFL learners' common pronunciation errors. Introduction to the course content and course requirements. Explanations on consonants (voiced consonants/unvoiced consonants), Vowels (long vowels/short vowels), Diphthongs.	Class discussion, lock-step interactions, lecturer's explanations on vowels, consonants and diphthongs and their categories. -Ship or Sheep (Diagnostic Tests A, & B),
2	3 Oct. (Monday)	Ship or Sheep Units (1, 2, 3, 4, 5, 6, 7 (Review) <u>Vowels</u> : /i:/ vs. /ɪ/, /e/ vs. /æ/, /ʌ/ vs. /ɑ:/ Intonation of questions with "or". Word Stress: nationalities ending in '-ese' and moving stress. Intonation in WH questions, intonation in Yes/No Questions, intonation in statements (affirmative sentences). Sentence stress: the rhythm of English. Intonation in a list, intonation in exclamations.	Lecturer's video supported explanations; minimal pair practice, sound recognition practice, listening to the new sounds and repeating them, dialogue practices, drilling.
3	10 Oct. (Monday)	Ship or sheep (Units: 8, 9, 10, 11, 12, 13, 14-(Review) <u>Vowels</u> : /ɒ/ vs. /ɔ:/, /ʊ/ vs. /u:/, /ɜ:/ vs. /ə/ Sentence stress patterns, intonation in suggestions and commands, intonation expressing surprise, intonation in question tags (down tags/up tags), unstressed words and syllables.	Lecturer's video supported explanations; minimal pair practice, sound recognition practice, listening to the new sounds and repeating them, dialogue practices, drilling.
4	17 Oct. (Monday)	Ship or Sheep (Units: 15, 16, 17, 18) <u>Diphthongs</u> : /eɪ/, /aɪ/, /ɔɪ/, /aʊ/ Intonation in surprise by repeating the other person's word's (rising intonation) Stress in phrasal words, Stress in compound nouns. Words commonly mispronounced by Turkish EFL learners	Lecturer's video supported explanations; minimal pair practice, sound recognition practice, listening to the new sounds and repeating them, dialogue practices, drilling.
5	24 Oct. (Monday)	Ship or Sheep (Units: 19, 20, 21, 22-(Review) <u>Diphthongs</u> : /əʊ/, /ɪə/, /eə/ Silent /r/ vs /pronounced /r/ in British English. /r/ pronounced in all positions in American English. Stress in one syllable words, two syllable words and multi-syllable words. Words commonly mispronounced by Turkish EFL learners	Lecturer's video supported explanations; minimal pair practice, sound recognition practice, listening to the new sounds and repeating them, dialogue practices, drilling.

6	31 Oct.. (Monday)	<p>Ship or Sheep (Units: 23, 24, 25, 26)</p> <p><u>Consonants</u>: /p/ vs. /b/, /t/ vs. /d/</p> <p>Sentence stress practice, word stress practice</p> <p>Intonation practice</p> <p>-Listening comprehension activity (JUST: Listening 2 'Telling a Joke').</p> <p>Exercises for the words commonly mispronounced by Turkish EFL learners.</p>	<p>Lecturer's video supported explanations; minimal pair practice, sound recognition practice, listening to the new sounds and repeating them, dialogue practices, drilling.</p> <p>Listening comprehension practice</p> <p><u>Feature film role-plays (Due week 11 &amp; week 12).</u></p>
7	07 Nov. (Monday)	<p>Ship or Sheep (Units: 27, 28, 29 (Review), 30, 31)</p> <p><u>Consonants</u>: /k/ vs. /g/, /s/ vs. /z/</p> <p>Loud /k/ before /l/ and /r/</p> <p>Quiet /k/ at the end of a word.</p> <p>Consonant clusters</p> <p>Junctures (links) with Identical consonants. E.g. 'Finnish ships', 'Black cow' ...etc.</p> <p>-Listening comprehension activity (JUST: Listening 3 'What photographs remind us of').</p>	<p>Lecturer's video supported explanations; minimal pair practice, sound recognition practice, listening to the new sounds and repeating them, dialogue practices, drilling.</p> <p>Listening comprehension practice</p>
8	14 Nov. (Monday)	<b>Midterm exam (30 pts)</b>	Paper and pencil test
9	21 Nov. (Monday)	<p>Ship or Sheep (Units: 32, 33, 34, 35, 36 (Review))</p> <p><u>Consonants</u>: /j/ vs. /3/, /tj/ vs. /d3/</p> <p>Sentence stress (highlighted element of a sentence)</p> <p>Joining /j/ sounds</p> <p>Drills for various intonation patterns</p> <p>-Listening comprehension activity (Just: Listening 5 'A story about wolves').</p>	<p>Lecturer's video supported explanations; minimal pair practice, sound recognition practice, listening to the new sounds and repeating them, dialogue practices, drilling.</p> <p>Listening comprehension practice</p>
10	28. Nov (Monday)	<p>Ship or Sheep (Units: 37, 38, 39, 40, 41)</p> <p><u>Consonants</u>: /f/, /v/ vs. /w/, /j/, /h/</p> <p>Intonation in 'if' sentences.</p> <p>Juncture (linking) /u:/ to /ɪ/ and /u:/ to /ɑ:/ and pronouncing /w/ between the two vowels when they occur consecutively.</p> <p>Stress and intonation (highlighting a word)</p> <p>Intonation in exclamations (Oh dear, How horrible!)</p> <p>Reduction of /h/ for linking (E.g. 'I saw him') /h/ is reduced.</p> <p>Listening comprehension activity (Listening 6 'Things people do for fun')</p> <p><b>Assignment:</b> (A written text and digital sound recording of its sample reading will be delivered to the students)</p>	<p>Lecturer's video supported explanations; minimal pair practice, sound recognition practice, listening to the new sounds and repeating them, dialogue practices, drilling.</p> <p>Listening comprehension practice</p>

11	05 Dec. (Monday)	<p>Ship or Sheep (Units: 42, 43)</p> <p><u>Consonants</u>: /θ/ vs. /t/, /ð/ vs. /d/</p> <p>Expressing surprise with intonation going up (E.g. 'Is she?', Are you? ..etc)</p> <p>Listening comprehension activity (Listening 7 'Leisure centre')</p> <p>Pronunciation of the verbs with the simple present tense third person suffixes, (e.g. sing/sings, watch/watches), nouns with plural suffixes (e.g. ball/balls, cup/cups, garage/ garages..etc) and Saxon genitive (E.g. John's car)</p>	<p>Lecturer's video supported explanations; minimal pair practice, sound recognition practice, listening to the new sounds and repeating them, dialogue practices, drilling.</p> <p>Listening comprehension practice</p> <p><b>Feature film extract role plays</b></p>
12	12 Dec. (Monday)	<p>Ship or Sheep (Units: 44 (Review), 45, 46,, 47, 48, 49, 50 (Review))</p> <p><u>Consonants</u>: /m/, /n/ vs. /ŋ /, /l/, /r/</p> <p>Phonetic transcription exercises</p> <p>Dark /l/ (tell, ball ...etc)</p> <p>Phonetic transcription exercises</p> <p>Pronunciation of the regular verbs with the simple past tense suffixes. (study/studied, paint/painted, kick/kicked ...etc.)</p>	<p>Lecturer's video supported explanations; minimal pair practice, sound recognition practice, listening to the new sounds and repeating them, dialogue practices, drilling.</p> <p>Listening comprehension practice</p> <p>Studying the phonetic alphabet chart.</p> <p><b>Future film extract role-plays</b></p>
13	19 Dec. (Monday)	<p>Phonetic transcription exercises</p> <p>Phonetic transcription of texts</p> <p>Exercises for</p> <ul style="list-style-type: none"> <li>- Pronunciation of the verbs with the simple present tense third person suffixes, (e.g. sing/sings, watch/watches), nouns with plural suffixes (e.g. ball/balls, cup/cups, garage/garages ..etc) and Saxon genitive.</li> <li>- Pronunciation of the regular verbs with the simple past tense suffixes. (study/studied, paint/painted, kick/kicked ...etc.)</li> </ul> <p><b>Oral test</b></p> <p>REVIEW</p>	<p>Studying the phonetic alphabet chart.</p>
14	26 Dec. (Monday)	<p>Phonetic transcription of texts</p> <p>REVIEW</p> <p>Wrap-up &amp; Course evaluation</p> <p><b>Assignment CDs are to be submitted to the lecturer.</b></p> <p><b>Final exam (Parts of the exam: 1) Phonetics 2) Listening comprehension)</b></p>	<p>Studying the phonetic alphabet chart. Work sheets</p>