You may not actually teach many lessons specifically about pronunciation in most teaching environments in Korea. But for this exercise, let’s assume that you have such an opportunity.

Pick a specific pronunciation topic that we have discussed this semester, and create a lesson plan for it. The lesson should include [1] some form of focused practice activity, and [2] interactive activities, such as a communicative or quasi-communicative activity that leads students to speak and practice freely in groups or pairs.

A focused practice activity is one where students practice orally to train themselves in speech production of a target area of pronunciation – a particular phoneme, a phoneme pair, or a specific aspect of the stress or rhythm system. This can be somewhat artificial, but should not be excessive (e.g., not a lot of “drill and kill”).

An interactive activity could be [1] a more controlled and structured type, or [2] a more open-ended type, like [2a] a “task” in the TBLT sense – a task that is modeled after real-world type interactions, or [2b] a problem-solving activity, jigsaw activity, or other more complex tasks. Interactive activities could include info gaps, role plays, skits, and many others.

Components

Your write-up should have the following preliminary components (about one paragraph).

1. Lesson objective. What do you want to teach (target structure – phoneme, stress feature, rhythm feature), and why?

2. Learning outcome(s). What should they be able to do by the end that they could not do before? (Be realistic about what can be expected or achieved in one lesson.) How can you know or assess whether they have done this?

3. Target audience: What kind of students are these (age, level, teaching context)? What specific problem(s) would they likely have with the target structure, and why? How can they be helped?

4. Estimated time allocation for each part of the lesson.

5. A specific rationale for the activities (at least a few sentences for this).
The lesson plan itself should probably have most of the following types of components, along with approximate time allocations. This can be presented in a simple table, followed by a paragraph to explain the activities.

1. Introduction

2. Presentation of target structure. This could be done explicitly (a more traditional, teacher-centered explanation), in PPP style, or inductively.

3. Focused practice activities. This might include simple repetition and production activities like those in the pronunciation pedagogy handout – activities that are maybe PPP-like, but not too ALM-like (maybe a bit CLT-like, if you’re creative). Better yet, this could involve use of authentic materials, like songs or videos.

4. Structured task. This could be a more structured interactive task, a quasi-communicative task for group or pair work, like those in the pedagogy handout, including dictogloss, info gaps, or such.

5. Communicative task. This would be a more open-ended communicative and interactive task, such as a role play, a real-world like task, a skit, a problem solving activity, or such.

Grading criteria

This is an informal paper, so you don’t have to find and cite sources, but if you do, be sure to cite any sources used. Here is the grading rubric.

1. Good, specific topic and scope for the lesson

2. Sufficient detail and clear instructions

3. Good linguistic and/or pedagogical rationale for the activities

4. Activities that would likely help students learn effectively

5. Activities that would be interesting for students

6. Appropriate and effective practice activities, and/or...

7. Appropriate, creative and effective communicative / interactive activities

8. Good materials, which could include [1] your own materials, or [2] authentic materials – if so, indicate what specific materials will be used

In all, a couple of paragraphs and a lesson plan table should be sufficient. When finished, email it to me at the following accounts.

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