APP Final Paper

For the final paper, you will write an informal paper about how you will teach pronunciation in classes that you will (likely) teach in the future. You might get to teach lessons specifically about pronunciation (if that is likely, then talk about such lessons); more likely, you will not teach pronunciation-specific lessons, but you will teach other lessons in grammar, listening/speaking, and such, where pronunciation will come up, or where you can work in some pronunciation into the lesson. For most of you, the latter will describe you - so talk about specific ways that you can teach some pronunciation in conjunction with regular English lessons, e.g., combining or including some pronunciation in a relevant way with a grammar point, a listening/speaking lesson, or such. Be sure to identify your target audience and context and their needs (e.g., age, proficiency level, teaching context).

You should consider what particular aspects of pronunciation would be suitable for what kinds of grammar structures, or what kind of listening/speaking or conversation lessons. For your paper, discuss how you would teach at least three of the following areas.

- Vowels
- Consonants
- Stress
- Rhythm, e.g., connected speech phenomena, intonation

There is no minimum length, but you should explain well enough how you would integrate pronunciation into the lesson plan(s); how you would explain it; and how you would have students practice it, including communicative practice activities. You may want to integrate pronunciation into several different lessons or class sessions for a given aspect of pronunciation.

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 of paper
2. Good, specific, and (reasonably) complete discussion of the topic, including how to address students’ specific problems with the target structure
3. Clear, well written paper; good organization; good details / examples
4. Good linguistic and/or pedagogical rationale for the activities (this may or may not require much explicit explanation of the rationale, depending on the type of students, structure, etc.)

5. Activities that would likely help students learn effectively

6. Activities that would be interesting for students

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

8. Appropriate, creative and effective communicative / interactive activities

9. Good, appropriate integration of pronunciation with other activities or other types of lessons; suitable match of pronunciation with non-pronunciation aspects

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

When finished, email it to me at the following accounts.

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