

## **Course description**

### **Descriptif du cours**

**Department: English**

**Instructor (s): Prof. Nadia Bouchhioua**

**Academic year: 2021-2022**

**Level: M1 linguistics**

**Course title: Optional course: Issues in second language phonology and pronunciation teaching (S2, 2 hours)**

#### **Course outline:**

1. Introduction to the course:
2. Native vs. Non-native accent/ speaking English with a foreign accent
3. Why is pronunciation so difficult to learn/teach?
4. Types of L2 phonological errors
5. Sources of L2 phonological errors (transfer)
6. Sources of L2 phonological errors (orthography)
7. Age and L2 phonology
8. Intelligibility, comprehensibility, and accentedness
9. Norms and models in L2 English pronunciation teaching
10. The role of phonology in the development of L2 reading skills

#### **Course objectives:**

The objective of the course is to introduce students to important issues in second language (L2) phonology such as the importance of second language phonological awareness to the development of different language skills; oral skills (speaking, pronunciation, and listening) reading, and writing skills. The course also aims at familiarizing students to notions of foreign accent and its manifestation in L2 English pronunciation. It introduces approaches and objectives of pronunciation teaching by discussing concepts such as intelligibility, comprehensibility, and accentedness.

#### **Method of evaluation:**

Class work is based on a collection of articles that discuss issues in L2 phonology and pronunciation teaching. Since students have had a course in English phonology and advanced prosody in the previous semester, their grasp and understanding of the concepts to be discussed in the present course is expected to be smooth. Students are expected to prepare oral presentations on the articles they are assigned to read each week. Students are helped, as the course progresses, to develop critical thinking about the L2 phonological issues discussed in class.

Students choose one of the topics in the course outline. They form groups of 2 to 4, do research about the topic and deliver an oral presentation. They are then required to write an individual research paper on their topic where they must show knowledge of the theoretical issues dealt with in the course, ability to synthesize and reflect on those issues, as well as respectable writing and referencing skills.

**References:**

Bouchhioua, N. (2016). Cross-linguistic influence on the acquisition of English pronunciation by Tunisian EFL learners. *European Scientific Journal*, 12 (5), 260-278.

Bongaerts, T. (1999). Ultimate attainment in L2 pronunciation: The case of very advanced late learners. In D. Birdsong (Ed.), *Second language acquisition and the critical period hypothesis* (pp. 133-159). Mahwah, NJ: Lawrence Erlbaum

Bongaert, T, Summeren, C, Planken, B, & Schils, E. (1997). Age and ultimate attainment in L2 phonology. *Studies in Second Language Acquisition* 19, 447-465.

Dziubalska-Kołodziej, K. (2005) Native or Non-Native? This is the Question: Which English to Teach in the Globalizing World? Retrieved February 15, 2008 from:  
<http://www.phon.ucl.ac.uk/home/johnm/ptlc2005/pdf/ptlcp67.pdf>

Gilakjani, M.P& Ahmadi, M.R. (2011). Why is Pronunciation So Difficult to Learn? *English Language Teaching* 4 (3), 74-84

Jenkins, J. (1998). Which pronunciation norms and models for English as an International Language? *ELT Journal* 52/2, 119–26.

Trofimovich, P., & Isaacs, T. (2012). Disentangling accent from comprehensibility. *Bilingualism: Language and Cognition*, 15(4), 905-916.

Walter, C. (2008). Phonology in L2 reading: Not an optimal extra. *TESOL Quarterly* 42 (3), 455-477.