



# APPL8015

## Phonology, Graphology and Teaching Pronunciation

Session 1, Online-flexible 2024

*Department of Linguistics*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

Admission to MAppLingTESOL or MTransInterMAppLingTESOL or MAppLing

Corequisites

Co-badged status

Unit description

Phonology refers to the sounds of a language. You will begin your exploration of the sounds of the English language by learning about its individual sounds (segmentals), and how these change when combined with other individual sounds. You will also learn how humans, over many lifetimes, have represented these sounds through writing. Following this, you will explore the features of phonology "above" the individual sounds (suprasegmentals) - features such as intonation, rhythm and stress. In the final area of this unit, you will learn how to analyse English language learners' spoken and written language production, and how to prepare language teaching activities that will help them develop and produce more comprehensible spoken and written language for communication.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

**ULO1:** explain how individual sounds of the English language are produced

**ULO2:** identify and describe the prosodic features (for example, stress, rhythm and intonation) of the English language

**ULO3:** explain how individual sounds are represented using the English alphabet and

other representation systems

**ULO4:** analyse spoken and written English language to demonstrate how individual sounds change when they are combined with other sounds

**ULO5:** analyse English language learners' spoken and written language performance and develop appropriate language learning activities to address learning needs

## General Assessment Information

### Requesting an extension to assignment due date

On occasion, you may be in a situation when you aren't able to submit an assessment task on time. Extensions are only given in special circumstances, by completing a Special Consideration request. For more information on Special Consideration, see <https://students.mq.edu.au/study/my-study-program/special-consideration>

### Late submission of assignments

If you haven't been approved for an extension and you submit your assessment task late, penalties are applied. You should consult your unit convenor if you are in this position. Late submissions will receive a 5% per day penalty. If you submit the assessment task 10 days or more beyond the due date, without an approved extension, you will be awarded a maximum of 50% of the overall assessment marks. Weekends and public holidays are included.

### Use of generative AI

Please refer to instructions from your lecturer on the use and acknowledgement of use of Generative AI in your submitted assignments.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Application to the classroom</a>	30%	No	Weeks 12 and 13
<a href="#">Segmental analysis</a>	25%	No	Week 6
<a href="#">Weekly quizzes</a>	15%	No	Weeks 3,5,8 and 11
<a href="#">Suprasegmental analysis</a>	30%	No	Week 9

### Application to the classroom

Assessment Type <sup>1</sup>: Media presentation

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Weeks 12 and 13**

Weighting: **30%**

In this task students will produce a presentation to be given as a professional development session at a language school. The topic of the presentation is classroom application of a pronunciation feature covered in the course. The students will identify a group of learners, describe their pronunciation needs and give an example of how they would integrate pronunciation teaching into their course.

On successful completion you will be able to:

- explain how individual sounds of the English language are produced
- identify and describe the prosodic features (for example, stress, rhythm and intonation) of the English language
- explain how individual sounds are represented using the English alphabet and other representation systems
- analyse spoken and written English language to demonstrate how individual sounds change when they are combined with other sounds
- analyse English language learners' spoken and written language performance and develop appropriate language learning activities to address learning needs

## Segmental analysis

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **Week 6**

Weighting: **25%**

In this task students will undertake a short transcription of an audio file provided by the lecturers using phonemic transcription. They will identify a series of phonemes which are relevant for their selected group of learners. They will also explain how those sounds are produced and why that is challenging for their selected group. They will write a report using appropriate academic style and referencing conventions.

On successful completion you will be able to:

- explain how individual sounds of the English language are produced
- explain how individual sounds are represented using the English alphabet and other representation systems

## Weekly quizzes

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 4 hours

Due: **Weeks 3,5,8 and 11**

Weighting: **15%**

There will be a series of quizzes across the unit testing the key learning content.

On successful completion you will be able to:

- explain how individual sounds of the English language are produced
- identify and describe the prosodic features (for example, stress, rhythm and intonation) of the English language
- explain how individual sounds are represented using the English alphabet and other representation systems
- analyse spoken and written English language to demonstrate how individual sounds change when they are combined with other sounds
- analyse English language learners' spoken and written language performance and develop appropriate language learning activities to address learning needs

## Suprasegmental analysis

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 9**

Weighting: **30%**

In this task students will undertake a short transcription of an audio file provided by the lecturers using phonemic transcription. They will identify two suprasegmental (prosodic) features which are relevant to their selected group of learners and describe how these features are produced. They will explain the differences between English prosody and that of the other languages spoken by their learners which make these areas relevant to them. They will write a report using appropriate academic style and referencing conventions.

On successful completion you will be able to:

- identify and describe the prosodic features (for example, stress, rhythm and intonation) of the English language
- analyse English language learners' spoken and written language performance and develop appropriate language learning activities to address learning needs

<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

As a student enrolled in this unit, you will engage in a range of online learning activities, including readings, videos and recorded lectures. Details can be found on the iLearn site for this unit.

### Recommended Readings

This unit has a required textbook, limited copies of which are available from the library, or you will need to purchase it:

Kelly, Gerald, *How to Teach Pronunciation* (Longman, 2000)

Other recommended readings can be found through the Leganto link on the unit iLearn page.

### Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.s.mq.edu.au\)](https://policies.s.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Inclusion and diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

## Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this



unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

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Unit information based on version 2024.01R of the [Handbook](#)