

EFFECTIVE TRAINING AND SUPPORT FOR L2 PRONUNCIATION TUTORS

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TUTORING CURRICULUM: CONTENT (I)

I. Linguistic level: suprasegmental emphasis

- Counting syllables
- Stressing syllables in words
- Syllable structure in words (not adding or deleting sounds/syllables)
- Verb and noun endings
- Thought groups, pausing, and linking sounds (connected speech)
- Stressing words in phrases and sentences (standard stress)
- Intonation in phrases and sentences (standard intonation)
- Contrastive stress (implicatures)

TUTORING CURRICULUM: CONTENT (2)

2. Metalinguistic level: metacognitive and reflective
 - Pronunciation logbooks
 - Checklists
 - Noticing activities
 - Reflective writing and speaking activities about

TUTORING CURRICULUM: CONTENT (3)

3. Pre-set general topics for discussion
(vs. individualized particulars → determined by student needs)
 - Acculturation into the university
 - Extracurriculars
 - Office hours
 - Group projects
 - Oral presentations

TUTORING CURRICULUM: APPROACH

1. Research-based in terms of content and approach
2. “Coaching” style on-the-spot corrective feedback
3. Focused on measurable, observable learning outcomes
4. Consistent content across tutors and sections

CORRECTIVE FEEDBACK EXAMPLE

- Learner 1: “Professor say you can—”
- Tutor: “Professors, plural?”
- Learner 1: “Yes, professors say you can go to office hour—”
- Tutor: “Office hour...?”
- Learner 1: “Office hours, but I think you need a specific question, and I only have a general one.”
- Learner 2: “I agree her. I never go to office hour—”
- Tutor: “Office...?”
- Learner 2: “Office hours, because I never know what to ask.”

TUTOR TRAINING: CURRICULUM

Theoretical and practical aspects of each:

1. Introduction to a suprasegmental view of pronunciation
2. Introduction to corrective feedback

SELECTED REFERENCES ON METACOGNITION

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SELECTED REFERENCES ON CORRECTIVE FEEDBACK

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- de Bot, K. L. J. (1980). The Role of Feedback and Feedforward in the Teaching of Pronunciation-An Overview. *System*, 8(1), 35-45.
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- Li, S. (2010). The effectiveness of corrective feedback in SLA: A meta-analysis. *Language Learning*, 60(2), 309-365.
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SELECTED REFERENCES ON SUPRASEGMENTALS

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- Munro, M. J., Derwing, T. M. & Morton, S. L. (2006). The mutual intelligibility of L2 speech. *Studies in Second Language Acquisition*, 28(1), 111-131.
- Murphy, J. M. (2004). Attending to word-stress while learning new vocabulary. *English for Specific Purposes Journal*, 23(1), 67-83.
- Reed, M. (2012). The effect of metacognitive feedback on second language morphophonology. In J. Levis & K. LeVelle (Eds.). *Proceedings of the 3rd Pronunciation in Second Language Learning and Teaching Conference*, Sept. 2011. (pp. 168-177). Ames, IA: Iowa State University.
- Reed, M. & Michaud, C. (2005). *Sound Concepts: An Integrated Pronunciation Course*, NY: McGraw-Hill.
- Reed, M. & Michaud, C. (2015). Intonation in research and practice: The importance of metacognition. In M. Reed & J. Levis (Eds.) *The Handbook of English Pronunciation*. Wiley-Blackwell.
- Michaud, C. & Reed, M. (2017). ESL pronunciation small group tutoring. In J. Murphy (Ed.) *Teaching the Pronunciation of ESL: Focus on Whole Courses*. Ann Arbor: Michigan.

SELECTED REFERENCES ON MORPHOSYNTAX

- Goad, H., & White, L. (2005). Representational 'deficits' in L2: Syntactic or phonological? *BUCLD 29 Proceedings*. Ed. A. Brugos, M.R. Clark-Cotton, and S. Ha., 216-227. Somerville, MA: Cascadilla Press.
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