

Las Positas College
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Course Outline for ESL 136

PRONUNCIATION AND FLUENCY

Effective: Fall 2014

I. CATALOG DESCRIPTION:

ESL 136 — PRONUNCIATION AND FLUENCY — 2.00 units

Focused practice on recognizing and producing individual speech sound, stress patterns, rhythm and intonation patterns, and grammatical signals through activities such as oral presentations, role play, authentic dialogue, and reading presentations. Students will focus on pronunciation as communication to develop listener friendly pronunciation. Attention to individual as well as group priorities. Strongly recommended: appropriate skill level demonstrated through the ESL assessment process. Students are advised to enroll concurrently in ESL 130A, 131A, and 133 or 136.

2.00 Units Lecture

Grading Methods:

Letter or P/NP

Discipline:

	<u>MIN</u>
Lecture Hours:	36.00
No Unit Value Lab	18.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. communicate ideas in conversations one-to one and in small groups
- B. pronounce learned vocabulary and idiomatic expressions understandably
- C. respond appropriately to nonverbal factors in oral communication
- D. use rules of social interaction appropriately: introductions, turn taking, making requests
- E. recognize and produce the long, clear, pitch changes of stressed words in streams of speech
- F. recognize and produce stress on the content word/s in a sentence
- G. recognize and produce de-emphasized structure words in a stream of speech
- H. recognize and produce focus on new information in conversation
 - I. recognize and produce a pause at the end of a thought group to signal completion of the thought
- J. identify focus words in a reading passage and decide which syllable within the focus words to stress
- K. read a paragraph or short passage using listener friendly pronunciation
- L. group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
- M. discriminate sounds and stress patterns
- N. use a common system of transcription to pronounce and transcribe new words (International Phonetic Alphabet, IPA)
- O. identify some pronunciation difficulties which are the result of linguistic background
- P. identify some individual pronunciation difficulties and modify them

V. CONTENT:

- A. one-to one discussions to identify grammar and pronunciation connections
- B. roleplay to use speech sounds within the context of specific grammatical forms
- C. nonverbal factors in oral communications
- D. introductions, turn taking, making requests
- E. pitch changes in streams of speech
- F. stress on content word/s in sentences
- G. using stress and intonation to indicate old and new information
- H. signaling the completion of a thought with a pause or pitch change
 - I. syllable stress of focus words in a reading passage
- J. listener friendly pronunciation practice in reading short passage including grouping words into thought groups and emphasizing words to convey meaning
- K. International Phonetic Alphabet as a common tool for pronunciation and transcription
- L. analysis of individual speech patterns
- M. practice of speech sounds and patterns to improve communication

VI. METHODS OF INSTRUCTION:

- A. **Lab** - read and listen to recorded speech and identify the thought group boundaries by adding punctuation.
- B. **Lecture** - Instructors may choose from a variety of recognized ESL teaching approaches appropriate for specific objectives, such as communicative approach, discourse analysis approach, or contrastive analysis approach. The emphasis should be on developing listener friendly pronunciation that enables students to question, clarify, and take responsibility for their learning.
- C. **Classroom Activity** - dictation of words, phrases, and sentences which highlight stress patterns of individual words and focus words in a sentence

VII. TYPICAL ASSIGNMENTS:

- A. listen-repeat tasks
- B. minimal pairs repetition tasks
- C. listen and distinguish tasks: for example Is that Mister Fogg? Is that mist or fog?
- D. analyze a paragraph, poem, or song lyrics to identify focus words and structure words. Use the IPA to learn the pronunciation of focus words. Rehearse reading the passage aloud and prepare to present the reading in front of the class.
- E. poetry in pairs: work with a partner to pronounce the focus words carefully and communicate the meaning in presentation of a poetry duet in front of the class

VIII. EVALUATION:

A. **Methods**

- 1. Exams/Tests
- 2. Oral Presentation
- 3. Lab Activities
- 4. Final Performance

B. **Frequency**

- 1. weekly dictation
- 2. weekly quizzes of word and phrases
- 3. several oral presentations over the course of the semester
- 4. final listening test
- 5. final oral presentation

IX. TYPICAL TEXTS:

- 1. Lane, Linda (2009). *Focus on Pronunciation 1* (first ed.). White Plains, New York: Pearson.
- 2. Baker A., Goldstein S (2010). *Pronunciation Pairs* (second ed.). New York, New York: Oxford University Press.
- 3. Gilbert, Judy (2012). *Clear Speech From the Start* (second ed.). New York, New York: Oxford University Press.
- 4. Oxford American Dictionary, 2011

X. OTHER MATERIALS REQUIRED OF STUDENTS: