

Las Positas College  
3000 Campus Hill Drive  
Livermore, CA 94551-7650  
(925) 424-1000  
(925) 443-0742 (Fax)

## Course Outline for ESL 136

### PRONUNCIATION AND FLUENCY

Effective: Fall 2019

#### I. CATALOG DESCRIPTION:

ESL 136 — PRONUNCIATION AND FLUENCY — 2.00 units

Focused practice on recognizing and producing individual speech sounds, stress patterns, rhythm and intonation patterns, and grammatical signals through activities such as oral presentations, role play, authentic dialogue, and presentations. Students will focus on developing listener friendly pronunciation. Course content includes individual as well as group work.

2.00 Units Lecture

#### Strongly Recommended

Placement through the ESL Assessment process.

#### Grading Methods:

Pass/No Pass

#### Discipline:

- ESL

	<u>MIN</u>
<b>Lecture Hours:</b>	36.00
<b>No Unit Value Lab</b>	18.00
<b>Total Hours:</b>	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. Pronounce learned vocabulary and idiomatic expressions understandably
- B. Communicate ideas in conversations one-to one and in small groups
- 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 word/s in a stream of speech
- H. Identify 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. Distinguish sounds in minimal pairs
- N. Identify and pronounce short and long vowel sounds with listener friendly pronunciation
- O. Identify and pronounce voiced and voiceless sounds with listener friendly pronunciation
- P. Identify some pronunciation difficulties which are the result of linguistic background
- Q. Identify some individual pronunciation difficulties and modify them

#### V. CONTENT:

##### A. Pronunciation

1. Syllable stress
2. Pitch changes in streams of speech
3. Stress on content word/s in sentences
4. Stress and intonation to indicate old/new information, questions/statements
5. Analysis of individual speech patterns and difficulties
6. Voiced and voiceless sounds
7. Short and long vowel sounds
8. Minimal pairs
9. Beginning and final sounds
10. Appropriate pauses in sentences
11. Signaling the completion of a thought with a pause or pitch change

- B. Listening and Speaking
  - 1. Introductions, turn taking, making requests
  - 2. Discrimination of individual sounds
  - 3. Listening for information
  - 4. Practice of speech sounds and patterns to improve communication
  - 5. Listener friendly pronunciation practice in short reading passages
- C. Non-verbal Communication
  - 1. Common American body language and gestures
  - 2. Common American rules for distance
- D. Discussion
  - 1. One-to-one discussions to identify grammar and pronunciation connections
  - 2. Role play to practice specific speech sounds
  - 3. Small and large group
  - 4. Whole class
- E. Presentations
  - 1. Reading presentations with listener friendly pronunciation, including grouping words into thought groups and emphasizing words to convey meaning
- F. Language Development
  - 1. Specific grammatical forms, like the pronunciation of simple past final sounds
  - 2. Common idiomatic expressions and slang
  - 3. Word combinations (gonna, wanna, haveta, etc.)
- G. Authentic Materials
  - 1. Film and television
  - 2. Radio
  - 3. Music

#### VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - Watch a short clip to identify specific sounds or slang.
- B. **Classroom Activity** - Dictation of words, phrases, and sentences which highlight stress patterns of individual words and focus words in a sentence.
- C. **Discussion** - Work with a partner or group to develop listener friendly pronunciation for effective communication.
- D. **Individualized Instruction** - Identify individual pronunciation difficulties based on L1 and modify.
- E. **Lab** - Read and listen to recorded speech and identify the thought group boundaries by adding punctuation.
- F. **Lecture** - Explain rules and demonstrate final sounds in simple past.
- G. **Student Presentations** - Present a short reading passage or poem with correct stress, intonation and pronunciation.

#### VII. TYPICAL ASSIGNMENTS:

- A. Pronunciation
  - 1. Paragraph, poem, or song lyric analysis to identify focus words and structure words
  - 2. Stress patterns, beginning and final sounds and intonation in sentences and paragraphs
  - 3. 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
  - 4. Discrimination of minimal pairs, long and short vowel sounds
- B. Presentations
  - 1. Reading passage presentation
  - 2. Poetry presentation, individual or pair
- C. Dictation
  - 1. Listen-repeat tasks
  - 2. Listen-distinguish tasks
  - 3. Accurate comprehension and discrimination of individual sounds
- D. Quizzes
  - 1. Listen and respond appropriately to oral questions
  - 2. Accurately transcribe learned sounds and structures
- E. Participate in class discussions
  - 1. One-to-one
  - 2. Small group
  - 3. Whole class
- F. Vocabulary Development
  - 1. Pronunciation practice of learned vocabulary and structures
  - 2. Pronunciation as it connect to grammar (simple past final sounds, etc.)
- G. Weekly lab assignments
- H. Weekly listening journal

#### VIII. EVALUATION:

##### Methods/Frequency

- A. Exams/Tests
  - 2 major exams: a midterm and final
- B. Quizzes
  - weekly
- C. Oral Presentation
  - Minimum of three
- D. Group Projects
  - Students may complete one group presentation
- E. Class Participation
  - Weekly
- F. Class Work
  - Weekly
- G. Home Work
  - A minimum of four hours weekly
- H. Lab Activities
  - Weekly

#### IX. TYPICAL TEXTS:

- 1. Lane, L. (2009). *Focus on Pronunciation 1* (1 ed.). White Plains, New York: Pearson Education, Inc.
- 2. Baker, A., & Goldstein, S. (2007). *Pronunciation Pairs: An Introduction to the Sounds in English* (2 ed.). New York, New York:

- Cambridge University Press.
3. Gilbert, J.B. (2012). *Clear Speech From the Start* (2 ed.). New York, New York: Cambridge University Press.
  4. Pearson, J. (2018). *The Art of Phonics* (1 ed.). New York, New York: Kivett Publishing.
  5. Xiao, K. (2018). *English Pronunciation* (1 ed.). New York, New York: Fluent English Publishing.
  6. Longman Dictionary of American English, 5th Edition, Pearson ELT, 2014

X. OTHER MATERIALS REQUIRED OF STUDENTS: