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Course Outline for ESL 126

PRONUNCIATION OF ENGLISH

Effective: Fall

I. CATALOG DESCRIPTION:

ESL 126 — PRONUNCIATION OF ENGLISH — 2.00 units

Intensive practice in recognizing and pronouncing the sounds of American English with emphasis on words and phrases: stress, intonation, phrasing, reduction. Attention to individual as well as group priorities. 2 hours lecture, 1 hour laboratory.

2.00 Units Lecture

Grading Methods:

Pass/No Pass

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: 3

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

1. use a common system of transcription to assist pronunciation and to transcribe new words (International Phonetic Alphabet: IPA)
2. identify some pronunciation difficulties which are the result of linguistic background
3. identify some individual pronunciation difficulties
4. demonstrate increasing control of pronunciation difficulties
5. take dictation of short simple and complex sentences
6. pronounce high frequency words so that pronunciation will not detract from communication
7. recite a learned piece of literature to the class in English
8. recognize and distinguish important features of the English sound system

V. CONTENT:

- A. Learn to transcribe words using the IPA
- B. Participate in one-to-one discussions
- C. Problem solving and group activities to identify sounds
- D. Role play to use speech sounds
- E. Learn some common idiomatic expressions
- F. Practice pronunciation of:
 1. phonetic sounds
 2. reduced speech (want to-wanna)
 3. voiced-voiceless distinction
 4. intonation patterns
- G. listen to news reports, dramas, talk shows
- H. write sentences from dictated speech
 - I. recognize the sound-spelling correspondence of past tense regular verbs and regular plural nouns
- J. identify stress placement and vocabulary
- K. comprehend reduced speech and blending
- L. analyze some contrasts between English and student's native language
- M. assess some individual needs of each student
- N. practice the sounds and rhythms of English that are problematic
- O. practice pronouncing the features of the English sound system which affect meaning

VI. METHODS OF INSTRUCTION:

- A. Instructors may choose from a variety of recognized ESL teaching approaches appropriate for specific objectives of a lesson, especially the Communicative Approach, Comprehension Approach, Cognitive Approach, and / or Affective-Humanistic Approach. The emphasis, however, will be on enabling students to question, clarify, and take responsibility for their learning through the following: A. Live or taped presentations for practice in listening and recognition of pronunciation of words, idiomatic expressions, and slang. These presentations may consist of songs, poetry, short lectures, articles, stories, and anecdotes. Some of the short

lectures and articles may focus on cultural factors of oral communication. Students may be expected to discuss the pronunciation of the presentations, either in one-on-one situations or small or larger groups B. Communicative games and activities to promote correct pronunciation C. Problem solving may consist of task oriented activities in which students are expected to reach consensus or make a decision and report their findings D. Logical progression of activities: structured, contextualized and communicative

VII. TYPICAL ASSIGNMENTS:

A. Listen-imitate-repeat tasks B. Minimal pairs repetition tasks C. Problem solving tasks which require learners to negotiate between prior knowledge and new knowledge D. Listening and transferring information such as completing a chart or form E. Contextualized exercises F. Distinguishing task: 1. For example: distinguish the correct form from aurally produced language to elicit a correct response a. This pen leaks. Then don't write with it b. This pan leaks. Then don't cook with it

VIII. EVALUATION:

A. **Methods**

1. Quizzes
2. Oral Presentation
3. Group Projects
4. Other:
 - a. listening and problem solving quizzes
 - b. dictation
 - c. listen-and-respond quizzes
 - d. presentations both in small groups and to whole class
 - e. listen-speak-and-transfer information quizzes
 - f. frequent evaluations and monitoring of individual speech
 - g. individual improvement

B. **Frequency**

1. Instructors may choose how often to evaluate students with quizzes and tests. However, in the initial stages of developing language skills, especially pronunciation, students need frequent feedback to let them know if they need to change their study techniques and develop alternative strategies for learning

IX. TYPICAL TEXTS:

1. C. Prator, Jr., R. Robinett *Textbook*, -, 0.
2. Orion, Gertrude *Pronouncing American English*. 2nd ed., Heinle & Heinle, 1997.
3. Beisbier, Beverly *Sounds Great, Book 1 and / or Book 2*, Heinle & Heinle, 1994.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Computer disks and / or computer software