

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 887 **TITLE:** Pronunciation of English Consonants and Vowels
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours
Method of Grading: Pass/No Pass Only
Recommended Preparation:
Eligibility for ESL 847

2. **COURSE DESIGNATION:**

Non-Degree Credit
Basic Skills
Transfer credit: none

3. **COURSE DESCRIPTIONS:**

Catalog Description:

Designed to enable non-native speakers of English to improve their pronunciation. The class focuses on reducing misunderstandings and reducing non-native accents with an emphasis on the proper pronunciation of American English vowels, vowel length, consonants, consonant clusters and grammatical word endings. It also introduces various sound/spelling (phonics) patterns.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Distinguish and pronounce more native-like American English vowels, consonants and grammatical word endings in isolation and in words, phrases and clauses.
2. Use the phonetic symbols in their dictionaries to identify the correct sounds in words.
3. Accurately guess pronunciation using spelling/sound patterns.
4. Identify and correct individual issues with vowels, consonants and word endings (as identified by instructor) in spontaneous conversations.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Distinguish and pronounce more native-like American English vowels, consonants and grammatical word endings in isolation and in words, phrases, and clauses.
2. Use the phonetic symbols in their dictionaries to identify the correct sounds in words.
3. Accurately guess pronunciation using spelling/sound patterns.
4. Identify and correct individual issues with vowels, consonants, and word endings (as identified by instructor) in spontaneous conversations.

6. **COURSE CONTENT:**

Lecture Content:

1. Students record diagnostic speech sample for instructor analysis.
2. Phonetic alphabet used in text and in students' own dictionaries.
3. Sound/spelling (phonics) patterns
4. Grammatical Word Endings
 - -s endings
 - -ed endings
5. Introduction to student self-monitoring, to be used through the rest of course
6. Consonants
 - Place, manner and voicing
 - Some common consonant problems
 - 'th' sounds /θ/ and /ð/
 - 2-3 additional common consonant problems, such as v/w/b, r/l, /j/t/
7. Vowels introduction
 - Final consonants and vowel length
 - /ə/ schwa
 - /i/ and /I/
 - /I/ and /E/

- /E/ and /æ/
 - /a/ and /ʔ/
8. Students work in groups on more individual consonant problems, as determined through their assessments
 9. More Vowels
 - /ei/ and /ai/ and /ou/
 - possibly /u/ and /ʔ/
 - possibly /au/ and /oi/
 10. Consonant Clusters
 11. Optional Topic: Final voiced consonants
 12. Optional Topic: The American 'T'

TBA Hours Content:

There is no TBA requirement for this course.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Discussion
- C. Individualized Instruction
- D. Observation and Demonstration
- E. Other (Specify): The following are some of the strategies that will help students to successfully meet the course objectives. A communicative framework for teaching pronunciation will be employed, generally moving through the following phases in teaching each concept: 1. Description and Analysis 2. Listening Discrimination 3. Controlled Practice 4. Guided Practice 5. Communicative Practice 6. "Natural" and "Spontaneous" Self-monitoring Practice In-class instruction: a. instructor mini-lectures and demonstrations; instructor feedback and correction for individuals and groups b. Use large and small body movements to practice and distinguish different vowels and consonants. c. Listen and practice to distinguish specific vowel or consonant sounds in minimal pair combinations and sentences, both written and spontaneously spoken. d. Read and discuss the key ideas in the text and the technical aspects of sound and speech production. e. Students keep and update individual list of useful/challenging words for various problem sounds -- to be used for controlled, guided, and communicative practice. f. Practice self-monitoring activities during functional conversations in groups and in pairs that are later graded and that are used as a source of feedback to students. g. Have students share particular sound and/or speech performance problems with the class and/or have students ask for the correct pronunciation of words, phrases, and clauses from their home, work, community and school environments.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

n/a

Reading Assignments:

1. Read the textbook.

Other Outside Assignments:

1. Listen to and produce target sounds using text, audio, and online resources.
2. Prepare presentations, paired conversations and individual performances.
3. Record small speech samples, focusing on different aspects of pronunciation -- both graded and for feedback-only purposes.
4. Use TV, radio, internet and other media to listen to, analyze, and imitate native speakers and natural, spontaneous conversations.
5. Use and report intensive pronunciation self-monitoring process during natural, spontaneous conversations.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Homework
- E. Oral Presentation
- F. Quizzes

G. Written examination

- H. 1. Administer and evaluate student inventory of American speech at the beginning and end of the semester.
2. Graded written quizzes and listening exercises. 3. Graded student recordings on specific pronunciation features. 4. Short paired and individual graded oral presentations. 5. Have a final graded evaluation with written exercises, student recording, and in-class conversations or presentations. Possible Grading Criteria: Weekly homework and/or other assignments 30% Class participation 5% Spy on Yourself (self-monitoring out of class) 20% Written Quizzes 20% Recorded and In-class Spoken Quizzes 25%

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Nilsen, Don L.F. and Alleen Pace Nilson. *Pronunciation Contrasts in English*, 2nd ed. Long Grove: Waveland Press, Inc., 2010
B. Grant, Linda. *Well Said: Pronunciation for Clear Communication*, 4th ed. Boston: Cengage Learning, 2016

Origination Date: January 2019

Curriculum Committee Approval Date: February 2019

Effective Term: Fall 2019

Course Originator: Emily Kurland