

**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; 16.0-18.0 TBA hours; and 80.0-90.0 Homework hours  
**Method of Grading:** P/NP 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. (Units do not apply toward AA/AS degree.)
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, /ʃ/tʃ
  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:**

These are conducted in the Reading/ESL Center or the Learning Center and supervised by a faculty member. The activities may include any combination of the following for a total of 16 or more semester hours:

Pronunciation Activities

- A. Computer-based pronunciation lessons and exercises for listening, analysis and practice (e.g., Pronunciation Power, American Accent Training, etc)

Discussions

- A. Individual Meetings with faculty member on a variety of speaking topics to provide individualized feedback on pronunciation and English usage.
- B. Small group Conversation Circles on controversial/current issues (these are led by a lab instructor) to use correct English pronunciation in an authentic context and to receive feedback on that pronunciation.

Vocabulary Activities

- A. Computer-based idiom lessons, exercises, and quizzes, practicing pronunciation in the context of idioms.

**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.

**To be Arranged Assignments:**

These are conducted in the Reading/ESL Center and supervised by a faculty member. The activities may include any combination of the following for a total of 16 or more semester hours:

1. Complete Discrete Pronunciation Activities: Complete computer-based pronunciation lessons and exercises for listening, analysis and practice (for example Pronunciation Power, American Speech Sounds).
2. Participate in discussions: a. Individual meetings with a faculty member or Conversation Circles with groups of 6 students and a faculty member to practice correct pronunciation and receive immediate feedback while speaking on a variety of topics.
3. Complete vocabulary activities: Analyze and practice pronunciation in the context of computer-based idiom lessons, exercises, and quizzes.

**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 25% Class participation 5% To be arranged activities 10%  
Spy on Yourself (self-monitoring out of class) 20% Written Quizzes 15% Recorded and In-class Spoken Quizzes 25%

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

Possible textbooks include:

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

**Origination Date:** October 2016

**Curriculum Committee Approval Date:** December 2016

**Effective Term:** Fall 2017

**Course Originator:** Amy Sobel