

ESL L310 (Formerly ESL 1L) Pronunciation Skills

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Hours MW 1:00 - 2:00 and T/Th F by appointment

Prerequisite

Completion of ESL L50 with a grade of "C" or better, or placement through the assessment process.

Course Description

This course focuses on pronunciation skills within the context of meaningful communication in an academic and employment setting. The emphasis is on understanding and producing stress, rhythm, and intonation patterns of English so meaning will not be distorted.

Required Texts and materials

- Pronouncing American English: Sounds, Stress, and Intonation (Second Edition) by Gertrude F., Orion
- Audio tapes to accompany the book.
- Four blank audio tapes -- 30 minutes or less per side.
- Although tape recorders can be used in the lab, students should have their own tape recorder to listen to and make tapes at home. Tape recorders can often be purchased for as low as \$15.00 in a store such as WalMart or Target.

Summary of Course Objectives

By the end of this course, successful students will demonstrate ability to:

- Identify personal speech difficulties and errors
- Differentiate among the sounds of standard American English
- Control the organs of speech to modify sound production
- Analyze other's articulation and sound production
- Self-monitor speech production
- Integrate pronunciation skills
- Transcribe English using a phonetic alphabet
- Produce accurate pronunciation from a phonetic transcription
- Research ideas and vocabulary on a given topic
- Engage native speakers of English in a conversation
- Take notes while listening to academic lectures and discussions
- Participate in large group discussions

Summary of Graded Assignments

Improvement in Pronunciation:	10%
Trouble Spot Worksheet	5%
Speech Journal	10%
Speech reading	
Self-monitoring	
Vocabulary Research	
Contact Assignment	
“Interview”	5%
"Two Letters"	5%
"Why English is Hard"	5%
"Mouth Muscle Workout"	8%
"Personal Tongue Twisters“	7%
"Video Skit"	20%
Midterm Listening Exams	15%
Final Listening Exam	10%

Language Laboratory

Students will attend the scheduled lab for this course. Attendance is mandatory beginning the second week of instruction. In the lab, students will work on a variety of activities including listening and pronunciation exercises. Occasionally, students will be assigned interviews or other projects that will require that they go out on the campus. Students will also spend time in individual or small group activities. Computer equipment will be used as directed by the professor or instructional assistants. Unauthorized use of the equipment is not allowed.

Important Note:

Attendance is mandatory. Students who miss more than two lectures and two labs may be dropped from the course. If you have a special situation or lengthy illness, be sure to discuss this with the professor, or ask a family member to contact her for you. Homework is also mandatory. Expect to spend at least 3 hours per week outside of class and lab!

If a student chooses to drop the course, he or she must contact the Records and Admission office. Students who do not formally drop the course will receive the grade "F."

Student Learning Outcomes, Activities, and Assessment

Abilities at the End of the Course	Activities and Objectives	Evaluation and Grading
Identify personal speech difficulties and errors	<i>Discover contrasts between your native language and English phonemic inventories by using assigned textbook and recorded lessons.</i>	<p><i>These activities are critical for success in the final projects of the course.</i></p> <p>Your grades for improvement in pronunciation abilities will come from measurements of phonemic accuracy, and features of connected speech. Each contributes to your “improvement” score. To calculate your improvement score, the teacher will periodically evaluate your progress in:</p> <ul style="list-style-type: none"> ☞ using the phonetic alphabet ☞ your “speech journal” ☞ your ability to hear the differences between frequently confused speech sounds such as /j/ and /s/. ☞ your combined speech skills in assigned recorded projects. ☞ your success on <u>listening quizzes</u> <p>Graded Activities:</p> <ul style="list-style-type: none"> ☞ You must complete and hand in <u>The Trouble Spot Worksheet</u> including a set of <u>tongue twisters based on your personal trouble spots</u>. This will be graded for completeness and accuracy. ☞ Mid-term Listening Exams ☞ Final Listening Exam ...exams graded on ability to discern discrete elements of individual spoken items including syllabification, primary and secondary stress, contrasting phonemes, and other features of speech.
	<i>Find sounds that are hard for you to hear and say by taking the ungraded “Distinguishing English Speech Sounds” quiz and listening to feedback on the first (ungraded) recording of your English.</i>	
	<i>Keep a list of words that you cannot pronounce well. Look to see what sounds they share. This will help you to notice what you need to work on to have better English pronunciation.</i>	
Differentiate among the sounds of standard American English	<i>Complete assigned recorded and text exercises to develop familiarity with speech production concepts and sharpen perceptual skills.</i>	
	<i>Copy native speaker speech by listening to recorded passages and making recordings of your own voice.</i>	
Control the organs of speech to modify sound production	<i>Daily practice of the “Mouth Muscle Workout” to develop coordination and to improve articulation and speech sounds in continuous speaking.</i>	<ul style="list-style-type: none"> ☞ Throughout the semester, get feedback on your reading of these exercises in lab pronunciation groups and from other available native speakers. ☞ At the end of the course, you will hand in a tape of your voice reciting the “<u>Mouth Muscle Workout</u>” and your “<u>personal trouble spot tongue twisters</u>.” Your work will be evaluated for accuracy of speech sounds; vowel reduction; stress at all levels; linking; phrasing; intonation
	<i>Work with the teacher to create tongue twisters with your personal trouble spots, and then practice them daily to develop muscular control.</i>	

Abilities at the End of the Course	Activities and Objectives	Evaluation and Grading
Analyze other's articulation and sound production	Practice lip-reading and silent word sending in class and lab. <i>These skills will help you to sharpen your awareness of the relationship between movement and sound.</i>	<p>☞ These abilities are not graded directly. You should self-evaluate your progress, and then record your evaluation in your speech journal. These activities will be useful in preparing and practicing <u>speaking projects</u>.</p>
	Watch parts of movies with captions on and sound off to try to match words with lip movement and facial expressions. <i>This will also sharpen your awareness of the relationship between movement and sound.</i>	
Self-monitor speech production	Record your voice weekly and enter your observations into your "speech error journal." <i>This activity encourages you to become critical of your own speech and learn to correct yourself when you hear a mistake as you speak.</i>	
Integrate pronunciation skills	Practice and Record "Two Letters" to polish and <i>demonstrate your ability to convey nuances of meaning through changes in stress, phrasing, and intonation.</i>	<p>Your work on the following assignments will be evaluated for accuracy of speech sounds; vowel reduction; stress at all levels; linking; phrasing; intonation</p> <ul style="list-style-type: none"> ☞ "Two Letters" ☞ <u>Contact Assignment(s)</u> ☞ <u>Video Skit</u>
	Midway through the course you will participate in an activity that brings you into contact with native speakers for a specific communication task. <i>Your ability to integrate pronunciation skills will determine the success of this contact.</i>	
	Analyze, practice, and perform an assigned skit to <i>demonstrate your full range of pronunciation abilities.</i>	
Transcribe English using a phonetic alphabet	Transcribe the "Mouth Muscle Workout" and compare with the master key to check for accuracy. <i>This will teach you to take notes about the phonetic properties of natural speech and will be useful in discussions about English sounds.</i>	<p>☞ You will check the transcription work of a classmate against an answer key, and make a list of errors for that student to notice. You will receive grades for the <u>completeness and accuracy of your evaluation of your classmate's work</u></p>

Abilities at the End of the Course	Activities and Objectives	Evaluation and Grading
<p>Produce accurate pronunciation from a phonetic transcription</p>	<p>Research pronunciation of selected English words by using the phonetic symbols in an English-only dictionary. <i>This ability will allow you to teach yourself the pronunciation of any new English words you learn.</i></p> <hr/> <p>Practice and Record “Why English is Hard.” Because you will do this without help from the teacher or native speakers, this will demonstrate your ability to find and use correct word-level pronunciation of some confusing English.</p>	<p>☞ “Why English is Hard” will be evaluated to determine your ability to produce accurate pronunciation from a phonetic transcription.</p>
<p>Research ideas and vocabulary on a given topic</p>	<p>Use available resources including the internet and interviews with informed sources to research a given topic. <i>This will cause you to use English to frame questions, ask for clarification, and paraphrase what you learn. You will also need to use your listening skills to gather information.</i></p>	<p>☞ You will report your strengths and weakness in this activity by writing about it in your speech journal.</p>
<p>Engage native speakers of English in conversation</p>	<p>Participate in the semester’s chosen activity designed to bring you into contact with the general campus population. <i>You will share information on the topic you have researched for vocabulary and ideas.</i></p>	<p>☞ You will report your strengths and weakness in this activity by writing about it in your speech journal.</p>
<p>Take notes while listening to academic lectures and discussions</p>	<p>Keep a notebook of information about topics covered in course lectures and videotaped academic lectures. Take content quizzes to <i>check for comprehension.</i></p>	<p>☞ Listening Quiz graded for accuracy.</p>
<p>Participate in large group discussions</p>	<p>Use participation skills taught in class. <i>This will begin to prepare you for the listening comprehension and speaking you will need for success in “regular” college classes.</i></p>	<p>☞ You will be evaluated on participation in class discussions. The teacher will observe how often you participate and how well you ask questions, make clarifications, and/or provide content statements. You will also be evaluated on your general intelligibility.</p>

Tentative Course Calendar

Weeks	Focus	Notes
one	orientation to course	Purchase Texts and Audio Tapes Teacher/Student Interviews
two and three *Interview project due	<ul style="list-style-type: none"> ▪ Phonemic inventory: Sounds of English ▪ The phonetic alphabet ▪ spelling and sound ▪ features of sounds ▪ organs of speech ▪ L1 contrasts 	<p style="text-align: center;"><u>Text Units 1 and 2</u></p> <ul style="list-style-type: none"> ▪ begin to identify personal speech trouble spots ▪ take " Distinguishing English Speech Sounds" (non-graded quiz) ▪ begin "pronunciation therapy" groups in lab
four Plan Project for Harvest of Humanity (Contact Assignment)	<p><u>Syllable Stress</u></p> <ul style="list-style-type: none"> ▪ Reduced vowels in Unstressed syllables ▪ Stress in words with Affixes ▪ Shifts in stress ▪ Compound nouns 	<p style="text-align: center;"><u>Text Unit 3</u></p> <ul style="list-style-type: none"> ▪ Listening Quiz ▪ Finish Trouble Spot study plan ▪ Continue work from textbook
five Harvest of Humanity Plan and Trouble Spot Worksheet due	<ul style="list-style-type: none"> ▪ Vowel and Consonant Length ▪ Effects of environment on vowel length 	<p style="text-align: center;"><u>Text Unit 4</u></p> <ul style="list-style-type: none"> ▪ Continue Lab projects ▪ Begin work on Earth Day Project
six	<p><u>Sentence Stress</u></p> <ul style="list-style-type: none"> ▪ content and function words ▪ phrases and sentences ▪ rhythm of English ▪ more reductions 	<p style="text-align: center;"><u>Text Unit 5</u></p> <ul style="list-style-type: none"> ▪ Continue Lab projects
seven	<p><u>Word Stress and Phrasing</u></p> <ul style="list-style-type: none"> ▪ phrasing and linking ▪ phrasing and pausing ▪ numbers 	<p style="text-align: center;"><u>Text Unit 6</u></p> <ul style="list-style-type: none"> ▪ Continue Lab projects
eight	<p><u>Intonation</u></p> <ul style="list-style-type: none"> ▪ Rising and Falling Intonation ▪ Tag Questions ▪ Speaker Attitude 	<p style="text-align: center;"><u>Text Unit 7</u></p> <ul style="list-style-type: none"> ▪ Make "Two Letters" Tape ▪ Begin review for midterm
nine "Two Letters" tape due	<p>MIDTERM REVIEW AND LISTENING EXAM</p>	<p>Mid-term exam Wednesday</p>

Weeks	Focus	Notes
ten and eleven Begin to work on final skit!	Harvest of Humanity, Thursday, October 21. From Reading to Natural Speech	<ul style="list-style-type: none"> ▪ Continue Lab Projects ▪ Begin work on final project with assigned partner(s) -- see assignment description sheet
twelve	<u>Using a Dictionary for Pronunciation</u> <ul style="list-style-type: none"> ▪ Recognizing syllables ▪ Recognizing primary and secondary stress symbols ▪ 	<u>Text Unit 8</u> <ul style="list-style-type: none"> ▪ Listening Quiz
thirteen	<ul style="list-style-type: none"> ▪ Parts of Speech ▪ Review of phonetic symbols 	<ul style="list-style-type: none"> ▪ Work on skits with assigned partners
fourteen *"Why English is Hard to Learn" tape due	<ul style="list-style-type: none"> ▪ Common Trouble Spots ▪ Intensive individual and small group coaching 	<ul style="list-style-type: none"> ▪ Work on skits with assigned partners
fifteen and sixteen *Mouth Muscle Workout and Tongue Twister audio tape due Friday of Week Sixteen	Coaching on language for Final Project Skits	
Seventeen and eighteen	FINAL LISTENING EXAM AND VIEW VIDEO SKITS	<ul style="list-style-type: none"> • No lectures week seventeen → Video tape your skit in lab at the assigned time

***Note: The above schedule is to be used as a general plan for the semester. Specific dates and assignments may be changed. Not all assignments or quizzes are mentioned on this plan. Pay close attention during class to listen for additional assignments or changes to this schedule.**

ESL L310 -- Intermediate Pronunciation Skills

A student beginning this course should

- possess writing skills sufficient to organize ideas and prepare brief speeches and dialogs with adequate, but possibly inconsistent, control of sentence structure, time reference, and vocabulary appropriate for the context of the speech
- speak intelligibly enough to be understood by an attentive listener
 - may be unable to produce some of the sounds of standard American English
 - may have an accumulation of errors in grammar, word forms, and pronunciation features

Holistic Scoring Guide for Pronunciation Ability

Score	At this level, a speaker demonstrates the following abilities:
<p>Score of 5 -effective competence -communicates easily in most common situations -applies newly learned skills appropriately</p>	<ul style="list-style-type: none"> • generally uses a range of vocabulary appropriate for the situation • understands and responds appropriately to questions on a range of familiar topics • logically orders ideas • varies sentence structure • regularly pronounces the majority of American speech sounds correctly • uses stress, phrasing, intonation, linking and vowel reduction appropriately • varies stress and intonation patterns to shift meaning • frequently notices and self-corrects speech errors • may make occasional errors of any kind
<p>Score of 4 - general competence -communicates easily in some common situations -applies newly learned skills with varied success</p>	<ul style="list-style-type: none"> • uses vocabulary appropriate for the situation • responses demonstrate understanding of the context • regularly pronounces the majority of American speech sounds correctly • uses stress, phrasing, intonation, linking and vowel reduction inconsistently • sometimes varies stress and intonation patterns to shift meaning • sometimes notices and self-corrects speech errors • will make errors of any kind
<p>Score of 3 - emerging competence -communicates with some effort on the part of the conversation partner -sometimes attempts newly learned skills, but with limited success</p>	<ul style="list-style-type: none"> • uses very limited vocabulary for the situation • responses demonstrate inconsistent understanding of the context • always pronounces some American speech sounds incorrectly • inconsistently uses stress, phrasing, intonation, linking and vowel reduction • rarely varies stress and intonation patterns to shift meaning • rarely notices and self-corrects speech errors • will have some errors in most speech skills
<p>Score of 2 - some incompetence -communicates with great effort on the part of the conversation partner</p>	<ul style="list-style-type: none"> • uses very limited or inappropriate vocabulary for the situation • responses demonstrate limited or incorrect understanding of the context • some English words are unintelligible

Score	At this level, a speaker demonstrates the following abilities:
-rarely attempts newly learned skills, but with limited success	<ul style="list-style-type: none"> • rarely uses stress, phrasing, intonation, linking and vowel reduction correctly • uses words alone to indicate meaning • seldom self-corrects speech errors • will possibly have errors in every aspect of spoken English
<p>Score of 1 - clear incompetence -communicates only with a great deal of effort and cooperation from the conversation partner --doesn't succeed with or doesn't attempt newly presented skills</p>	<ul style="list-style-type: none"> • uses inappropriate vocabulary for the situation • usually misunderstands the context • many or most English words are unintelligible • speaks in disjointed words • uses words and/or gestures to indicate meaning • seldom self-corrects speech errors • has errors in every aspect of spoken English