

CUYAMACA COLLEGE

COURSE OUTLINE OF RECORD

ENGLISH AS A SECOND LANGUAGE 109 – AMERICAN ENGLISH PRONUNCIATION II

3 hours lecture, 3 units
Total contact hours: 48-52.5

Catalog Description

Intermediate level course to assist non-native American English learners develop oral and aural language skills through the improvement of understanding spoken English and articulation of the language. Intermediate level lessons include repetition and oral discrimination exercises; stress, rhythm and intonation exercises; and other types of oral production activities including poster talks, situational role-plays, short planned or impromptu speeches, and informal debates. Intermediate level listening tasks include aural discrimination exercises, evaluating short student speeches, dictations, note-taking, and comprehension tests. Students are expected to reduce their accent when speaking American English in addition to a number of problems with grammatical accuracy. Improvement scores are based on student and teacher analyses and assessments. **Pass/No Pass only. Non-degree applicable.**

Recommended Preparation

Grade of "Pass" in ESL 090 or equivalent or assessment

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Demonstrate the production of basic American English phonemes like /r/ /l/ /th/ and the vowels.
- 2) Differentiate the sound pattern of an American English sentence from sentences of other languages.
- 3) Produce paragraph-long discourse that can be understood by native speakers with a little or less effort.
- 4) Identify the aspects of American pronunciation that differ from other languages.
- 5) Self-evaluate one's pronunciation improvement and deficiencies that still require work.

Course Content

- 1) Discrimination of American English phonemes with a focus on problem sound contrasts at the intermediate level
- 2) Development of an understanding of syllables, including counting syllables, identifying stressed syllables, and, in a conscious way, producing utterances similar to American English at the intermediate level
- 3) Development of an understanding of pitch patterns, e.g., falling pitch for statements and rising pitch for yes-no questions, and producing utterances with rhythm and intonation that is comprehensible at the intermediate level
- 4) Discrimination between voiced and voiceless consonant phonemes with a focus on problem sound contrasts at the intermediate level
- 5) Contractions and other reduced forms of speech at the intermediate level
- 6) Textbook drills and exercises at the intermediate level; self-evaluate one's pronunciation improvement and deficiencies that still require work
- 7) Performance and assessment of various oral production activities, including poster talks, situational role-plays, short planned or impromptu speeches, and informal debates at the intermediate level

Course Objectives

Students will be able to:

- 1) Differentiate native-language phonemes from American English both orally and aurally as demonstrated in listening and speaking exercises.
- 2) Differentiate native-language stress, rhythm, and intonation patterns from American English both orally and aurally in student recordings presented in class.
- 3) Accurately produce the American English phonemes in repetition and sound discrimination drills.
- 4) Improve production of American English phonemes in connected speech as measured by instructor and student analyses and evaluation based on instructor-provided rubric applied to recorded speech and presentation exercises.
- 5) Demonstrate stress, rhythm, and intonation appropriate to American English as measured by instructor and student analyses and evaluation based on instructor-provided rubric applied to recorded speech and presentation exercises.
- 6) Understand and use contractions and other shortened forms in speaking exercises.
- 7) Display ability to read and use the International Phonetic Alphabet to improve pronunciation accuracy in homework and in-class exercises.
- 8) Conduct ongoing self-analyses of pronunciation problems and improvement.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Listening and speaking exercises scored using general and specific pronunciation rubrics measuring students' ability to adapt their phonetic production, as well as the stress, intonation, rhythm and other prosodic elements of their pronunciation.
- 2) Student recordings presented in class graded using general and specific pronunciation rubrics measuring their progress in adapting all elements of their pronunciation, including phonetic production as well as prosodic elements.
- 3) Quizzes measuring students' familiarity with the International Phonetic Alphabet and their ability to identify distinct phonemes in words and sentences.

- 4) Sound discrimination drills evaluated using general and specific pronunciation rubrics measuring students' ability to adapt their phonetic production, as well as the stress, intonation, rhythm and other prosodic elements of their pronunciation.
- 5) Self-evaluation forms completed at the beginning and end of the course measuring students' confidence and satisfaction levels with their overall pronunciation performance.

Special Materials Required of Student

- 1) Voice recording medium and storage and playback capability (tape recorder, MP3 player, iPod or some other audio device)
- 2) College English dictionary

Minimum Instructional Facilities

- 1) Smart classroom with video recording/playback equipment, document camera, audiocassette player
- 2) Computers with pronunciation improvement software

Method of Instruction

- 1) Repetition exercises
- 2) Lecture on various aspects of effective communication, such as active listening principles, speech rhetoric, pitch patterns of thought groups in longer utterance, and more
- 3) Demonstration and charting the place and manner of articulation of the phoneme
- 4) Phonemic discrimination drills contrasting native-speaker and non-native speaker phonemes
- 5) Diagramming, demonstration, and production of common American English intonation patterns using drills, multi-media recordings, and charts
- 6) Textbook and instructor-generated worksheet exercises individually assigned or in small group practice
- 7) Video demonstrating pronunciation patterns of American English
- 8) Computer-assisted exercises and analyses
- 9) Individual conferences discussing diagnostic test results, pronunciation improvement goals, and evaluation
- 10) Written exercises include interviews, surveys, reflections, dictations, and short speech outlines

Out-of-Class Assignments

- 1) Recording of vocal exercises and short passages for review in class
- 2) Writing assignments focused on the use of the International Phonetic Alphabet

Texts and References

- 1) Required (representative example): Chan, Marsha. *Phrase by Phrase*. 2nd edition. Sunburst Media. 2009.
- 2) Supplemental: None

Student Learning Outcomes

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

- 1) Use the International Phonetic Alphabet to write simple phrases that identify the specific pronunciation of each part of a word or phrase.
- 2) Record a high intermediate to advanced passage with mostly clear and comprehensible diction to listeners of the recording.