

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 452

COURSE TITLE

ESL BEGINNING PRONUNCIATION

TYPE COURSE

NON-FEE ESL

CATALOG COURSE DESCRIPTION

This course teaches basic American English sounds of letters, blends, and simple words, and develops students' ability to understand the sounds and pronounce the sounds appropriately and clearly. Instruction includes focused listening activities, basic pronunciation rules and exceptions to rules, extensive practice with both isolated sounds and sentence pronunciation. Cultural awareness, soft skills and critical thinking skills are integrated throughout the course. (FT)

LECTURE/LABORATORY HOURS

180

ADVISORIES

ESL Beg Low 2 or equivalent

RECOMMENDED SKILL LEVEL

- Knowledge of English alphabet and numbers
- Understanding of basic literacy level vocabulary or higher

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
SDCE students pursue short-term and life-long learning goals, mastering necessary skills and using resource management and self -advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Learn the sounds of American English.
2. Improve pronunciation skills of basic sounds, words and numbers at beginning ESL level.
3. Learn basic pronunciation rules and exceptions to rules.
4. Improve clarity of speech in oral communication.
5. Increase cultural awareness and ability to interact cooperatively in diverse environments.
6. Develop critical thinking skills, soft skills and digital literacy skills related to listening and speaking.

COURSE OBJECTIVES

1. Demonstrate understanding of basic sounds and words presented orally.
2. Pronounce key basic sounds, words and numbers comprehensibly.
3. Use appropriate intonation and rhythm in spoken sentences.
4. Apply pronunciation rules to level appropriate grammar forms.
5. Identify sounds, words, and phrasing that cause pronunciation difficulties.
6. Apply basic phonics rules to facilitate pronunciation.
7. Identify stressed and unstressed syllables in words and sentences.
8. Use pronunciation techniques to modify speech production to improve communication.
9. Demonstrate understanding of basic oral movements for sound production.
10. Use critical thinking skills to decipher sounds and words and to monitor production.
11. Work cooperatively in a culturally diverse setting employing appropriate soft skills.
12. Use technology to improve and assess pronunciation.

SECTION II

COURSE CONTENT AND SCOPE

1. Focused Listening
 - 1.1. Identifying key sounds
 - 1.1.1. Long and short vowels
 - 1.1.2. Consonants
 - 1.1.3. Blends
 - 1.2. Identifying key words in context
 - 1.3. Understanding connected speech
2. Phonics Applied to Pronunciation
 - 2.1. Vowels

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.1.1. Long and short vowels
- 2.1.2. Rules for vowel sounds
- 2.1.3. Silent *e*
- 2.1.4. Two-vowel rule
- 2.1.5. Vowels + *r*
- 2.2. Consonants
 - 2.2.1. Blends
 - 2.2.2. Final endings
 - 2.2.2.1. Continuants and stops
 - 2.2.2.2. Grammatical endings
 - 2.2.3. Spelling patterns
- 3. Syllables
 - 3.1. Identifying syllables
 - 3.2. Stressed and unstressed syllables
 - 3.3. Prefixes and suffixes
 - 3.4. Syllables added for *s* and *ed* endings
 - 3.5. Syllable reduction
 - 3.6. Unstressed vowels
- 4. Sentences
 - 4.1. Word stress
 - 4.2. Rhythm
 - 4.2.1. Stressed syllables
 - 4.2.2. Unstressed syllables
 - 4.2.3. Content words and function words
 - 4.3. Intonation
 - 4.3.1. Rising/falling
 - 4.3.2. Statements/questions
- 5. Oral Movements for Production of American English Sounds
 - 5.1. Tongue placements and movements
 - 5.2. Mouth movements
 - 5.2.1. Lip rounding
 - 5.2.2. Jaw movement
- 6. Difficult and Confusing Words
 - 6.1. Spelling patterns
 - 6.1.1. The letter *o*
 - 6.1.2. The letter *c*
 - 6.1.3. The letters *ch*
 - 6.1.4. The letter *a*
 - 6.1.5. The letters *ea*
 - 6.2. Homonyms
 - 6.3. Homographs
 - 6.4. Homophones
 - 6.5. Silent letters
- 7. Pronunciation for Everyday Living
 - 7.1. Numbers
 - 7.1.1. Ordinal

COURSE CONTENT AND SCOPE (CONTINUED)

- 7.1.2. Cardinal
- 7.1.3. Similar sounding numbers
- 7.2. Alphabet
- 7.3. Names, addresses and phone numbers
- 7.4. Times
- 7.5. Calendar
 - 7.5.1. Days of the week
 - 7.5.2. Months
 - 7.5.3. Dates
 - 7.5.4. Prepositions of time
- 8. Interactive Communications
 - 8.1. Everyday greetings
 - 8.2. Reduced speech
 - 8.3. Questions
 - 8.4. Short answer responses
- 9. Cultural Awareness
 - 9.1. Recognizing diverse sounds and intonation patterns of different languages
 - 9.2. Understanding cultural differences that impact cooperative interactions
- 10. Technology for Pronunciation
 - 10.1. Utilizing pronunciation websites
 - 10.2. Utilizing pronunciation software
 - 10.3. Utilizing recording devices
- 11. Soft Skills
 - 11.1. Team work
 - 11.2. Active listening
 - 11.3. Turn-taking

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

- 1. Dialogues, poems, chants, stories
- 2. Website content
- 3. Instructor-prepared materials
- 4. Simplified texts

WRITING ASSIGNMENTS

Writing assignments may include but are not limited to:

- 1. Dictation
- 2. Level-appropriate words and sentences

OUTSIDE ASSIGNMENTS

Outside assignments may include but are not limited to:

1. ESL websites to practice listening and pronunciation
2. Assigned pronunciation practice activities
3. Maintaining a list of words difficult to pronounce to share with the class

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include but are not limited to:

1. Identifying differences in sounds and words in focused listening practice
2. Distinguishing comprehensible and non-comprehensible speech production
3. Identifying sounds, words, and phrasing that cause pronunciation difficulties
4. Evaluating one's recorded speech to identify errors and make appropriate corrections

EVALUATION

Evaluation procedures may include but are not limited to:

1. Attendance and class participation
2. Evaluation of student pronunciation skills in a variety of situations
3. Assessments of listening comprehension

Upon successful completion of each course in the program, a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program, a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction may include but are not limited to:

1. Lecture/laboratory
2. Paired and group cooperative learning activities
3. Focused listening activities
4. Field trips

Technology is integrated into instruction via educational software, class websites, and digital devices. This course, or sections of this course, may be offered through distance learning.

TEXTS AND SUPPLIES

Jazz Chants, C. Graham, Academy Publications, current edition

Small Talk, C. Graham, Academy Publications, current edition

Grammar Chants, C. Graham, Academy Publications, current edition

Pronunciation Pairs, Ann Baker, Sharon Goldstein, Cambridge University Press, current edition

Sounds Easy (reproducible), Sharon Bassano, Alemany Press, current edition

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TEXTS AND SUPPLIES (CONTINUED)

Tune into English, Uwe Kind, Delta, current edition

Word by Word Phonics Picture Dictionary, S. Molinsky and B. Bliss, Prentice Hall, current edition

Clear Speech from the Start, Judy Gilbert, Cambridge University Press, current edition

Focus on Pronunciation 1, Linda Lane, Pierson, current edition

Supplemental materials may include but are not limited to:

San Diego Continuing Education *Phonics Lessons for ESL Literacy Students-Consonants*

San Diego Continuing Education *Phonics Lessons for ESL Literacy Students-Vowels*

Supplemental software

Internet resources

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DATE: 4/4/2018

REVISED BY: _____

DATE: _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100

California Community Colleges, Title 5, Section 55002

Continuing Education Catalog