SAMPLE PRONUNCIATION CLASS SYLLABUS

Lower-intermediate to high-intermediate to advanced levels of proficiency

Course Description:
This class is designed to help students whose native language is not English to gain functional intelligibility, functional communicability, increase self-confidence, and speech monitoring abilities. This will entail a better control of their pronunciation during a communicative task, a faster recovery from a communicative breakdown, and the overall intelligibility during spontaneous speech. The students will also improve aural sensitivity to the rhythmic quality of English by focusing on rhythm, stress, and intonation both separately and in the context of ‘natural’ speech. The students will also develop awareness of what is possible in English pronunciation through interaction with the instructor and with each other in pairs and in small groups. The course will use a variety of pronunciation and linguistic texts and related listening material, as well as pre-recorded samples of both native (different varieties) and non-native speech and will include role-play and presentations.

During the class students will:

- work on the identification and articulation of vowels, and consonants,
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- identify meaning-change through intonation
- practice correct articulation, rhythm and intonation
- apply principles of English sentence stress, rhythm, and linking.
- spend at least three (3) hours each week in the language laboratory and/or at home practicing pronunciation (??????).
- learn to self-monitor and self-correct for problem areas.

Upon completion of this course, learners will be able to:

- use basic IPA symbols (when required) and their frequently associated spelling patterns in both word and sentence levels for independent needs
- count the number of syllables in words and phrases
- produce rhythmically appropriate sentences (i.e., those that will be readily understood by both native and non-native speakers)
  - identify and use appropriate stress in words, phases, and sentences
- identify consonant and vowel clusters in word initial, medial, and final and use it across word boundaries (i.e. connected speech)
- recognize thought groups and be aware of the effects of stress patterns and pauses on meaning

**Overall Communicative Outcomes**
- identify personal pronunciation challenges and work on individual assignments to address them monitor their own speech
- implement strategies to improve their oral communication
- implement strategies to improve their listening comprehension demonstrate improvement in presenting oral material and in discussing informal and formal topics
- learn pronunciation independently by recognizing their own areas of weakness

**How can I assess and document these skills?**
- Telephoning English test?
- MLT Comprehension test? (based on dialogues between both NS-NS, and N-N speakers)
- “Guessing” an emotion (role-play in an assigned dialog)
- Read the paragraph (34% scores).
  - Rating criteria: (a) “correct” (aka, intelligible) pronunciation (5%); (b) intonation (5%); (c) sentence stress and weak forms (6%); (d) sound linking (6%); (e) consonant and vowel clusters word initially, medial, final, and across the word boundary (6%); and (f) thought group (6%).

**Course Requirements:** In order to receive a passing grade of "S" a student must:
- Attend at least 90% of the required classes.
- Meet the outcomes listed above.

**Materials:**
- *Clear Speech (with CD)*, Judy Gilbert, 2005
- Other supplementary materials and handouts will be provided by the teacher

**Lab Resources:**
- Web site resources: [http://iteslj.org/links/ESL/Pronunciation](http://iteslj.org/links/ESL/Pronunciation)
  - [http://www.soundsenglish.org](http://www.soundsenglish.org)