

Professor Graciela M. Anrrich

ESL/Foreign Languages Department, InterAmerican Campus

Topic: The Everglades

Rationale:

Many students have communication difficulties due to pronunciation issues. EAP 1501, which is a course designed to help students with English pronunciation. Two sounds that typically cause problems in the speech of Spanish speakers (virtually all of my students) are [θ], as in the last sound in *earth* and [v], as in *environment*. Since one of Miami Dade College's goals is to incorporate "greening" the curriculum into academic courses, I plan to combine the two goals into one lesson.

Objectives:

1. *Students will discuss earth ethics and specify ways in which they plan to be more environmentally responsible after reading a selected article on **The Everglades** orally.*
2. *Students will be able to pronounce target sounds [θ] and [v].*

Procedure:

Activity 1 - Instruction of Target Sounds

- a. Instruct students on the phonetic characteristics of the fricatives [θ] and [v].
- b. Discuss the reasons for the difficulty (**new sound, interference from native language, etc.**) by pointing out that, except for Northern Spain, the sound [θ] does not exist in Spanish and is thus a new sound for them.
- c. Discuss the little-known fact that in Spanish the sound [v] disappeared at the end of the 15th century and is thus new to most speakers.
- d. Discuss the discrepancy between the letter "v" and its corresponding sounds in Spanish ([b] or [β] depending on the phonetic environment) since transfer is the source of the interference.

Activity 2 – Practice (in-class activity)

- a. Students will be given a list of words with the target sounds in different phonetic environments.
- b. Students will identify the sounds by circling them upon hearing them pronounced.
- c. Students will practice sounds in specific exercises from the book.
- d. An article on **The Everglades** will be projected on the document camera; students will be made aware of the importance of saving paper in order to be environmentally responsible.
- e. Each student will read one paragraph from the article orally.
- f. Remaining students will highlight words with the target sounds.

Activity 3 – Cooperative Learning

- a. Students will be directed to the **Earth Ethics Institute** website for more information.
- b. Students will have in-group discussions on ways in which they can be more environmentally responsible.
- c. Each student will contribute one idea as to how s/he can be more environmentally conscious.
- d. A representative from each group will summarize for the class the most important points of the discussion.

Assessment:

Each student will read from a list and correctly pronounce 6 out of 10 words (3 out of 5 for each target sound).