

ADULT ESOL LESSON PLAN
LCP C - High Beginning
Phonemic Awareness Infusion
Pronunciation of /r/ and /l/ Consonants

Instructor Presentation – Handout A

ESOL Competencies: 24.04 Read and interpret information on medicine labels
34.02 Pronunciation of /r/ and /l/ consonants

Objective: Content focus- List and explain the parts of a medicine label. Read and interpret important medical information, practicing the targeted consonant sounds and usage within reading passages.

Language focus- Demonstrate the specific articulation of /r/ and /l/ consonant sounds, practice their contrasting production, and discriminate between their unique sounds and positions both orally and aurally.

Goal: To understand how to produce these pronunciation features, hear the different sounds, recognize them, produce them correctly when thinking about it, and practice correct pronunciation to be understood by others.

Materials: Handout A- Instructor’s Pronunciation Lesson
Handout B- Student Reading Passage

Procedures: 1. Explanation

For many students of American English, the /r / and /l/ sounds are confusing. The /r/ sound as it is pronounced in English does not exist in many languages. The /r/ in many languages is a **blend** of English /r/ and /l/ and is produced with articulators in a different position. Some students will have this sound as a problematic and produce /r/ by touching the roof of the mouth with the tongue. This results in a substitution of the /l/ sound (e.g.- rate becomes late; fright becomes flight). Some NNS may form an /r/ sound that is totally different from the English /r/, such as the trilled /r/ that Spanish speakers produce. Because these two sounds can be fairly difficult for most NNS, daily practice for several weeks may be necessary to strengthen the muscles of the tongue enough to make these sounds.

2. Articulation presentation and demonstration

/r/ sound

Placement- The /r/ sound **before a vowel** is made by turning the tip of the tongue toward the palate, but does NOT touch the roof of the mouth. Press the sides of your tongue against your upper back teeth. Your

tongue should be tense. The /r/ sound at the end of a word often follows a vowel and becomes a controlled /r/ sound (e.g. far, door, more).

Manner- Air stream is continuous and flows over the tongue. Lips are slightly open and slightly rounded or pushed out.

Voice- your vocal chords vibrate; it is a voiced sound.

Examples- refill, ready, directions, warning, tomorrow, appearr, are
(Note: other spelling patterns with the /r/ sound include silent /w/ write)

/l/ sound

Placement- The tip of the tongue is pressed against the gum ridge behind the upper front teeth. The /l/ sound **before a vowel** and /l/ in the **medial position** is produced with the front of the tongue touching the ridge just behind the teeth, and the **middle** of the tongue is **high**. The /l/ sound **after vowels** is produced with the back of the tongue touching the ridge behind the teeth and the **back** of the tongue is **high**. These two positions produce slightly different sounds.

Manner- Air flows around the sides of the tongue. It is continuous and passes over both sides of the tongue.

Voice- /l/ is voiced (vibration).

Examples- label, late, allergy, tallet, pill, relfill, capsle

(The sound of /l/ will be easier to produce if you concentrate on feeling your tongue tip press against the upper gum ridge like /t/.)

3. Reading Infusion (see Handout B)

- A. Read aloud with the class two times. Pronounce the bolded letters loud and strong, with emphasis to reinforce the placement of articulators and correct production.
- B. With a partner, read the passage aloud with normal stress (emphasis) and intonation (expression). Think about the sounds demonstrated and modeled by your teacher in the lesson as you read. Listen for the correct pronunciation. Your partner will tell you if s/he hears the correct sounds and understands your pronunciation.