



**COURSE OUTLINE : ESL 84**

**N Non-Credit**

**COURSE ID**

**JUNE 2020**

**COURSE DISCIPLINE :** ESL  
**COURSE NUMBER :** 84  
**COURSE TITLE (FULL) :** English as a Second Language North American Pronunciation for Intermediate Students  
**COURSE TITLE (SHORT) :** North American Pron Int

**CATALOG DESCRIPTION**

ESL 84 is designed for ESL students at the high beginning/low intermediate level of English acquisition. This course concentrates on approximating North American pronunciation in the speech of non-native students using a variety of techniques. Practice in the pronunciation of individual sounds, rhythm, lexical and prosodic stress, intonation and phraseology helps students communicate more effectively and helps prepare them for everyday communication activities. In ESL 84, students learn to use formal diction by making oral presentations and participating in class discussions at the high beginning/low intermediate level. They practice expressive speaking, appropriate facial expressions, and hand and body gestures. Lecture 80 hours.

Total Lecture Units: 0.00

Total Laboratory Units: 0.00

**Total Course Units: 0.00**

Total Lecture Hours: 80.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged:0.00

**Total Faculty Contact Hours: 80.00**

**Total Student Contact Hours: 80.00**

Recommended Preparation: ESL 20.



**ENTRY STANDARDS**

	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	ESL	20	ENGLISH AS A SECOND LANGUAGE LEVEL 2	Approximate standard American pronunciation to be understood by typical fluent speakers of English;	Yes
2	ESL	20	ENGLISH AS A SECOND LANGUAGE LEVEL 2	create verbal and written statements in the present, past, or future tenses related to basic needs and common activities;	Yes
3	ESL	20	ENGLISH AS A SECOND LANGUAGE LEVEL 2	respond to questions about short dialogues, monologues, and reading passages such as those presented in digital recordings or in textbooks;	Yes
4	ESL	20	ENGLISH AS A SECOND LANGUAGE LEVEL 2	compose sentences and simple paragraphs using appropriate subject-verb agreement, tense, aspect (e.g. simple versus progressive), and other standard writing conventions;	Yes
5	ESL	20	ENGLISH AS A SECOND LANGUAGE LEVEL 2	listen to and converse in spoken English about familiar everyday contexts within limited semantic and discourse realms.	Yes

**EXIT STANDARDS**

- 1 Describe strategies appropriate to improving communication with native speakers.
- 2 Apply segmental phonetic concepts which will improve students' understandability.
- 3 Judge peers' classroom presentations
- 4 Recognize, plan, and monitor features of the English sound system which differ from those of their native languages

**STUDENT LEARNING OUTCOMES**

- 1 Recognize basic stress, rhythm and intonation patterns to effectively understand words, phrases and short sentences with basic vocabulary.
- 2 Effectively use prosodic features such as stress, rhythm, prominence, thought groups, intonation, linking and reduced speech in a variety of contexts



**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	<p><b>PRONUNCIATION-SEGMENTAL FEATURES</b></p> <p>Places and methods of articulation</p> <ul style="list-style-type: none"> <li>• Lip, tongue, mouth, jaw</li> <li>• Voicing</li> <li>• Aspiration</li> </ul> <p>IPA (International Phonetic Alphabet) symbols for vowels and consonants</p> <p>Vowels</p> <ul style="list-style-type: none"> <li>• Comprehension and production of vowel sounds with "high functional load"</li> <li>• Vowel sounds and spellings</li> <li>• Tense and lax vowels</li> <li>• Use of schwa vowels in unstressed syllables</li> <li>• Glides</li> <li>• Diphthongs</li> </ul> <p>Consonants</p> <ul style="list-style-type: none"> <li>• Comprehension and production of consonant sounds with "high functional load"</li> </ul> <p>Grammatical Endings</p> <ul style="list-style-type: none"> <li>• Pronunciation of s/-es endings</li> <li>• Pronunciation of -ed endings</li> </ul>	35	0	35



2	<p><b>PRONUNCIATION-SUPRASEGMENTAL FEATURES</b></p> <p>Word Stress</p> <ul style="list-style-type: none"> <li>• Primary, Secondary, Unstressed</li> <li>• Prefixes and suffixes</li> <li>• Compound Nouns</li> <li>• Noun-verb Patterns</li> </ul> <p>Sentence Stress/Rhythm</p> <ul style="list-style-type: none"> <li>• Content vs. Functional Words</li> <li>• Focus words</li> <li>• Stress for emphasis</li> <li>• Stress for new information</li> <li>• Identify thought groups</li> </ul> <p>Intonation</p> <ul style="list-style-type: none"> <li>• Falling intonation</li> <li>• Wh- and Yes/No questions</li> <li>• Tag questions</li> <li>• Items in a series</li> </ul> <p>Reduced Speech</p> <ul style="list-style-type: none"> <li>• Linking (consonant-vowel, vowel-vowel)</li> <li>• Phrase/sentence reduction</li> <li>• Modal reduction</li> <li>• Reduction of auxiliary verbs</li> <li>• Reduction of "h"</li> </ul>	20	0	20
3	<p><b>GLOBAL FEATURES</b></p> <p>Gestures and Body Language</p> <p>Conversation turn-taking</p>	5	0	5



4	LISTENING	20	0	20
	Reductions in rapid speech			
	Dictation, cloze exercises			
	Situational Dialogues			
	Non-native accents			
Comprehension of mini-lectures	80			

**OUT OF CLASS ASSIGNMENTS**

- 1 Preparation and practice of oral presentations
- 2 Listening comprehension summaries
- 3 Interviews with native speakers

**METHODS OF EVALUATION**

- 1 Listening comprehension tests
- 2 A "before and after" individual pronunciation profile performed at the start and end of the semester
- 3 Oral presentations

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



**COURSE OUTLINE : ESL 84**

**N Non-Credit**

**COURSE ID**

**JUNE 2020**

**TEXTBOOKS**

<b>Title</b>	<b>Type</b>	<b>Publisher</b>	<b>Edition</b>	<b>Medium</b>	<b>Author</b>	<b>ISBN</b>	<b>Date</b>
Well Said: Pronunciation for Clear Communication	Supplemental	National Geographic	4		Grant, Linda	13: 978-1305641365	2017
Clear Speech	Supplemental	Cambridge	4		Gilbert, Judy	13: 978-1108659338	2017