



COURSE OUTLINE : ESL 86

N Non-Credit

COURSE ID

JUNE 2020

COURSE DISCIPLINE : ESL
COURSE NUMBER : 86
COURSE TITLE (FULL) : English as a Second Language North American Pronunciation for Advanced Students
COURSE TITLE (SHORT) : North American Pron Adv

CATALOG DESCRIPTION

ESL 86 is designed for ESL students at the advanced 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 86 students learn to use formal diction by making oral presentations and participating in class discussions at an Advanced ESL 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 30.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	Write paragraphs at the low-intermediate level with sufficient unity;	Yes
2	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	develop coherence and mechanical accuracy;	Yes
3	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level;	Yes
4	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	converse at a functional level adequate for everyday use on the campus and in the community;	Yes
5	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	respond to questions about recorded and live speeches, dialogues, role plays, and lectures;	Yes
6	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	decode 2,500-word reading passages,, respond to inference and recall questions, and utilize a monolingual English dictionary to advantage.	Yes

EXIT STANDARDS

- 1 Implement strategies appropriate to improving communication with native speakers.
- 2 Apply suprasegmental phonetic features which will improve students' understandability.
- 3 Recognize differences in American dialects.
- 4 Recognize, plan, and monitor features of the English sound system which differ from those of their native languages
- 5 Practice culturally appropriate presentation styles, using effective body language.



STUDENT LEARNING OUTCOMES

- 1 Understand and analyze prosodic features such as stress, rhythm, prominence, thought groups, intonation, linking and reduced speech as used in a variety of contexts
- 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>A. PRONUNCIATION-SEGMENTAL FEATURES</p> <p>Places and methods of articulation</p> <ul style="list-style-type: none"> • Lip, tongue, mouth, jaw • Voicing • Aspiration <p>IPA (International Phonetic Alphabet)symbols for vowels and consonants</p> <p>Vowels</p> <ul style="list-style-type: none"> • Review production of vowel sounds with “high functional load” • Vowel sounds and spelling • Tense and lax vowels • Use of the schwa vowel in unstressed syllables • Glides • Diphthongs • R-controlled vowels <p>Consonants</p> <ul style="list-style-type: none"> • Review production of consonant sounds with “high functional load” • Consonant clusters • Flap “t” <p>Grammatical Endings</p> <ul style="list-style-type: none"> • Pronunciation of s/-es endings • Pronunciation of -ed endings 	20	0	20



2	<p>PRONUNCIATION-SUPRASEGMENTAL FEATURES</p> <p>Word Stress</p> <ul style="list-style-type: none"> • Review Primary, secondary, unstressed syllables • Prefixes and suffixes • Compound nouns • Noun-Verb patterns • Phrasal verbs <p>Sentence Stress/Rhythm</p> <ul style="list-style-type: none"> • Review Content vs. Function words • Focus words • Stress for emphasis • Stress for new information • Divide streams of speech into thought groups <p>Intonation</p> <ul style="list-style-type: none"> • Falling Intonation • Wh- and Yes/No questions <p>Reduced Speech</p> <ul style="list-style-type: none"> • Linking (consonant-vowel, vowel-vowel) • Phrase/sentence reduction • Modal reduction • Reduction of auxiliary verbs • Reduction of "h" 	35	0	35
3	<p>GLOBAL FEATURES</p> <p>Gestures and body language</p>	5	0	5



4	LISTENING			
	Reductions in rapid speech			
	Dictation, Cloze exercises			
	Situational dialogues	20	0	20
	Non-native accents			
	Comprehension of 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



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Presentations

TEXTBOOKS

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