

**COURSE OUTLINE**

Revision: (Don Bissonnette and Kris Lysaker) July 2009

<b>DEPARTMENT:</b>	Basic and Transitional Studies
<b>CURRICULLUM:</b>	English as a Second Language
<b>COURSE TITLE:</b>	Level 4 Speaking, Listening, and Pronunciation
<b>COURSE NUMBER:</b>	ESL 046
<b>TYPE OF COURSE:</b>	Non-credit ESL
<b>COURSE LENGTH:</b>	10 weeks
<b>CREDIT HOURS:</b>	Variable 1 to 5
<b>LECTURE HOURS:</b>	Variable 5 - 50
<b>LAB HOURS:</b>	0
<b>CLASS SIZE:</b>	25
<b>PREREQUISITES:</b>	Enrollment in Level 4A or 4B Core ESL classes or test into the class via the placement exam
<b>COURSE DESCRIPTION:</b>	ESL 046 is a speaking, listening, and pronunciation course intended for students who have difficulty in spoken English and/or who have difficulty understanding native speakers of English in normal situations. Its purpose is to improve the pronunciation, speed, and comprehension (auditory discrimination) of non-native speakers of English. The course focuses on sounds in isolation, the blending of sounds in phrasal elements, and the production of sentences incorporating correct intonation, accent, speed, and rhythm.

**STUDENT LEARNING OUTCOMES ADDRESSED:**

1. Communication - Read and listen actively to learn and communicate. Speak and write effectively for personal, academic and career purposes.
2. Human Relations - Use social interactive skills to work in groups effectively. Recognize the diversity of cultural influences and values.
3. Personal Responsibility - Be motivated and able to continue learning and adapt to change. Value one's own skills, abilities, ideas and art. Take pride in one's work. Manage personal health and safety. Be aware of civic and environmental issues.
4. Information Literacy - Access and evaluate information from a variety of sources and contexts, including technology. Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

**GENERAL COURSES OBJECTIVES:**

At the end of the course, students will be better able to:

1. Demonstrate improvement in the pronunciation of English;
2. Recognize the patterns of intonation in English;
3. Demonstrate increased confidence in the production of selected basic sounds and phrases in American English;
4. Self-monitor their spoken English;
5. Demonstrate improved understanding of reduced speech.

**TOPICAL OUTLINE:**

1. Sounds in isolation, in blends, and in phrases will be introduced.
2. Stressed and unstressed syllables as well as long and short vowels will be repeated.
3. Troublesome consonants and consonant replacements will be pointed out.
4. Sentence rhythm and intonation will be practiced
5. Inflected endings such as *s*, *es*, *ed* will be practiced.
6. Reduction in consonant clusters and contractions will be practiced
7. Sounds will be introduced to students using the following cues:
  - a. Auditory cues for listening discrimination;
  - b. Visual cues for observing what is happening in the mouth in order for a sound or phrase to be made;
  - c. Kinesthetic cues for mechanically understanding how sounds are produced;
  - d. Tactile cues for feeling how sounds are produced.

### **Speaking and Listening Outcomes for Level 4**

**L-4.1-a.** Identifies essential information in the contexts of school, family, work, and community in an observed conversation in a variety of situations with assistance and repetition

**L-4.2-a.** Identifies key details and responds appropriately to requests for information and directions with some difficulty

**L-4.3-a.** Understands the use of formal and informal language, including reduced speech and common slang, with some difficulty

**L-4.4-a.** Distinguishes among questions, statements and imperatives based on voice patterns (stress, pitch, rhythm and intonation) with some difficulty

**S-4.1-a.** Uses a range of essential and descriptive vocabulary related to most everyday school, work, community, and social situations with difficulty.

**S-4.1-b.** Uses a range of essential and more descriptive vocabulary related to most everyday school, work, community, and social situations with some difficulty

**S-4.2-a.** Reports basic vocational skills and interests, and uses work-related vocabulary in a job situation (e.g. interview) with some difficulty

**S-4.3-a.** Initiates and maintains conversations in a variety of contexts (including telephones) with some difficulty

**S-4.4-a** Makes and responds to detailed requests and makes excuses in a variety of contexts with some difficulty

**S-4.5-a.** Responds appropriately to requests for, and states a personal opinion with support with some difficulty; makes statements of agreement and disagreement in a variety of contexts with some difficulty

**S-4.6-a.** Demonstrates the ability to give detailed process directions in familiar contexts with minimal assistance and some difficulty

**S-4.7-a.** Gives detailed descriptions of people, places, things, and events with some difficulty

**S-4.8-a.** Approximates accurate production of words, phrases, and simple statements using appropriate stress, rhythm and intonation in familiar contexts so that it is understandable to a lay person with some difficulty

**L-4.1-b.** Identifies essential information in the contexts of school, family, work, and community in an observed conversation in a variety of situations, with repetition

**L-4.2-b.** Identifies key details and responds appropriately to requests for information and directions with little difficulty

**L-4.3-b.** Understands the uses of formal and informal language, including reduced speech and common slang, with little difficulty

**L-4.4-b.** Distinguishes among questions, statements and imperatives based on voice patterns (stress, pitch, rhythm, and intonation) with little difficulty

**S-4.1-b.** Uses a range of essential and more descriptive vocabulary related to most everyday school, work, community, and social situations with some difficulty

**S-4.2-b.** Reports basic vocational skills and interests, and uses work-related vocabulary in a job situation (e.g. interview) with little difficulty

**S-4.3-b.** Initiates and maintains conversations in a variety of contexts (including telephones) with little difficulty

**S-4.4-b.** Makes and responds to detailed requests, and makes excuses in a variety of contexts with little difficulty

**S-4.5-b.** Responds appropriately to requests, and states a personal opinion with support with difficulty; also, makes statements of agreement and disagreement in a variety of contexts with some difficulty

**S-4.6-b.** Demonstrates the ability to give detailed process directions in familiar contexts with minimal assistance and little difficulty

**S-4.7-b.** Gives detailed descriptions of people, places, things, and events with little difficulty

**S-4.8-b.** Approximates accurate production of words, phrases, and simple statements using appropriate stress, rhythm and intonation in familiar contexts so that it is understandable to a lay person with some difficulty

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