

**COURSE OUTLINE**

Revision: (Don Bissonnette and Kris Lysaker) July 2009

**DEPARTMENT:** Basic and Transitional Studies

**CURRICULLUM:** English as a Second Language

**COURSE TITLE:** Level 5 Speaking, Listening, and Pronunciation

**COURSE NUMBER:** ESL 056

**TYPE OF COURSE:** Non-credit ESL

**COURSE LENGTH:** 10 weeks

**CREDIT HOURS:** Variable 1 to 5

**LECTURE HOURS:** 5 - 50

**LAB HOURS:** 0

**CLASS SIZE:** 25

**PREREQUISITES:** Enrollment in Level 5A or 5B Core ESL classes or test into the class via the placement exam

**COURSE DESCRIPTION:** ESL 056 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 5**

**L-5.1-a.** Identifies essential information in a variety of contexts and formats with some repetition

**L-5.2-a.** Understands patterns of reduced speech and linked words in a variety of settings with some repetition

**L-5.3-a.** Understands and responds appropriately to explanations and narratives, detailed instructions, and complex conversations when language is not adjusted to ELLs with difficulty

**S-5.1-a.** Uses a range of more complex and functional, formal and informal vocabulary related to most everyday school, work, community and social situations; uses a variety of complex sentence structures and grammatical forms in order to handle communicative tasks in familiar and unfamiliar settings with some difficulty.

**S-5.2-a.** Effectively initiates and responds to small talk, related to school, family, work, and community with some difficulty

**S-5.3-a.** Demonstrates the ability to give a short, organized presentation and respond to questions with some difficulty in controlled and structured situations

**S-5.4-a.** Uses, responds to, and differentiates between a range of non-verbal communication with some difficulty

**S-5.5-a.** Advocates and negotiates for self and others in a variety of situations (including complaints, requests, and personal and civil rights) with difficulty

**S-5.6-a.** Demonstrates an approximate level of appropriate stress, rhythm, intonation and pronunciation in a variety of contexts with some difficulty

**L-5.1-b.** Identifies essential information in a variety of contexts and formats with little or no repetition

**L-5.2-b.** Understands patterns of reduced speech and linked words in a variety of settings with little or no repetition

**L-5.3-b.** Understands and responds appropriately to explanations and narratives, detailed instructions, and complex conversations when language is not adjusted to ELLs, with some difficulty

**S-5.1-b.** Uses a range of more complex and functional, formal and informal vocabulary related to most everyday school, work, community, and social situations; uses a variety of complex sentence structures and grammatical forms in order to handle communicative tasks in familiar and unfamiliar settings with some difficulty.

**S-5.2-b.** Effectively initiates and responds to small talk, related to school, family, work, and community with little difficulty

**S-5.3-b.** Demonstrates the ability to give a short, organized presentation and respond to questions with little difficulty in controlled and structured situations

**S-5.4-b.** Uses, responds to, and differentiates between a range of non-verbal communication with some difficulty

**S-5.5b.** Advocates and negotiates for self and others in a variety of situations (including complaints, requests, and personal and civil rights) with some difficulty

**S-5.6-b.** Demonstrates an approximate level of appropriate stress, rhythm, intonation and pronunciation in a variety of contexts with little difficulty

Revised by Don Bissonnette and Kris Lysaker  
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