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## Course Outline for ESL 126

### INTERMEDIATE PRONUNCIATION AND FLUENCY

Effective: Spring 2019

#### I. CATALOG DESCRIPTION:

ESL 126 — INTERMEDIATE PRONUNCIATION AND FLUENCY — 2.00 units

Focused practice on recognizing and producing individual speech sounds, stress patterns, rhythm and intonation patterns, and grammatical signals through activities such as oral presentations, role play, authentic dialogue, and reading presentations.

2.00 Units Lecture

#### **Prerequisite**

ESL 130B - High-Beginning Grammar for Writing and Reading\*  
with a minimum grade of P  
or

ESL 131B - Beginning Reading and Writing II  
with a minimum grade of P  
or

ESL 136 - Pronunciation and Fluency  
with a minimum grade of P  
or

-  
placement through ESL assessment process

#### **Grading Methods:**

Pass/No Pass

#### **Discipline:**

- ESL

	<b>MIN</b>
<b>Lecture Hours:</b>	36.00
<b>Expected Outside of Class Hours:</b>	72.00
<b>No Unit Value Lab</b>	18.00
<b>Total Hours:</b>	126.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering the course a student should be able to:**

##### A. ESL130B

1. discuss English grammar using standard grammar terminology
2. distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
3. identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences.
4. identify and correctly use learned subordinating conjunctions ( after, as soon as, because, before, until, when) to create meaningful dependent clauses.
5. recognize and correctly use present and past simple and progressive/continuous verb tenses with verbs in the most frequently used 0-1000 English words, including verbs with grammar restrictions, with 80% accuracy
6. identify the verbs in independent and dependent clauses as linking, intransitive or transitive with 80% accuracy
7. recognize, spell, control the use of the verb forms (base, past, past participle, and present participle) from the list of most frequently used 0-1000 words in English with 80% accuracy
8. recall, spell, and control the use of the verbs from the list of most frequently used 0-1000 words in English that can be followed by a gerund or an infinitive (enjoy learning/hope to learn) with 80% accuracy
9. demonstrate the ability to understand and use some basic modals and verbal expressions to express present and past ability, permission, possibility, advice, and necessity
10. use the correct irregular forms of learned irregular nouns, verbs, adjectives, and adverbs with 80% accuracy
11. select and use the correct high frequency prepositions of time, place, and movement with 80% accuracy

12. use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
  13. use technology effectively to enhance and monitor learning
- B. ESL131B
1. Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
  2. Interpret non-text information (diagrams, charts, etc.) to support comprehension
  3. Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
  4. Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
  5. Express independent ideas and opinions about everyday and learned subjects in writing
  6. Identify and correct errors in writing based on learned grammar and spelling
  7. Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
  8. Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- C. ESL136
1. Pronounce learned vocabulary and idiomatic expressions understandably
  2. Communicate ideas in conversations one-to-one and in small groups
  3. Respond appropriately to nonverbal factors in oral communication
  4. Use rules of social interaction appropriately: introductions, turn taking, making requests
  5. Recognize and produce the long, clear, pitch changes of stressed words in streams of speech
  6. Recognize and produce stress on the content word/s in a sentence
  7. Recognize and produce de-emphasized word/s in a stream of speech
  8. Identify and produce focus on new information in conversation
  9. Recognize and produce a pause at the end of a thought group to signal completion of the thought
  10. Identify focus words in a reading passage and decide which syllable within the focus words to stress
  11. Read a paragraph or short passage using listener friendly pronunciation
  12. Group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
  13. Identify some pronunciation difficulties which are the result of linguistic background
  14. Identify some individual pronunciation difficulties and modify them

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. Participate in conversations, one-to-one, and small group discussions about social and academic topics
- B. Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs
- C. Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
- D. Listen and respond appropriately to concrete and abstract content and vocabulary
- E. Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions
- F. Respond appropriately to nonverbal factors in oral communication
- G. Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
- H. Summarize information from lectures and academic presentations and express personal responses and opinions
- I. Use rules of social interaction appropriately: introductions, turn taking, making requests
- J. Identify and correct some pronunciation difficulties which are the result of linguistic background
- K. Take dictation of sentences of multiple clauses
- L. Recite literature to the class: short stories and/or poems
- M. Retell, summarize, the events of a story

#### V. CONTENT:

- A. Participate in one-to-one discussions
- B. Problem solving and group activities to identify sounds
- C. Role play to use speech sounds
- D. Learn some common idiomatic expressions
- E. Practice pronunciation of:
  1. phonetic sounds
  2. reduced speech
  3. voiced-voiceless distinction
  4. intonation patterns
- F. listen to news reports, dramas, talk shows
- G. write sentences from dictated speech
- H. recognize the sound-spelling correspondence of past tense regular verbs and regular plural nouns
  - I. identify stress placement and vocabulary
  - J. comprehend reduced speech and blending
- K. analyze some contrasts between English and student's native language
- L. assess some individual needs of each student
- M. practice the sounds and rhythms of English that are problematic

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** - describing, for example, typical stress patterns in spoken English
- B. **Audio-visual Activity** - listening to audio recordings and summarizing, paraphrasing, or answering questions
- C. **Classroom Activity** - pair work reading aloud selected texts
- D. **Individualized Instruction** - working one-on-one to give feedback to students regarding their pronunciation
- E. **Projects** - preparing group or individual projects or speeches about inter-lingual interference or other topics
- F. **Discussion** - small group discussion of pronunciation challenges, for example
- G. **Student Presentations** - practiced speeches, for example

#### VII. TYPICAL ASSIGNMENTS:

- A. Listen-imitate-repeat tasks
- B. Minimal pairs repetition tasks
- C. Listen to and write down the following dictation
- D. Prepare and deliver a three-minute presentation on one feature of linguistic interference from your primary language
- E. Listening and transferring information such as completing a chart or form
- F. Recite this short poem to your partner
- G. Distinguishing task:
  1. For example: distinguish the correct form from aurally produced language to elicit a correct response

- a. This pen leaks. Then don't write with it
- b. This pan leaks. Then don't cook with it

#### VIII. EVALUATION:

##### **Methods/Frequency**

- A. Exams/Tests  
Minimum of two
- B. Quizzes  
Minimum frequency of every other week
- C. Oral Presentation  
Minimum of one
- D. Group Projects  
Minimum of one
- E. Class Participation  
Weekly
- F. Lab Activities  
Weekly
- G. Class Performance  
Weekly

#### IX. TYPICAL TEXTS:

1. Cameron, S. (2018). *Perfecting Your English Pronunciation* (2nd ed.). New York, New York: McGraw-Hill.
2. Gilbert, J.B. (2017). *Clear Speech* (4th ed.). New York, New York: Cambridge.
3. Hancock, M. (2017). *English Pronunciation in Use Intermediate Book* (2nd ed.). New York, New York: Cambridge .
4. Mojsin, L. (2016). *Mastering the American Accent* (2nd ed.). Hauppauge, New York: Barron's .
5. Cook, A. (2017). *American Accent Training* (4th ed.). Hauppauge, New York: Barron's.
6. Longman Dictionary of American English

#### X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Computer disks and / or computer software