

# Course Outline

NEW: October/2006



**Program:** English as a Second Language (ESL & Citizenship)

**Course of Study:** English as a Second Language (ESL)

**Course:** 2:1050 ESL Multi Level

**50-04-52**

**ESL Multi Level/Pronunciation Basics**

## Course Description:

This competency-based course provides instruction in pronunciation basics to improve English language proficiency for limited English-speaking adults. Reading comprehension is enhanced by introducing simple spelling and sounding rules for identifying words in written text. The course emphasizes fundamental aspects of pronunciation that build and reinforce listening and speaking skills for students at all levels.

**Credits:** 0\*

**Hours:** 20

## Prerequisites:

ESL Beginning Literacy (50-01-58) or equivalent skills

\* This is a non-credit course and may be repeated to learn specific competencies.

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*ESL Multi Level/Pronunciation Basics (50-04-52) October/2006, LAUSD Division of Adult and Career Education*

***CBE***  
***COMPETENCY-BASED EDUCATION***

**Course Outline Competency-Based Components**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

*(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)*

<b>Course Outline Components</b>	<b>Location</b>
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GOALS AND PURPOSES	Cover
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*The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.*

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES	pp. 7-9
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*Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.*

Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**CBE**  
**COMPETENCY-BASED EDUCATION (continued)**

<b>Course Outline Components</b>	<b>Location</b>
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INSTRUCTIONAL STRATEGIES	p. 12
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*Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.*

Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
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*The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.*

The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES	p. 14
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*The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.*

Instructor's monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
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*After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.*

## ***GUIDELINES for IMPLEMENTATION***

- The purpose of this class is to provide instruction and practice in the elements of English pronunciation which have the greatest impact on intelligibility.
- To ensure healthy class numbers, advertise this class with plenty of lead time and compile a list of interested students, including contact information.
- A class set of the textbook *Clear Speech from the Start* by Judy Gilbert (Cambridge University Press, 2005) is required for this course. It is recommended that the instructor use the accompanying teacher's manual and audio program.
- It is suggested that this course be offered in class sessions no more than two hours in length. Short, frequent classes provide the best opportunity for student success.

### **Suggestions for Using the Selected Textbook**

- Use the *Clear Speech from the Start Teacher's Resource Book* for lesson planning. The book includes all the pages in the student text, important background information, and suggestions for teaching the pronunciation competencies in this course outline.
- Assess student proficiency at the beginning of the course with pair work activities from Units 1 and 2 of the *Clear Speech from the Start Student's Book* and quizzes from Units 1 and 2 in the *Clear Speech from the Start Teacher's Resource Book*.
- Use conversation activities provided in the *Clear Speech from the Start Student's Book* and the reproducible unit quizzes from the *Clear Speech from the Start Teacher's Resource Book* to evaluate student progress.
- Use rubber bands to illustrate vowel length as suggested in the *Clear Speech from the Start Teacher's Resource Book*.
- Use the *Clear Speech from the Start Class Audio CD/cassette* to model stress and intonation patterns.
- Provide students with clear plastic overlays to use with class sets of the *Clear Speech from the Start Student's Book* for filling in answers to exercises.

***EXIT LANGUAGE SKILL PROFICIENCIES  
for the ESL Multi Level/Pronunciation Basics Course***

Upon exiting the ESL Multi Level/Pronunciation Basics Course, students will demonstrate the following proficiencies:

**Listening**

- Recognize distinctions between sounds that are crucial for understanding.

**Speaking**

- Speak intelligibly by using English pronunciation patterns for sounds, syllables, rhythm and intonation.

**Reading**

- Apply simple decoding rules for sounds and spelling to interpret written text.

**Writing**

- Write and correctly spell words practiced in classroom activities.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the ESL Multi Level/Pronunciation Basics Course**

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	Textbook Pages*
<p>I. THE ALPHABET</p> <p>(3 hours)</p>	<p>1. Pronounce the names of the letters of the alphabet to clarify spoken communication (<i>e.g. My name is Josephine, J-o-s-e-p-h-i-n-e.</i>)</p>	<p>Unit 1: pp. 2-5 Unit 2: pp. 7, 10-11 Unit 3: pp. 17-18 Review: p. 25 Appendix C</p>
<p>II. VOWELS</p> <p>(3 hours)</p>	<p>1. Pronounce the “alphabet” vowel sounds and “relative” vowel sounds (See glossary.) (<i>e.g. The word “speak” is an example of the Two Vowel Rule: the first vowel “e” says its alphabet name and the second vowel “a” is silent.</i>)</p>	<p>Unit 2: pp. 8-11, 16-17 Unit 4: pp. 19-23 Unit 6: p. 39 Review: p. 57 Appendix D</p>

\*Correlating pages in the student text, *Clear Speech from the Start*. Select only those pages that most effectively address students’ needs and ESL level. It is not necessary to cover all the pages listed.

Competency Area and Topic	Minimal Competencies	Textbook Pages
<p>III. BASIC CONTRASTS AND ENDING SOUNDS</p> <p>(4 hours)</p>	<p>4. Identify key sounds that impart grammatical meaning.</p> <p>a. The final “s” that indicates plurals, third person singular verbs, and possessives (<i>e.g. hats, learns, Jack’s</i>)</p> <p>b. The final “d” that indicates the past tense (<i>e.g. walked, closed, needed</i>)</p> <p>c. Final sound “l,” emphasizing the contrast between the present and future tense endings (<i>e.g. I read the newspaper; I’ll read the newspaper.</i>)</p> <p>d. “R” as a final sound (<i>far, are, where</i>) and contrasts of final sounds “l” and “d.”</p> <p>e. Endings for cardinal numbers (<i>e.g. thirty, thirteen</i>)</p> <p>f. Endings for ordinal numbers (<i>e.g. fourth, sixth</i>)</p> <p>5. Distinguish between the sounds and practice pronouncing words ending in “l” and “d.”</p>	<p>Unit 12: pp. 81-84, 86-90 Unit 15: p. 106 Review: p. 85</p> <p>Unit 5: pp. 32-34</p> <p>Unit 9: pp. 64-65</p> <p>Unit 11: pp. 72-75, 78-80</p> <p>Unit 13: pp. 91-96</p> <p>Unit 15: pp. 108-109, 111 Appendix B</p> <p>Unit 9: pp. 60-63 Unit 10: pp. 67-70</p>
<p>IV. RHYTHM AND INTONATION</p> <p>(3 hours)</p>	<p>6. Identify and use patterns of intonation and rhythm in common phrases and sentences used in daily speech (<i>e.g. lowering the voice following a statement and raising the voice at the end of a question with a “yes” or “no” answer.</i>)</p>	<p>“Music of English” boxes throughout the text*</p>

\*Audio content of the “Music of English Boxes is found on the Class Audio cassettes/CDs and on the Student Audio CD included with the Student’s Book.

Competency Area and Topic	Minimal Competencies	Textbook Pages
V. SYLLABIC AWARENESS  (3 hours)	7. Develop syllabic awareness. a. Identify syllables in words. b. Identify the number of syllables in a word and the numbers of words in a phrase or sentence ( <i>e.g. there are 2 syllables in the word "milkshake" and 5 syllables in the sentence "I want a milkshake".</i> )	Unit 3: pp. 12-16, 18, 31 Review: pp. 49, 66
VI. SYLLABLE STRESS  (2 hours)	8. Identify and apply stress patterns. a. Apply syllabic stress in phrases and sentences. b. Lengthen vowels in stressed syllables. c. Shorten vowels in unstressed syllables. d. Stress important words in sentences. e. Reduce vowels to the schwa sound in unstressed syllables.*	Unit 5: pp. 26-31 Unit 6: pp. 35-41
VII. EMPHASIS  (2 hours)	9. Stress key words to emphasize meaning and correct communication errors. ( <i>e.g. I need a pen. A pencil? No, a <b>pen</b>.</i> )	Unit 7: pp. 42-50 Unit 8: p. 58 Unit 13: p. 97 Unit 16: pp. 116-117

\* Refer to the *Clear Speech from the Start Teacher's resource Book*.

## ***GLOSSARY of PRONUNCIATION TERMS in the SELECTED TEXTBOOK***

The following definitions explain pronunciation terms used in *Clear Speech from the Start*, by Judy Gilbert (Cambridge University Press, 2005). In some cases, new terminology has been created to make the concepts more accessible for ESL students.

**Alphabet Vowel Sounds** – Vowel sounds that say their own name. These vowel sounds are commonly referred to as “long vowels” (the vowels in *came, see, I, boat, cute*).\*

**Continuants** – Consonants that are sounded by releasing a steady stream of air through a narrow passageway between the tongue and the roof of the mouth. /s/ and /z/ are examples of continuants. They are also called sibilants.

**Decoding** – Using phonics and spelling rules to figure out how a word is pronounced.

**Grammatical Markers** – Sounds and syllables that carry grammatical meaning such as the *–ed* ending that marks regular verbs in the past tense.

**Intonation** – Patterns that result from the rise and fall of pitch in the pronunciation of phrases, sentences and questions.

**Linking** – The feature of spoken English in which the final sound of a word is linked to the initial sound of the following word.

**One Vowel Rule** – When there is only one vowel in a syllable, the vowel usually does not say its alphabet name but is pronounced with its Relative Vowel Sound (see below). Some common exceptions to this rule are short words such as: *me, we, she, he, hi, so, go*.

**Phonetic Symbols** – Symbols that represent the sounds of English.

**Pitch** – High/low changes of the voice.

**Relative Vowel Sounds** – Vowel sounds that do not say their own name. These vowel sounds are commonly referred to as “short vowels” (the vowels in *can, bed, it, hot, run*).\*

**Rhythm** – The phrasing and timing patterns of spoken English caused by uneven syllable length in stressed and unstressed words and syllables.

**Schwa** – The most frequent unstressed vowel sound in English. Any vowel can have this sound in an unstressed syllable or word.

**Stops** – Consonants that are sounded by completely blocking the air stream before it is released. /t/ and /d/ are examples of stops.

**Strong Syllables** – Stressed syllables.

***GLOSSARY of PRONUNCIATION TERMS in the SELECTED TEXTBOOK  
(continued)***

**Two Vowel Rule** – When two vowels are together in a word, the first vowel says its alphabet name and the second vowel is silent. There are exceptions to this rule.

**Weak Syllables** – Unstressed syllables.

**Weak Vowel Sounds** – Vowel sounds that occur in words and syllables that are not stressed. The vowel sound is weaker, shorter and not clear. Weak vowel sounds are usually pronounced as a schwa, e.g., the vowel sounds in the first and third syllables of the word *promotion*.

\* The traditional phonics terms for “long” and “short” vowels have been renamed to more accurately reflect the pronunciation of English vowels. “Short” and “long” imply that the vowel sound is held longer with the long vowels. This is not always the case. Often vowels referred to as “short” vowels take just as long, or longer, to say than the “long” vowels. The terms used in the text, Alphabet Vowel Sounds and Relative Vowel Sounds, are effective for use with ESL students.

## ***INSTRUCTIONAL STRATEGIES***

Instructional Strategies for the ESL Multi Level/Pronunciation Basics course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

### **California Model Standards for ESL Instruction**

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.
2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.
3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.
4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).
5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.
6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.
7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.
8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).
9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

## ***SUGGESTED INSTRUCTIONAL RESOURCES***

### **INSTRUCTIONAL MATERIALS**

Gilbert, Judy B. *Clear Speech from the Start Student's Book*. Cambridge University Press, 2005. ISBN-13: 978-0-52-161905-9

(Class set required for the Pronunciation Basics course)

An approach for teaching basic elements of pronunciation for students in beginning through advanced levels. Each student's book comes with a student audio CD that contains some, but not all, of the listening exercises in the book.

Gilbert, Judy B. *Clear Speech From The Start Teacher's Resource Book*. Cambridge University Press, 2001. ISBN-13: 978-0-52-163736-7

Contains all the textbook pages in the *Clear Speech from the Start Student's Book*, background information and suggestions, teaching tips, unit quizzes based on recordings on the accompanying audio CD, and audio program scripts.

Gilbert, Judy B. *Clear Speech From The Start Class Audio Program*. Cambridge University Press, 2001. CD-Audio ISBN-13: 978-0-52-179966-9; Audio cassette ISBN-13: 978-0-52-163736-7

Contains all listening exercises in the *Clear Speech from the Start Student's Book*. The audio program is available in CD or audiocassette format.

It is suggested that clear plastic overlays be provided to students to use as covers when completing writing exercises in the student text.

### **ADDITIONAL RESOURCE MATERIALS FOR TEACHERS**

Card readers, blank cards, headphones and microphone. CardMaster card readers available from Califone International Inc.; 800-722-0500; [www.califone.com](http://www.califone.com).

Card readers allow students to practice pronunciation activities independently.

*Teaching Pronunciation*, by Celce-Murcia, Brinton, Goodwin (Cambridge University Press, 1996); [www.cambridge.org](http://www.cambridge.org).

A comprehensive reference for teachers of English to speakers of other languages.

*Accurate English*, by Dauer (Pearson Longman, 1993)

Appropriate for advanced level students.

*Pronouncercizing*, by Alexander (Powerhouse Publishing, 2002); [www.pronouncercizing.com](http://www.pronouncercizing.com).

A whole-body approach for teaching the sounds of English. Appropriate for all levels of ESL from beginning literacy to advanced.

### **RESOURCE PERSONS**

Subject area coordinator and advisers

*ESL Multi Level/Pronunciation Basics (50-04-52) October/2006, LAUSD Division of Adult and Career Education*

## ***PLACEMENT and EVALUATION PROCEDURES***

### **Placement**

It is recommended that students have acquired some beginning-level English skills before being placed in this class.

### **Ongoing Evaluation**

Teachers will assess and evaluate student pronunciation during classroom activities and on unit quizzes.

### **Final Evaluation**

The final evaluation for students in this class will be teacher-created and may include a rubric for assessing intelligibility as demonstrated in conversational activities.

## ***TEACHER FEEDBACK FORM***

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

### **Personal Information (Optional)**

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Contact Number \_\_\_\_\_

### **Feedback**

Course Number and/or Title of Course \_\_\_\_\_

Directions: Please respond to these statements. If you choose a "No" or "Sometimes" response, please comment.

Statement	Yes	No	Sometimes
1. This outline is easy to use.			
2. This outline contains appropriate content for the course.			
3. This outline reflects the needs of my students.			
4. This outline reflects the current educational standards.			
5. I use this outline to plan my lessons.			
6. I use the materials/textbook suggested for use with this course.			
7. The materials/textbooks suggested for use with this course correlate with the competencies.			

Comments for above statements:

Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?
2. What is the most helpful section or feature of this course outline? Why?
3. What section or feature of this course outline do you use the least? Why?
4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

Error	Correction	Page Number

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Bulding, 18<sup>th</sup> Floor, Room 185.

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### Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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