

ESL 714CP Course Outline as of Fall 2011**CATALOG INFORMATION**

Dept and Nbr: ESL 714CP Title: BEG- HI NC ESL CONV/PRON
 Full Title: Beginning-High Non-Credit ESL Conversation/Pronunciation
 Last Reviewed: 3/28/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	0	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: Non-Credit
 Grading: Non-Credit Course
 Repeatability: 27 - Exempt From Repeat Provisions
 Also Listed As:
 Formerly:

Catalog Description:

This class is for non-native speakers of English with limited ability to function independently in English in everyday situations. Particular emphasis on vocabulary development, pronunciation and oral language skills needed in real-life settings.

Prerequisites/Corequisites:**Recommended Preparation:**

Recommend concurrent or previous enrollment in ESL 714

Limits on Enrollment:**Schedule of Classes Information:**

Description: This class is for non-native speakers of English with limited ability to function independently in English in everyday situations. Particular emphasis on vocabulary development, pronunciation and oral language skills needed in real-life settings. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended: Recommend concurrent or previous enrollment in ESL 714

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course students should be able to:

1. Improve English pronunciation in context of realistic conversations about school, work, and the community.
2. Initiate and conduct a level-appropriate conversation or interview with an employer, medical provider, or school official.
3. Identify academic, vocational, and personal goals and skills needed to achieve these goals.
4. Use appropriate language to actively participate in classroom activities.
5. Use culturally appropriate communication strategies in group work and individual interactions at school, work, and in the community.

Topics and Scope:

A. Academic Skills

1. Vocabulary and interactions related to academic environments
 - a. Language needed to participate in classroom discussions
 - b. Language needed for inquiries
2. Language needed to access academic information
 - a. Voicemail
 - b. Recorded menus
3. Recorded interviews and narratives, readings and activities about personal, academic and vocational goals
4. Study skills needed to achieve academic and vocational goals
 - a. Good attendance
 - b. Time management skills
 - c. Organization of materials

B. Real-Life Skills

1. Topics related to daily life using level-appropriate grammar
 - a. Family and friends

- b. Neighborhood
- c. Work
- d. Housing
- e. Community resources
- f. Cross cultural differences and similarities
- 2. Practice speaking and listening skills in various social contexts using level-appropriate grammar
 - a. Community
 - 1) Making an appointment
 - 2) Requesting information
 - 3) Stating health needs
 - b. Vocational settings
 - 1) Following directions
 - 2) Stating job skills
 - 3) Explaining an absence
- C. Pronunciation Skills
 - 1. Recognition of phonemic sounds and pronunciation of vowels, consonants, and blends
 - 2. Spelling patterns to predict corresponding sounds
 - 3. Use of appropriate intonation needed in questions and statements in the context of conducting interviews or giving oral presentations
 - 4. Self-monitoring of pronunciation skills studied in class
- D. Culturally Appropriate Conversation Skills
 - 1. Appropriate greetings in different contexts
 - 2. Conversation strategies in formal and informal settings
 - 3. Non-verbal communication skills including active listening signals and gestures used to clarify interactions
 - 4. The language of group work in real-life situations
 - a. Agreement
 - b. Disagreement
 - c. Expressing opinions
 - d. Interrupting

Assignment:

This course will emphasize student-centered activities designed to develop listening, speaking and pronunciation skills. The following represent the types of assignments that may be included:

- A. In-class work:
 - 1. Vocabulary building exercises
 - 2. Pair and group activities
 - 3. Role plays
 - 4. Problem-solving activities in small groups
 - 5. Discussions and written journal entries in response to stories on a variety of themes related to real-life situations
 - 6. Listening activities requiring oral response
 - 7. Objective exams and quizzes
 - 8. Individual and small group presentations
 - 9. Listening to stories and/or guest speakers and re-telling, and/or taking notes on main idea and supporting details, both orally and in writing
 - 10. Dictations
 - 11. Oral descriptions from pictures and real-life situations
 - 12. Use of technology such as the internet, ESL websites and software to facilitate

communication and/or to improve vocabulary, conversation and pronunciation skills

B. Homework:

1. Surveys and interviews
2. Use of technology to gather and take notes on key information (e.g. telephone transactions involving “menu” selections)
3. Request information from school and community resources and take notes
4. Prepare brief oral and written presentations with a group
5. Individual recordings using voicemail
6. Listening to TV and radio programs in English

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, in-home listening exercises with corresponding activities

Writing
10 - 20%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, Cooperative group work and projects

Problem solving
20 - 35%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, performance exams, independent projects

Skill Demonstrations
20 - 35%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, matching items, completion

Exams
10 - 15%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance, participation, student portfolios

Other Category
10 - 15%

Representative Textbooks and Materials:

New Oxford Picture Dictionary, Shapiro, et al, Oxford University Press, 1998, and accompanying Literacy Program (Classic)

Live Action English, Romijn, Command Performance Language Institute, 1997 (Classic)

Now Hear This, Foley, Heinle ELT, 1994 (Classic)

Sounds Great Book 1, Beisbier, Heinle ELT, 1994 (Classic)

Talk Time 1, Stempleski, Oxford University Press, 2006

Instructor-prepared materials.