

**ESL 714CP Course Outline as of Fall 2019****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	2.75	17.5	Lecture Scheduled	48.13
Minimum	0	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	2.75		Contact Total	48.13
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 96.25

Total Student Learning Hours: 144.38

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 using English in everyday situations. Particular emphasis on vocabulary development, pronunciation and oral language skills needed in real-life settings.

**Prerequisites/Corequisites:****Recommended Preparation:**

Course Completion of ESL 714 or qualifying placement

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

Description: This class is for non-native speakers of English with limited ability to function independently using 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: Course Completion of ESL 714 or qualifying placement

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>		Effective:	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

**Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Demonstrate level-appropriate listening and speaking skills needed to communicate in a variety of real-life contexts at school, work, and in the community.
2. Use culturally appropriate communication skills in interactions at work, school, and in the community.

**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:**

I. Academic Skills

A. Vocabulary and interactions related to academic environments

1. Language needed to participate in classroom discussions
2. Language needed for inquiries

B. Language needed to access academic information

1. Voicemail
2. Recorded menus

C. Recorded interviews and narratives, readings and activities about personal, academic and vocational goals

D. Study skills needed to achieve academic and vocational goals

1. Good attendance
2. Time management skills
3. Organization of materials

## II. Real-Life Skills

- A. Topics related to daily life using level-appropriate grammar
  1. Family and friends
  2. Neighborhood
  3. Work
  4. Housing
  5. Community resources
  6. Cross cultural differences and similarities
- B. Practice speaking and listening skills in various social contexts using level-appropriate grammar
  1. Community
    - a. Making an appointment
    - b. Requesting information
    - c. Stating health needs
  2. Vocational settings
    - a. Following directions
    - b. Stating job skills
    - c. Explaining an absence

## III. Pronunciation Skills

- A. Recognition of phonemic sounds and pronunciation of vowels, consonants, and blends
- B. Prediction of corresponding sounds using spelling patterns
- C. Use of appropriate intonation needed in questions and statements in the context of conducting interviews or giving oral presentations
- D. Self-monitoring of pronunciation skills studied in class

## IV. Culturally Appropriate Conversation Skills

- A. Appropriate greetings in different contexts
- B. Conversation strategies in formal and informal settings
- C. Non-verbal communication skills including active listening signals and gestures used to clarify interactions
- D. The language of group work in real-life situations
  1. Agreement
  2. Disagreement
  3. Expressing opinions
  4. Interrupting

### **Assignment:**

This course will emphasize student-centered activities designed to develop listening, speaking and pronunciation skills.

1. Objective exams (1-2) and quizzes (0-8)
2. Use of technology such as the internet, ESL websites and software to facilitate communication and/or to improve vocabulary, conversation and pronunciation skills (no grade)
3. Listening to TV and radio programs in English (no grade)

Problem-solving assignments (5 - 7), such as:

1. Vocabulary building exercise
2. Problem-solving activities in small groups

Skill Demonstrations assignments (7 - 21), such as:

1. Individual recordings using voicemail
2. Pair and group activities
3. Role plays
4. Listening activities requiring oral response
5. Individual and small group presentations
6. Oral descriptions from pictures and real-life situations
7. Surveys and interviews

Skill Demonstrations and/or Writing assignments (7 - 15), such as:

1. Discussions and written journal entries in response to stories on a variety of themes related to real-life situations
2. Use of technology to gather and take notes on key information (e.g. telephone transactions involving “menu” selections)
3. 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
4. Dictations
5. Requesting information from school and community resources and take notes
6. Preparation of brief oral and written presentations with a group

### 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.

Writing assignments
---------------------

Writing 10 - 20%
---------------------

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

Problem-solving assignments
-----------------------------

Problem solving 20 - 35%
-----------------------------

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

Skill demonstration assignments
---------------------------------

Skill Demonstrations 20 - 35%
----------------------------------

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

Objective exams and quizzes
-----------------------------

Exams 10 - 15%
-------------------

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

**Representative Textbooks and Materials:**

Touchstone 1. 2nd ed. McCarthy, Michael and McCarten, Jeanne and Sandiford, Helen.

Cambridge University Press. 2014 (classic)

Now Hear This. 3rd ed. Foley, Barbara. Heinle Cengage Learning. 2009 (classic)

Oxford Picture Dictionary Monolingual English. 2nd ed. Adelson-Goldstein, Jayme and Shapiro, Norma. Oxford University Press. 2008 (classic)

Let's Talk 1. 2nd ed. Jones, Leo. Cambridge. 2007 (classic)

Talk Time 1. Stempleski, Susan. Oxford University Press. 2006 (classic)

Take on Listening - Listening and Speaking Strategies, Level 1. Gabler, Burt and Scholnick, Nadia. McGraw-Hill. 2002 (classic)

Live Action English. 4th ed. Romijn, Elizabeth and Seely, Contee. Command Performance Language Institute. 1997 (classic)

Sounds Great Book 1. Beisbier, Beverly. Thomson Heinle. 1994 (classic)

Instructor-prepared materials.