

# ELL G016N: CONVERSATION AND PRONUNCIATION 1

Item	Value
Curriculum Committee Approval Date	11/15/2022
Top Code	493087 - English as a Second Language - Integrated
Units	0 Total Units
Hours	36 Total Hours (Lecture Hours 36)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Grading Policy	P/NP/SP Non-Credit (D)

## Course Description

This noncredit course is the first level of the Conversation and Pronunciation sequence for multilingual students. It is designed to increase the basic ability to develop speech clarity and listening comprehension through a pronunciation-based approach paired with communicative activities. Beginning English speakers will review American rhythm and intonation patterns and participate in common conversational situations on a basic level. Open Entry/Open Exit. NOT DEGREE APPLICABLE. Not Transferable.

## Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Produce natural linking of phrases and sentences.
3. Identify the main idea and some details of a brief conversation.
4. Demonstrate native-like intonation, rhythm, and stress in common sentences.

## Course Objectives

- 1. Identify alphabet and vowel sounds in target words.
- 2. Express the difference between alphabet and relative vowel sounds.
- 3. Identify the correct number of syllables in words and phrases.
- 4. Discriminate contrasting vowel sounds in minimal pairs.
- 5. Discriminate word endings in /s/ or /z/.
- 6. Identify final intonation in sentences, Y/N questions, and W/H questions.
- 7. Identify word and sentence stress.
- 8. Employ nonverbal gestures and clarification questions to clear up misinterpretations.
- 9. Express simple transactions without using facial or hand gestures.

## Lecture Content

Conversation Topics Personal Information: introduce oneself, another individual, and replying to others introductions At School: ask for location of classroom items; include prepositions to find things, places, and individuals; ask for location of classrooms and offices on campus

Free Time (travel): discuss where people are from; describe cities and countries; ask for and give directions for different types of transportation Shopping: purchase items at a shopping mall, grocery store, or clothing store; utilize proper statements to get attention, request and provide opinions, utilize proper language to illustrate the color, fabric, style, and size of clothing. Time: discuss "time zones"; request and tell time Daily living: use proper questions to rent and/or buy real estate; talk about price and condition; compare two different apartments/houses. Work: discuss birthdays, holidays, and celebrations; request and provide information about future schedules Health: discuss ailments and health issues; give suggestions; give instructions. Overview of nonverbal communication in American society; hand and face gestures; sense of space Listening Recognize the main ideas and details Distinguish between a sentence and a question Identify connectors that compare concepts Speaking Convey straightforward beliefs Convey agreement and disagreement Give and reply to suggestions Make a request for, give, and reply to clarification or repetition Request, provide, and reply to advice Pronunciation The Alphabet and Vowels Listening to and saying the alphabet vowels Key words for the alphabet vowels The Two Vowel Rule The Two Vowel Rule in a short word Words that end in the letter -e Words with two vowel letters together Asking how to spell words Syllables Tapping and counting syllables The Two Vowel Rule for syllables The One Vowel Rule Linking with /n/ The One Vowel Rule Listening to relative vowel sounds Linking with /n/ Strong Syllables Linking with /m/ The Strong Syllable Rules Listening for and saying strong syllables Extra syllable in the past tense Linking with /m/ Weak Syllables Linking Vowels Comparing the vowels in strong and weak syllables The Weak Syllable Rules Saying strong and weak syllables Linking vowels from one word to the next Stop Sounds /t/ and /d/ and Continuing Sounds /s/ and /z/ Linking with /t/, /d/, /s/, and /z/ Comparing stop sounds /t/ and /d/ to continuing sounds /s/ and /z/ Listening for plural words ending in /s/ or /z/ Linking with /t/, /d/, /s/, and /z/ Continuing and Stop Sounds + /s/ or /z/ Linking with /s/ and /z/ Listening for final /s/ or /z/ to distinguish singular and plural

## Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

## Reading Assignments

Reading assignments that require students to recognize the spelling of alphabet vowel sounds in words with more than one syllable. Reading assignments that require students to identify the most important word in a word group. Reading assignments that require students to determine when to add an extra syllable to form a past tense verb. Reading assignments that have students identify the focus words in a sentence.

## Writing Assignments

Writing exercises that require students to demonstrate the ability to use IPA symbols. Dictation activities that require students to write what they hear. Writing exercises where students write down a classmates response in a short interview. Listening exercises to identify the correct number of syllables.

## Out-of-class Assignments

Assignments where students have to record their pronunciation of words and sentences. Assignments where students have to repeat themselves after an audio or video recording.

## Demonstration of Critical Thinking

Recognize important signals of the natural rhythms of English Recognize the meaning of contractions Understand the English system of rhythm Identify and produce pitch patterns in English Identify and produce the musical qualities of stress and intonation Distinguish between focus words and function words Recognize the importance of linking

## Required Writing, Problem Solving, Skills Demonstration

Applied performance (e.g., follow oral and/or written directions, oral interview, take notes (key information) Presentations (e.g., individual vs. group, peer vs. teacher vs. outside evaluator grading) Projects/reports Tests (e.g., fill-in-the-blank, cloze, sentence completion, dictation, short answer, true/false, multiple choice, match) Observation (e.g., during individual and group collaborations) Cooperative experience (e.g., focus groups, student teams, study groups) Simulation (e.g., role play, visualization, modeling concepts, skits/dramas) Informal conversations

## Eligible Disciplines

ESL: Masters degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelors degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND masters degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Masters degree required.

## Textbooks Resources

1. Required Gilbert, J.. Clear Speech from the Start, 2 ed. Cambridge University Press (latest), 2012 Rationale: This book support students learning both in the classroom and beyond. Specifically, it will help students speak more clearly, listen to other people efficiently, and guess the pronunciation of written words.