

# ELL G026N: CONVERSATION AND PRONUNCIATION 2

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 second 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. Intermediate English speakers will practice the musical aspects of English – rhythm, stress, and intonation – in everyday communication. Open Entry/Open Exit. NOT DEGREE APPLICABLE. Not Transferable.

## Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Identify the main idea and some details of a brief conversation on a variety of everyday topics.
3. Develop speech-monitoring abilities for outside classroom use.
4. Identify basic sounds as well as its basic rhythm, stress, and intonation patterns in context.

## Course Objectives

- 1. Identify the correct number of syllables in multi-syllable words and phrases.
- 2. Distinguish between alphabet and relative vowel sounds.
- 3. Contrast between clear vowels and the schwa.
- 4. Demonstrate the stress patterns in words, phrases, sentences and/or connected speech.
- 5. Apply common English intonation and rhythm patterns in phrases, sentences and/or connected speech.
- 6. Identify key ideas and details from context in short conversations and monologues.
- 7. Apply a range of nonverbal communication signals to bolster communication.
- 8. Employ nonverbal gestures and clarification questions to clear up misinterpretations.
- 9. Employ strategies to respectfully interrupt a conversation to make a crucial point or give attention back to the speaker.

## Lecture Content

Conversation Topics Free Time: organize vacations or mandatory trips; dialogue with travel agents, hotels, rental car companies, and other vacation industry-related businesses Time: talk about life in the past, present, and future; depict changes and differences Daily Living: dialogue with landlords and HOA companies; talk about housing necessities and hopes Work: dialogue with supervisors, peers, and assistants; receive and provide feedback; understand and answer commands and warnings; utilize idioms to build relationships Health: dialogue with healthcare providers at doctor offices and other health organizations; comprehend and ask clarification questions about medical prescriptions; comprehend and ask clarification question about warning labels and potential side effects of medication American Culture: ask clarification questions about American holidays, rituals, and traditions; present on holidays, customs, and traditions from the students home country Nonverbal communication in American society: identify hand gestures and meanings; identify space requirements Listening Deduce meaning from context Deduce fact-based information from context Deduce a speakers intention Deduce a speakers point of view and feelings from choice of diction Deduce differences based on context Speaking Request for and convey beliefs Support concepts with specific details and examples Utilize follow-up questions to prolong conversations, request clarification, or get information Utilize language techniques to influence emotion Utilize transitions when delivering short speeches or oral presentations Utilize strategies to disrupt respectfully Pronunciation Syllables Introducing syllables Counting syllables Syllable number in past and present tense verbs Silent letters Vowels and Vowel Rules Alphabet vowel sounds The Two Vowel Rule Relative vowel sounds The One Vowel Rule Contrasting alphabet vowel sounds and relative vowel sounds Word Stress and Vowel Length Stressed syllables Rules for Stress and Vowel Length The Two Vowel Rule and One Vowel Rule for Multi-Syllable Words Word Stress and Vowel Clarity Clear vowels Schwa Contrasting clear vowels and schwa Stress Rules for Vowel Length and Vowel Clarity Identifying stress in multi-syllable words Word Stress Patterns Listening to stress patterns Stress Rule for Two-Syllable Words Stress Rules for Word Endings Stress Rule for Two-Syllable Verbs Stress Rule for Compound Nouns

## Method(s) of Instruction

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

## Reading Assignments

Use a dictionary to determine the number of syllables in a word. Reading and repeating syllables, words, and sentences.

## Writing Assignments

Activities that require students to record themselves producing vowels, phrases, and sentences. Activities that require students to listen to an audio or video recording and repeat themselves after the recording.

## Out-of-class Assignments

Writing activities that require students to apply basic vowel spelling patterns on the stressed syllable of common multisyllabic words. Writing activities where students must identify the stressed syllable. Dictation activities that require students to write down what they hear.

## 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, 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.