

# ELL G036N: CONVERSATION AND PRONUNCIATION 3

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 third 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. Advanced English speakers will learn to incorporate the musical aspects of English easily and effectively – rhythm, stress, and intonation – in various speaking settings. Open Entry/ Open Exit. NOT DEGREE APPLICABLE. Not Transferable.

## Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Reproduce appropriate sounds singly and in combination in context.
3. Produce correct stress, intonation and rhythm patterns in common phrases and sentences.
4. Apply strategies to solve pronunciation errors.
5. Identify the speaker's intention from a speech or oral presentation.

## Course Objectives

- 1. Distinguish between singular and plural words.
- 2. Differentiate between voiced and voiceless sounds.
- 3. Apply stress patterns in sentences and/or connected speech.
- 4. Identify intonation patterns in sentences and/or connected speech.
- 5. Use linking patterns and reductions.
- 6. Produce sibilant contrasts to differentiate word endings.
- 7. Distinguish consonant and vowel clusters in word initial, medial, and final and use in connected speech.
- 8. Identify and respond to classmates clarification questions on common topics.
- 9. Restate the speakers main ideas.
- 10. Express and support personal preferences.
- 11. Employ strategies to make compromises and counterarguments.

and worries; cultural problems and matters; contemporary family developments; concern for the elderly; life as permanent or temporary resident of America At School: locate student services; join student organizations or clubs Free Time: discuss the advantages of relaxing activities; hobbies and fun activities; creating/breaking habits; sports exercise; taking risks vs. avoiding risks Shopping: discuss being smart financially; short-term and long-term financial targets; credit cards and debt; make financial arrangements; spending habits; give to philanthropical purposes Daily Living: urban life vs. rural life; conduct in public locations and cultural variations; social responsibility; problems and solutions in the city; essential communication between various members of the community, such as childrens teachers, the police, store employees, landlords, and neighbors Work: dialogue with managers, peers, and assistants; talk effectively with vendors and customers; obtain and provide feedback, including constructive criticism; utilize idioms to build relationships Reevaluation of nonverbal communication in American society; identify hand and face gestures and connotations; identify personal space requirements; understand emotions; find the necessity for further clarification questions or silence Listening Make predictions from lengthier and more complicated listenings Locate main ideas and important details Determine the speakers point of view Associate problems and solutions Identify language to acknowledge a point and introduce a counterargument Identify persuasion with parallel structure i >Identify rhetorical questions Speaking State and provide evidence for nuanced beliefs Summarize and/or rephrase a speakers key idea Utilize expressions to rectify a myth or misunderstanding Utilize unbiased clarification questions to further foster mutual understanding during dialogue Integrate parallel structure to make a persuasive argument Make compromises to establish counterarguments Pronunciation Sentence Focus: Emphasizing Content Words Contrast Focus words Focus and content words Emphasizing focus words Sentence Focus: De-emphasizing Structure Words Focus and structure words Contractions and reductions Choosing the Focus Word Focus in conversations Disagreeing and correcting Emphasizing Structure Words Emphasizing structure words Continuants and Stops: /s/ and /t/ Introducing continuants and stops Saying /s/ and /t/ Singular and plural words Continuants and Stops: /r/ and /d/, /l/ and /d/ Saying /r/ and /d/ The sound combination /rd/ Past and present tense verbs Saying /l/ and /d/ Contractions with final /l/ and /d/ The sound combination /ld/ Voicing Introducing voicing Saying /s/ and /z/ Saying /f/ and /v/ Voiced and voiceless sounds for the spelling -th Voicing and Syllable Length Aspiration Introducing voicing and syllable length Rule for Vowels Followed by a Voiced Consonant Aspiration i

## Method(s) of Instruction

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

## Reading Assignments

Read dialogues and identify focus shifts. Read a text and underline all the words with the target sounds. Read sentences and identify the thought groups in sentences.

## Writing Assignments

Writing assignments where students have to write sentence and circle the focus word. Dictation activities that require students to write what they hear. Writing assignments that require students to write a dialogue and mark the end of though groups.

## Lecture Content

Conversation Topics Family: disputes in relationships; children/teenager-parent problems; shifting family demographics, generational matters

## Out-of-class Assignments

Assignments where students must record themselves saying target sounds, words, and sentences. Speaking exercises where students must repeat themselves after an audio/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, 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.