

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

ESLA 449

**COURSE TITLE**

ESL Beginning Literacy Conversation

**TYPE COURSE**

Non-fee

**CATALOG COURSE DESCRIPTION**

This foundational course develops listening, pronunciation, vocabulary, grammar and speaking skills in English for beginners. Students participate in listening activities, pronunciation drills, vocabulary and grammar development, and conversation role play. Self-advocacy skills and cultural awareness are integrated throughout the course. (FT)

**LECTURE HOURS/LABORATORY HOURS**

90 – 108

**ADVISORIES**

None

**INSTITUTIONAL STUDENT LEARNING OUTCOMES**

1. Social Responsibility  
SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCCE students demonstrate effective communication skills.
3. Critical Thinking  
SDCCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development  
SDCCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.
5. Diversity, Equity, Inclusion, Anti-racism, and Access  
SDCCE students critically and ethically engage with local and global issues using principles of equity, civility, and compassion as they apply their knowledge and skills; exhibiting awareness, appreciation, respect, and advocacy for diverse individuals, groups, and cultures.

## COURSE GOALS

1. Develop listening and speaking skills at a beginning ESL level.
2. Develop knowledge of basic grammar structures including statements and questions.
3. Develop knowledge of key vocabulary to accomplish a communication goal.
4. Expand cultural awareness to interact cooperatively in diverse environments.
5. Learn language for self-advocacy including the ability to state needs, acquire information, and express preferences.

## COURSE OBJECTIVES

The student will be able to...

1. Identify individual sounds, syllables, phrases, and simple words by listening.
2. Demonstrate understanding of basic, level-appropriate vocabulary.
3. Demonstrate understanding of one-step instructions and simple questions.
4. Pronounce basic sounds and words comprehensively.
5. Use common greetings and other basic oral expressions appropriate for a given context.
6. Use previously learned words and phrases to engage in simple, real-life conversations.
7. Ask and answer WH questions (who, what, when, where) to acquire and give information.
8. Utilize non-verbal communication strategies appropriate for a given context.
9. State needs, acquire information, and express preferences to self-advocate.
10. Demonstrate understanding of and use level-appropriate English grammar.

## SECTION II

### COURSE CONTENT AND SCOPE

1. Basic Listening
  - 1.1. Identifying sounds
  - 1.2. Identifying syllables
  - 1.3. Identifying words
  - 1.4. Identifying phrases
2. Focused Listening
  - 2.1 Listening for key sounds in context
  - 2.2 Listening for key words in context
  - 2.3 Listening for the gist in context
  - 2.4 Listening for details in context
3. Pronunciation
  - 3.1. Vowel sounds
  - 3.2. Consonant sounds
  - 3.3. Blends
  - 3.4. Syllables
  - 3.5. Linking sounds
  - 3.6. Intonation
4. Vocabulary
  - 4.1. Alphabet
  - 4.2. Cardinal and ordinal numbers
  - 4.3. Personal information

- 4.4. Key words and phrases to understand and participate actively in different contexts
  - 4.4.1. Adult education classroom
  - 4.4.2. Work
  - 4.4.3. Community: store, clinic, child's school
- 5. Oral Expressions
  - 5.1. Introductions
  - 5.2. Social expressions
    - 5.2.1. Greeting/taking leave
      - 5.2.1.1 Cultural awareness/sharing of customs
    - 5.2.2. Small talk
    - 5.2.3. Gratitude, regret
    - 5.2.3. Politeness, formality
  - 5.3. Feelings
    - 5.3.1. Expressing emotions
    - 5.3.2. Expressing comfort/discomfort
  - 5.4. Opinions
    - 5.4.1. Agreeing
    - 5.4.2. Disagreeing
- 6. Basic Oral Interactions in Relevant Contexts
  - 6.1. Making and understanding simple requests
  - 6.2. Asking and offering assistance
  - 6.3. Offering and accepting food
  - 6.4. Making appointments
  - 6.5. Explaining an absence
  - 6.6. Describing a health symptom
  - 6.7. Sharing customs and traditions
- 7. Non-verbal communications
  - 7. 1. Gestures
  - 7. 2. Body language
  - 7. 3. Facial expressions
- 8. Conversation Skills
  - 8.1. Speaking one at a time
  - 8.2. Contributing to conversations
  - 8.3. Active listening
    - 8.3.1 Requesting and providing clarification
- 9. Grammar
  - 9.1. Verb tenses that indicate present and past
  - 9.2. Questions and responses
    - 9.2.1. Yes/no questions
    - 9.2.2. WH questions
  - 9.3. Subject/verb agreement
    - 9.3.1 Contractions
  - 9.4. Modal of Ability
    - 9.4.1. Can
  - 9.5. Pronouns
    - 9.5.1. Subject pronouns
    - 9.5.2. Object pronouns
  - 9.6. Word order

### APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

1. Story boards
2. Lists
3. Chants
3. Dialogues
4. Simplified text
5. Instructor-created materials

### WRITING ASSIGNMENTS

Writing assignments may include but are not limited to:

1. Write important information in a message. For example, listen and note dates/times about an appointment in a role play with a receptionist.
2. Write notes for a teacher or co-worker.

### OUTSIDE ASSIGNMENTS

Outside assignments may include but are not limited to:

1. Making recordings to practice speaking
2. Online activities to practice listening and pronunciation

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include but are not limited to:

1. Categorizing sounds and words.
2. Ask appropriate questions to meet a need.
3. Express needs, preferences, agreement, and disagreement.

### EVALUATION

Evaluation consists of monitoring students' participation and progress on a continuing basis and assessing students on the attainment of the objectives listed in this course outline. Evaluation procedures may include but are not limited to:

- Listening comprehension assessments
- Pronunciation/speaking assessments
- Teacher observation and assessment of student performance in a variety of situations (e.g., whole group, small group, paired, individual activities)
- Role play
- Self-assessments

### METHOD OF INSTRUCTION

Methods of instruction may include but are not limited to:

- Focused listening activities
- Early production techniques
- Choral response
- Role play
- Audiolingual dialog practice
- Paired and group activities
- Cooperative learning activities
- Field trips

### TEXTS AND SUPPLIES

*Oxford Picture Dictionary*, Oxford University Press, Jayme Adelson-Goldstein and Norma Shapiro, current edition

*ESL Beginning Literacy Booklet*, Ann Marie Holzknecht, OER, current edition

*Beginning Level ESL Student Guide*, San Diego College of Continuing Education, current edition

Web Resources:

<https://www.learningchocolate.com>

Binder, paper, pencil, pen

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DATE: 3/15/24

Instructors must meet all requirements stated in Policy 5500 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

### REFERENCES:

San Diego Community College District Policy 5500  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog