SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 450

COURSE TITLE

ESL BEGINNING CONVERSATION

TYPE COURSE

NON-FEE   ESL

CATALOG COURSE DESCRIPTION

This course provides instruction and extensive practice to develop beginning
level ESL students' listening, pronunciation, vocabulary, grammar and
conversation skills. Instruction includes focused listening activities, pronunciation
drills, vocabulary development, grammar review, and conversation practices.
Critical thinking skills and cultural awareness are integrated throughout the
course. (FT)

LECTURE/LABORATORY HOURS

180

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

Knowledge of English alphabet and numbers
Understanding of basic literacy level vocabulary or higher

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1.   Social Responsibility
     SDCE students demonstrate interpersonal skills by learning and working
     cooperatively in a diverse environment.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

2. Effective Communication
   SDCE students demonstrate effective communication skills.
3. Critical Thinking
   SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
   SDCE 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.

COURSE GOALS

1. Improve listening and speaking skills at a beginning ESL level.
2. Increase accuracy in pronunciation of basic, common words and numbers.
3. Increase use of level-appropriate grammar when communicating orally.
4. Develop vocabulary knowledge and usage.
5. Improve basic conversational skills and build confidence in speaking with others.
6. Increase cultural awareness and language skills to interact cooperatively in diverse environments.
7. Develop critical thinking skills to participate in group discussions, express opinions and make decisions.

COURSE OBJECTIVES

1. Demonstrate understanding and use of sounds, basic words and simple conversations.
2. Pronounce key basic sounds and words comprehensively and use appropriate intonation in spoken sentences.
3. Demonstrate understanding of and use basic, level-appropriate vocabulary.
4. Utilize conversation strategies including clarification techniques and expressions of agreement/disagreement.
5. Ask and answer *WH* questions *(who, what, when, why)* to discuss information.
6. Use previously learned words and phrases to engage in simple conversational exchanges.
7. Describe people, places, things, events, feelings; express opinions.
8. Use common salutations and other level-appropriate oral expressions.
9. Demonstrate understanding of and use level-appropriate English grammar.
10. Use critical thinking skills to decipher sounds and words, solve problems and make decisions.
11. Demonstrate understanding of culturally-appropriate verbal and non-verbal communication.

<u>SECTION II</u>

<u>COURSE CONTENT AND SCOPE</u>

1. Focused listening
    1.1. Identifying key sounds
    1.2. Identifying key words
    1.3. Listening for details
    1.4. Listening for gist
    1.5. Following directions

2. Pronunciation
    2.1. Vowel sounds
    2.2. Consonant sounds
    2.3. Blends
    2.4. Syllables
    2.5. Intonation in sentences
        2.5.1. Stress words
        2.5.2. Statements/questions

3. Vocabulary
    3.1. Alphabet
    3.2. Ordinal and cardinal numbers
    3.3. Descriptions of people, places, and events
    3.4. Personal information
    3.5. Descriptions of daily activities and needs
    3.6. Vocabulary for work
        3.6.1. Identifying vocations
        3.6.2. Stating job skills

4. Oral Expressions
    4.1. Introductions
    4.2. Polite social expressions
        4.2.1. Salutations/farewells
        4.2.2. Polite interrupting
        4.2.3. Small talk
    4.3. Expressions of feelings/emotions
        4.3.1. Expressing regret
        4.3.2. Expressing surprise
        4.3.3. Expressing pleasure

5. Grammar
    5.1. Simple present, past and future verbs
    5.2. Words that indicate past, present, and future time
    5.3. Questions and responses
        5.3.1. *Yes/no* questions

COURSE CONTENT AND SCOPE (CONTINUED)

      5.3.2. *WH* questions
   5.4. Subject/verb agreement
   5.5. Pronouns
      5.5.1. Subjective
      5.5.2. Objective
      5.5.3. Possessive
   5.6. Word order

6. Conversation
   6.1. Conversation strategies
      6.1.1. Speaking one at a time
      6.1.2. Contributing to conversations
      6.1.3. Making group decisions
      6.1.4. Group problem solving
      6.1.5. Requesting and providing clarification
   6.2. Expressions of opinion
      6.2.1. Agreeing
      6.2.2. Disagreeing
   6.3. Non-verbal communications
      6.3.1. Gestures
      6.3.2. Body language
      6.3.3. Facial expressions
   6.4. Real-life conversations
      6.4.1. Making requests
      6.4.2. Asking and offering assistance
      6.4.3. Offering and accepting food
      6.4.4. Making appointments
      6.4.5. Explaining an absence
      6.4.6. Discussing health

7. Cultural awareness
   7.1. Customs and traditions
   7.2. Varying manners of communication

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

1. Dialogues, poems, and chants
2. Website content
3. Instructor-prepared materials
4. Simplified texts

WRITING ASSIGNMENTS

Writing assignments may include but are not limited to:

1. Dictation
2. Level-appropriate simple sentences and paragraphs

OUTSIDE ASSIGNMENTS

Outside assignments may include but are not limited to:

1. Workbook activities
2. ESL websites 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. Identifying differences in sounds and words in focused listening activities.
2. Participating in classroom discussions.

EVALUATION

Evaluation consists of monitoring students' attendance 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:

1. Attendance and class participation
2. Teacher observation of student performance in a variety of situations (e.g., paired activities, small group activities, presentations and role-plays)
3. Listening comprehension assessments

METHOD OF INSTRUCTION

Methods of instruction may include but are not limited to:

1. Instructor presentations/lectures
2. Paired and group cooperative learning activities
3. Focused listening activities
4. Field trips
5. Class discussions requiring critical thinking

METHOD OF INSTRUCTION (CONTINUED)

Technology is integrated into instruction via educational software, class websites, and digital devices. This course, or sections of this course, may be offered through distance learning.

TEXTS AND SUPPLIES

Classroom texts may include but are not limited to:

Basic Oxford Picture Dictionary, Jayme A.Goldstein, Oxford University Press, current edition
ESL Literacy, Y. Wong Nishio, Longman ELT, current edition
Expressways 1, Steven Molinsky, Bill Bliss, Pearson ELT, current edition
Going Places, L. Maharg and E. Burton, Longman ELT, current edition
Jazz Chants for Children, C. Graham, Academy Publications, current edition
Jazz Chants, C. Graham, Academy Publications, current edition
Pronunciation Pairs, Ann Baker, Sharon Goldstein, Cambridge University Press, current edition
Side by Side Plus, S. Molinsky and B.Bliss, Pearson ELT, current edition
Sounds Easy (reproducible), Sharon Bassano, Alemany Press, current edition
Tune into English, Uwe Kind, Delta, current edition
Word by Word Picture Dictionary, S. Molinsky and B.Bliss, Prentice Hall, current edition
Word by Word Primary Phonics Picture Dictionary, S. Molinsky and B.Bliss, Prentice Hall, current edition

Supplemental materials may include but are not limited to:

Instructor-created lessons and materials
Picture dictionaries

Internet resources:

usalearns.org
english.com
sheeporship.com
lyrictraining.com

PREPARED BY: Jan Forstrom   DATE: June 26, 2017

REVISED BY: DATE:

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

<u>REFERENCES</u>:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog