

**Skyline College**  
**Official Course Outline**

**Date:** March 19, 2007

**1. TITLE:**

ESOL 851: High-Beginning ESL Listening & Speaking  
3 units, 3 hours per week, with 1 hour by arrangement

Prerequisite: none

Recommendation: Appropriate skill level of ESOL 810, or 811, as indicated by ESL placement test and other measures as necessary.

**2. COURSE CLASSIFICATION:**

Credit course NOT applicable to the Associate degree.

**3. COURSE DESCRIPTIONS:**

**Catalog Description:**

Development of listening comprehension and oral proficiency of standard spoken English at the high-beginning level. Listening focuses on comprehension of verbal instructions, vocabulary in context, and ideas in sentences, monologues, and dialogues. Speaking focuses on clear pronunciation of common words and phrases and development of fluency in conversation. ESOL 851, when taken with ESOL 861 and ESOL 871, is equivalent to ESOL 810.

**Schedule of Classes Description:**

Development of listening comprehension and oral proficiency of standard spoken English at the high-beginning level. Comprehension, vocabulary development, and high-beginning fluency.

**4. COURSE JUSTIFICATION:**

The first in a series of listening and speaking courses, this course instructs students in aural comprehension, pronunciation, idiomatic expression, conversational strategies, and oral proficiency necessary for fluency at the pre-intermediate level.

**5. STUDENT LEARNING OUTCOMES (SLO'S):**

By the completion of this course, students will be able to:

- A. Comprehend modified spoken English in personal interaction and familiar situations with infrequent need for repetition.
- B. Recall and record specific information received aurally in modified spoken English.
- C. Demonstrate a level of clear pronunciation and adequate speed of speech appropriate to the high-beginning level of English fluency.
- D. Demonstrate awareness of idioms and structures at the high-beginning level of the English language.
- E. Use effective conversational strategies for personal interaction with infrequent need for clarification.

**6. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

- A. Comprehend modified spoken English in personal interaction and familiar situations with infrequent need for repetition.
  - a. Discriminate aurally from excerpts of authentic and modified recorded speech.
  - b. Distinguish tone, urgency, and register in spoken English.
  - c. Recognize vocabulary and grammatical structures and be able to respond to and use them appropriately.
- B. Recall and record specific information received aurally in modified spoken English.
  - a. Employ strategies such as predicting, using context, analyzing, discussing, and problem solving to increase comprehension.
  - b. Use note-taking, dictation, summary and other methods of information recall.
  - c. Use language and content from aural activities in extended discussions, projects, and practical applications.
- C. Demonstrate a level of clear pronunciation and adequate speed of speech appropriate to the high-beginning level of English fluency.
  - a. Demonstrate awareness of mouth, lip, and tongue positions in various segmental and suprasegmental utterances with significant progress toward improvement of speech clarity

- b. Demonstrate awareness of stress, word endings, linking, and reductions with significant progress toward improvement of speech clarity
- c. Be understood by an attentive listener with occasional need for repetition or clarification
- D. Demonstrate awareness of idioms and structures at the high-beginning level of the English language.
  - a. Recognize idioms and conversational structures and be able to respond to and use them appropriately.
  - b. Analyze context and cultural references to aid comprehension of idiomatic speech.
- E. Use effective conversational strategies for personal interaction with infrequent need for clarification.
  - a. Use conversation to increase fluency.
  - b. Conduct in-class and out-of-class interviews.
  - c. Analyze and discriminate sounds in English while striving for clear pronunciation.
  - d. Use appropriate clarifiers and rejoinders to improve flow of conversation and extract meaning.
  - e. Be able to begin, sustain, and end a conversation appropriately.
  - f. Use context and cultural knowledge to aid comprehension and communication.

## **7. COURSE CONTENT:**

Being the first in a series, this course provides practice in the high-beginning language functions which can include the following topics:

- Aural comprehension of modified standard American speech such as in recorded conversations, mini-lectures, and instructions
- Aural and contextual comprehension of authentic American speech such as in television, song, radio, or film
- Analysis of U.S. culture, body language, and behavior as it relates to English communication
- Controlled and spontaneous conversation
- Register, formality vs. informality, and polite conventions
- Strategies for initiating, sustaining, and ending conversation
- Out-of-class interview strategies and practice
- Strategies to complete simple dictations, note-taking exercises, and oral and written story reconstruction

## **8. REPRESENTATIVE METHODS OF INSTRUCTION:**

Language and utterance analysis is primary to this course, as it provides students with ample opportunity to critically examine the behaviors and nature of the English language. Contrastive analysis with students' own first language is useful and beneficial. Instruction methods may include:

- presentations of language in film or audio for deductive or inductive analysis
- pre-teaching of vocabulary to enhance listening activities and post-testing to ensure retention
- use of cloze exercises, dictations, dictocomp exercises, and oral and written story reconstruction
- controlled conversation practice and fluency exercises
- regular interviews, discussions, and oral presentations demonstrating structures practiced in class
- ample extension of controlled conversation into spontaneous conversation, role-playing, and improvisation
- use of listening journals to practice comprehension of English TV, film, radio, and authentic language
- use of internet activities to deepen and broaden language exposure and acquisition

## **9. ASSIGNMENTS:**

Assignments can include:

- recording one's voice on tape or digital media for grading and analysis of speech development
- exercises from the CD/tape package of the textbook
- exercises from the internet or media stored at the media center
- mini-lectures, dictations, or dictocomps in simple language
- out-of-class interviews
- film and television reviews
- listening journals
- analysis of songs or recorded speeches for presentation in class
- oral presentations, debates, role-plays, and discussions

## **10. EVALUATION OF STUDENT PERFORMANCE:**

Students receive either a letter grade or credit/no credit based upon satisfactory completion at the level of 70% or better on all assignments and participatory activities.

**11. RECOMMENDED or REQUIRED TEXT(S):**

Benz and Dworak. (2000). Tapestry Listening and Speaking 1. 1<sup>st</sup> ed. Heinle & Heinle: Boston. 0-8384-0009-4.

Gilbert, J. (2001). Clear Speech from the Start. Cambridge University Press: Cambridge. 0-521-63737-6.

Kehe & Kehe. (2004). Conversation Strategies. 1<sup>st</sup> ed. ProLingua Associates: Brattleboro. 0-86647-189-8

Solorzano & Frazier (2003). Northstar: Listening and Speaking Basic/Low Intermediate. 2<sup>nd</sup> ed. Pearson Education: Boston. ISBN#0-201-755-688

Tanka, Most & Baker (2005) Interactions 1 Listening & Speaking, 4<sup>th</sup> ed. McGraw-Hill: New York.