

Skyline College
Official Course Outline

Date: March 19, 2007

1. TITLE:

ESOL 853: Intermediate ESL Listening & Speaking
3 units, 3 lecture hours and 1 hour by arrangement per week

Prerequisite: none

Recommendation: Satisfactory completion of ESOL 820, or both ESOL 821 and 822, ESOL 852, or appropriate skill level as indicated by ESL placement test and other measures as necessary. Students are strongly advised to complete or enroll concurrently in ESOL 863 (reading & writing) and ESOL 873 (grammar).

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 intermediate level. Listening focuses on note-taking and aural comprehension of standard spoken English using information from media, discussion, and academic contexts. Speaking focuses on English fluency, proficiency, and strategies for discussion and personal interaction. ESOL 853, when taken with ESOL 863 and ESOL 873, is equivalent to ESOL 830.

Schedule of Classes Description:

Development of listening comprehension and oral proficiency at the intermediate level of English. Focus on note-taking, aural comprehension, and development of oral proficiency in English.

4. COURSE JUSTIFICATION:

The third in a series of leveled listening and speaking courses, this course instructs students in aural comprehension, note-taking, conversational strategies, and oral proficiency necessary for fluency at the high-intermediate level. This course is one segment of the existing ESOL 830 course and it responds to the needs of students who cannot attend intensive courses and who desire single-skill work as opposed to integrated-skill work.

5. STUDENT LEARNING OUTCOMES (SLO'S):

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

- A. Comprehend, recall, and record new information delivered orally in various scaffolded contexts.
- B. Demonstrate clear pronunciation and adequate speed of speech appropriate to the intermediate level of English fluency.
- C. Demonstrate awareness of vocabulary unique to academic, personal, and professional realms by choosing language appropriate to context.
- D. Employ strategies such as clarification, explanation, and restatement of information to facilitate discussion in a group.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- A. Comprehend, recall, and record new information delivered orally in various scaffolded contexts.
 - a. Employ strategies such as predicting, using context, analyzing, discussing, and problem solving to increase comprehension.
 - b. Use note-taking, dictation, summary and methods of information recall.
 - c. Use language and content from aural activities in extended discussions, projects, and practical applications.
 - d. Recognize vocabulary and grammatical structures and be able to respond to and use them appropriately.
 - e. Analyze context and cultural references to aid comprehension.
- B. Demonstrate clear pronunciation and adequate speed of speech appropriate to the intermediate 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 most listeners with limited need for clarification.
- C. Demonstrate awareness of vocabulary unique to academic, personal, and professional realms by choosing language appropriate to context.
 - a. Analyze context and cultural references to aid comprehension.
 - b. Recognize vocabulary and grammatical structures and be able to respond to and use them appropriately.
- D. Employ strategies such as clarification, explanation, and restatement of information to facilitate discussion in a group.
 - a. Lead and participate in group discussions.
 - b. Use clarifiers, explanation, and restatement accurately so that message is understood by listeners.
 - c. Understand participant roles and work with others as part of a functioning discussion group.

7. COURSE CONTENT:

The content of this course can include the following:

- Aural comprehension of standard American speech such as in recorded conversations, mini-lectures, and instructions
- Strategies for taking academic notes in real time
- 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 clarifying, sustaining, facilitating, and leading discussion
- Debates, mock trials, role-plays, or group presentations
- Out-of-class interview strategies and practice

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 and spontaneous discussion 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:

Typical methods of evaluation may include the following:

- Cloze activities to assess critical listening comprehension and accuracy
- Listening activities using authentic speech from media to measure applicability of listening skills
- Listening journals to monitor practice and effort in broadening listening skills
- Voice recordings to measure accuracy of pronunciation, appropriateness of vocabulary choice, and progress in speech development
- Dictations to measure accuracy of listening comprehension
- Role-plays and conversation measure proficiency in speaking and facilitating conversation
- Oral projects to measure synthesis of skills in speaking and vocabulary acquisition
- Group projects to assess synthesis of skills in listening and facilitating discussion
- Objective assessment (objective tests) of discrete skills to measure accuracy and proficiency
- Subjective assessment (oral or written projects) of soft skills such as cultural habits and language patterns to measure familiarity with U.S. culture

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):

Christy & Carlisi (2000). Tapestry Listening & Speaking 3, 2nd ed. Heinle & Heinle: Boston. 083840023X

Handreddy & Whalley (2006) Mosaic 1 Listening & Speaking. 4th ed. McGraw-Hill: New York.

Lebauer, R. (1999) Learn to Listen, Listen to Learn. 2nd Ed. Pearson Education ESL: Boston. 0139194320

Lim & Smalzer (2005) Listening & Notetaking Series 2: Noteworthy. Heinle & Heinle: Boston. 1413003982.

Numrich, C. (2004) Consider the Issues, 3rd ed. Pearson Education ESL: Boston. 0131115936

Roemer, A. (2006). College Oral Communication 2. Heinle & Heinle: Boston. 0618230173

Sanabria & Ferre (2003). Northstar Listening & Speaking, High-Intermediate, 2nd ed. Pearson Education ESL: Boston. 0201755726