ESL-1131: ENGLISH AS A SECOND LANGUAGE: SPEAKING AND LISTENING I

Cuyahoga Community College

Viewing: ESL-1131 : English as a Second Language: Speaking and Listening I

Board of Trustees:
May 2023

Academic Term:
Fall 2023

Subject Code
ESL - English As A Second Language

Course Number:
1131

Title:
English as a Second Language: Speaking and Listening I

Catalog Description:
High-beginning level communication for non-native speakers. Practice communicating by speaking and listening to American English. Develop competence and confidence in listening comprehension and conversational skills with supportive structured situations. Recognize and produce sounds, rhythm and intonation patterns at a high beginning level.

Credit Hour(s):
4

Lecture Hour(s):
3

Lab Hour(s):
2

Requisites

Prerequisite and Corequisite
ESL-1020 English as a Second Language: Basic Reading and Writing, and ESL-1030 English as a Second Language: Basic Grammar for Communication; or placement by ESL assessment exam; and ESL-1110 English as a Second Language: Grammar for Communication I, or concurrent enrollment.

Outcomes

Course Outcome(s):
Discuss and explain spoken American English in high-beginning structured listening selections.

Essential Learning Outcome Mapping:
Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):
a. Use pre-listening strategies to prepare for active listening in structured selections.
b. Apply high-beginning level note-taking skills in supportive structured selections.
c. Formulate relevant yes/no, *Wh-*, and *or* questions about high-beginning structured listening selections.
d. Formulate responses to yes/no, *Wh-*, and *or* questions about high-beginning structured listening selections.

Course Outcome(s):
Use high-beginning level fluency in structured oral conversations and class discussions.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

a. Tell a story from personal experience.
b. Formulate appropriate oral yes/no, *Wh-*, and *or* questions in conversations.
c. Formulate appropriate oral responses to yes/no, *Wh-*, and *or* questions in conversations.
d. Employ appropriate "filler" strategies while formulating responses in conversations.
e. Ask for clarification.
f. Articulate at a high-beginning level.
g. Speak with high-beginning fluency.
h. Relate facts and express and support opinions in structured selections.
i. Use conversation starters.
j. Continue conversations with appropriate follow-up questions and statements.
k. End conversations appropriately.
l. Interrupt conversations appropriately.
m. Use level-appropriate grammar structures.

Course Outcome(s):

Use high-beginning level American English vowel and consonant sounds, stress, rhythm, and intonation patterns in conversations and class discussions.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

a. Recognize American English sounds clearly in isolation and within words and sentences in structured selections.
b. Produce American English sounds clearly in isolation and within words and sentences in structured selections.
c. Differentiate and produce contrasting vowel and consonant sounds.
d. Recognize and produce correct rhythm patterns for thought groups at a high- beginning level.
e. Recognize and produce correct rhythm patterns and sentences in structured selections at a high-beginning level.
f. Recognize and produce appropriate intonation patterns in phrases and sentences in structured selections at a high-beginning level.
g. Illustrate syllable stress and sentence stress at a high-beginning level.
h. Illustrate intonation patterns.
i. Produce linked sounds.

Course Outcome(s):

Recognize errors in and use high-beginning level strategies to self-correct in articulation, pronunciation, and conversation.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

a. Identify errors in speech.
b. Perform during-speech self-correction.
c. Negotiate meaning.
d. Perform post-production self-correction.

Methods of Evaluation:
  a. Language log
  b. Written and oral exercises in the designated speech text
  c. Audio/video recordings and group projects
  d. Quizzes, tests, and examinations
  e. Instructor-created assignments
  f. Self-assessment
  g. Peer feedback
  h. Oral/aural diagnostic
  i. One-on-one oral/aural assessment
  j. Audio/video discussion boards

Course Content Outline:
  a. Pre-listening strategies
       i. Identifying purpose for listening
      ii. Accessing prior knowledge and establishing context to predict
     iii. Using visual cues such as titles, photos and vocabulary lists to predict content
  b. Active listening strategies for comprehending spoken American English
       i. Listening for main ideas
      ii. Listening for context clues
     iii. Listening for details
  c. High-beginning note-taking strategies and graphic organizers
       i. Indentation
      ii. Abbreviations
     iii. Symbols
      iv. Key words and phrases (not full sentences)
       v. Outlining
      vi. T-Charts
     vii. Concept maps
  d. Post-Listening Strategies
       i. Yes/no, *Wh-*, and *or* questions about high-beginning structured listening selections
      ii. Responses to yes/no, *Wh-*, and *or* questions about high-beginning structured listening selections
     iii. Oral summaries of structured listening materials
  e. Speaking strategies for relating facts and expressing and supporting opinions
       i. Conversation scripts (predictable oral exchanges)
      ii. Expressing interest and surprise
     iii. Contradicting politely
      iv. Expressing likes and dislikes
       v. Give reasons
  f. Speaking functions and associated expressions and idioms
       i. Introducing self and others
      ii. Greetings & goodbyes
     iii. Requesting and giving directions
      iv. Asking for and giving advice
       v. Offering and receiving compliments
      vi. Apologizing
     vii. Asking for clarification & interrupting
    viii. Phone etiquette & making appointments
      ix. Making & responding to requests
       x. Refusing politely
      xi. Yes/no, *Wh-*, and *or* questions and responses relevant to a topic or scenario
     xii. Expressions of gratitude
  g. American English vowel and consonant sounds
       i. American English vowel sounds
      ii. Vowel length
     iii. American English consonant sounds
      iv. Voiced and voiceless
       v. specific problem sounds based on class needs (th, l, r, v, w, z, s, sh, ch)

      vi. Beginning and final consonants
     vii. Past tense *-ed* endings
   viii. *-s* endings for verbs and nouns
     ix. Beginning and final consonant clusters (based on class needs)

h. American English stress patterns
      i. Syllable stress in individual words
     ii. Word stress in thought groups and sentences
    iii. Pauses
    iv. Rhythm patterns for thought groups and sentences
     v. Intonation patterns in sentences
        1. yes/no questions
        2. *wh-* questions
        3. *or* questions
        4. statements
        5. lists

i. High-beginning-level articulation and fluency
      i. Voicing of consonants
     ii. Fluency
        1. contractions
        2. linking
    iii. Manner of articulation
    iv. Place of articulation
     v. Thought groups

j. Self-correction
      i. Corrections
     ii. Abandoned utterances
    iii. Negotiation of meaning
    iv. Rephrasing
     v. Confirmation checks
     vi. Clarification requests
    vii. Elaboration
   viii. Repetition
     ix. Simplification

Resources

Bailey, Kathleen. *Teaching Listening and Speaking in Second and Foreign Language Contexts*. New York: Bloomsbury, 2020.

Biber, Douglas, Susan Conrad, and Geoffrey Leech. *Longman Student Grammar of Spoken and Written English*. Essex: Pearson Education, Ltd., 2002.

Brown, James Dean. *New Ways of Teaching Connected Speech.* TESOL, 2012.

Buck, Gary. *Assessing Listening*. New York: Cambridge UP, 2001.

Carley, Paul and Inger Mees. *American English Phonetics and Pronunciation Practice*. New York: Routledge, 2019.

Celce-Murcia, Marianne, Donna Brinton, Janet Goodwin, and Barry Griner. *Teaching Pronunciation: A Course Book and Reference Guide*. 2nd ed. New York: Cambridge UP, 2010.

Cook, Ann. *American Accent Training: A Guide to Speaking and Pronouncing American English for Everyone Who Speaks English As A Second Language*. 4th ed. Hauppauge: Barrons, 2017.

Folse, Keith S. *The Art of Teaching Speaking: Research and Pedagogy for the ESL/EFL Classroom.* Ann Arbor: University of Michigan Press, 2006.

Gilbert, Judy B. *Teaching Pronunciation Using the Prosody Pyramid*. 1. New York: Cambridge, 2008. https://www.tesol.org/docs/default-source/new-resource-library/teaching-pronunciation-using-the-prosody-pyramid.pdf?sfvrsn=dedc05dc_0

Goh, Christine and Larry Vandergift. *Teaching and Learning Second Language Listening*. 2nd ed. New York: Routledge, 2021.

Luoma, Sari. *Assessing Speaking*. New York: Cambridge UP, 2004.

Salaberry, M. Rafael, and Alfred Rue Burch, eds. *Assessing Speaking in Context: Expanding the Construct and its Applications*. 149. Bristol: Multilingual Matters, 2021.

Scanlon, Jaimie. *Q Skills for Success Listening and Speaking 1*. New York: Oxford UP, 2011.

Solorzano, Helen, and Laurie Frazier. *Contemporary Topics 1: 21st Century Skills for Academic Success*. 4th ed. New York: Pearson Education ESL, 2016.

Swam, Micheal, and Bernard Smith. *Learner English: A Teacher's Guide to Interference and Other Problems*. 2nd ed. New York: Cambridge UP, 2001.

Ur, Penny. *Discussions and More: Oral Fluency Practice in th Classroom*. 2nd edition. New York: Cambridge UP, 2014.

Vorholt, Julie ed. *New Ways of Teaching Speaking*. 2nd ed. Alexandria: TESOL Press, 2019.

Resources Other
a. Grammar covered in ESL 1110 https://forms.tri-c.edu/OfficialCourseOutlines/English%20as%20a%20Second%20Language/ESL-1110.pdf
b. On Speaking and Cultural Terms: https://ohioaspire.org/files/On%20Speaking%20and%20Cultural%20Terms%20Combined.pdf
c. Beuckens, Todd. *English Language Listening Lab Online*. http://www.elllo.org.
d. Davis, Randall. *Randall"s Cyber Listening Lab*. http://www.esl-lab.com
e. University of Iowa Phonetics: Sounds of American English. http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html
f. Rachel's English https://www.youtube.com/channel/UCvn_XCl_mgQmt3sD753zdJA (https://www.youtube.com/channel/UCvn_XCl_mgQmt3sD753zdJA/)

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