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:
March 2019

Academic Term:
Fall 2019

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.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
Discuss and explain spoken American English in high-beginning structured listening selections.

Course Outcomes:

Outcomes

Course Outcome(s):
Discuss and explain spoken American English in high-beginning structured listening selections.
Objective(s):
1. Use pre-listening strategies to prepare for active listening in structured selections.
2. Apply high-beginning level note-taking skills in supportive structured selections.
3. Formulate relevant yes/no, Wh-, and or questions about high-beginning structured listening selections.
4. Formulate responses to yes/no, Wh-, and or questions about high-beginning structured listening selections.

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

Objective(s):
1. Tell a story from personal experience.
2. Formulate appropriate oral yes/no, Wh-, and or questions in conversations.
3. Formulate appropriate oral responses to yes/no, Wh-, and or questions in conversations.
4. Employ appropriate “filler” strategies while formulating responses in conversations.
5. Ask for clarification.
6. Articulate at a high-beginning level.
7. Speak with high-beginning fluency.
8. Read beginning texts aloud.
9. Relate facts and express and support opinions in structured selections.
10. Use conversation starters.
11. Continue conversations with appropriate follow-up questions and statements.
12. End conversations appropriately.
13. Interrupt conversations appropriately.

Course Outcome(s):
Use high-beginning level American English vowel and consonant sounds, stress, rhythm, and intonation patterns in conversations and class discussions.

Objective(s):
1. Recognize American English sounds clearly in isolation and within words and sentences in structured selections.
2. Produce American English sounds clearly in isolation and within words and sentences in structured selections.
3. Differentiate and produce contrasting vowel and consonant sounds.
4. Recognize and produce correct rhythm patterns for thought groups at a high-beginning level.
5. Recognize and produce correct rhythm patterns and sentences in structured selections at a high-beginning level.
6. Recognize and produce appropriate intonation patterns in phrases and sentences in structured selections at a high-beginning level.
7. Draw stress marks to visually depict syllable stress and sentence stress at a high-beginning level.
8. Draw arrows to visually depict intonation patterns.

Course Outcome(s):
Use high-beginning level strategies to self-correct in articulation, pronunciation, and conversation.

Objective(s):
1. Self-correct in articulation.
2. Self-correct in pronunciation.

Methods of Evaluation:
1. Language Log
2. Written and oral exercises in the designated speech text
3. Audio/video recordings and group projects
4. Quizzes, tests, and examinations
5. Instructor-created assignments
6. Self-assessment
7. Peer feedback
8. Oral/aural diagnostic
9. One-on-one oral/aural assessment

Course Content Outline:
A. Pre-listening strategies
1. Identifying purpose for listening
2. Accessing prior knowledge and establishing context to predict
3. Using visual cues such as titles, photos and vocabulary lists to predict content

B. Active listening strategies for comprehending spoken American English
1. Listening for main ideas
2. Listening for context clues
3. Listening for details

C. High-beginning note-taking strategies and graphic organizers
1. Indentation
2. Abbreviations
3. Symbols
4. Key words & phrases (not full sentences)
5. Outlining
6. T-Charts
7. Concept maps

D. Post-Listening Strategies
1. Yes/no, Wh- and or questions about high-beginning structured listening selections
2. Responses to yes/no, Wh-, and or questions about high-beginning structured listening selections
3. Oral summaries of structured listening materials

E. Speaking strategies for relating facts and expressing and supporting opinions
1. Conversation scripts (predictable oral exchanges)
2. Expressing interest and surprise
3. Contradicting politely
4. Expressing likes and dislikes
5. Give reasons

F. Speaking functions and associated expressions and idioms
1. Introducing self and others
2. Greetings & goodbyes
3. Requesting and giving directions
4. Asking for and giving advice
5. Offering and receiving compliments
6. Apologizing
7. Asking for clarification & interrupting
8. Phone etiquette & making appointments
9. Making & responding to requests
10. Refusing politely
11. Yes/no, Wh-, and or questions and responses relevant to a topic or scenario
12. Expressions of gratitude

G. American English vowel and consonant sounds
1. American English vowel sounds
2. Vowel length
3. American English consonant sounds
   a. Voiced and voiceless
   b. specific problem sounds based on class needs (th, l, r, v, w, s, sh, ch)
   c. Beginning and final consonants
   d. Past tense -ed endings
   e. "S" endings for verbs and nouns
   f. Beginning and final consonant clusters (based on class needs)

H. American English stress patterns
1. Syllable stress in individual words
2. Word stress in thought groups and sentences
3. Pauses
4. Rhythm patterns for thought groups and sentences
5. Intonation patterns in sentences
   a. yes/no questions
   b. Wh-questions
   c. Or questions
d. statements

   e. lists
I. High-beginning-level articulation and fluency
   1. Voicing of consonants
   2. Fluency
      a. contractions
      b. linking
   3. Manner of articulation
   4. Place of articulation
   5. Thought groups

Resources


JenniferESL. https://www.youtube.com/user/JenniferESL


Rachel’s English. https://www.youtube.com/channel/UCvn_XCl_mgQmt3sD753zdJA


Resources Other

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