

ESL-1231: ENGLISH AS A SECOND LANGUAGE: SPEAKING AND LISTENING II

Cuyahoga Community College

Viewing: ESL-1231 : English as a Second Language: Speaking and Listening II

Board of Trustees:

March 2019

Academic Term:

Fall 2019

Subject Code

ESL - English As A Second Language

Course Number:

1231

Title:

English as a Second Language: Speaking and Listening II

Catalog Description:

Intermediate communication for non-native speakers. Practice communicating by speaking and listening to American English. Develop competence and confidence in listening comprehension, intermediate note-taking, and conversational skills within supportive, structured and non-structured situations. Recognize and produce sounds, rhythm, stress, and intonation patterns at an intermediate level.

Credit Hour(s):

4

Lecture Hour(s):

3

Lab Hour(s):

2

Requisites

Prerequisite and Corequisite

ESL-1110 English as a Second Language: Grammar for Communication I, and ESL-1121 English as a Second Language: Reading and Writing I, and ESL-1131 Speaking English as a Second Language I; or placement by ESL assessment exam; and ESL-1210 English as a Second Language: Grammar for Communication II, or concurrent enrollment.

Outcomes

Course Outcome(s):

Interpret spoken American English and differentiate between facts and opinions in structured situations.

Objective(s):

1. Use pre-listening strategies to prepare for active listening in structured and non-structured situations.
2. Formulate relevant questions, and demonstrate the ability to respond orally to Yes/No, Wh-, and Or questions.

Course Outcome(s):

Apply intermediate level note-taking skills in supportive and structured situations.

Objective(s):

1. Use indentation, abbreviations, symbols, and outlining.
2. Recognize introductions and signal words for similarities/differences, cause/effect, examples, classification, paraphrases, and digressions as predictors of content.
3. Recognize transitions as cues to topic change and organization.
4. Recognize words and phrases that indicate conclusion.

Course Outcome(s):

Use intermediate level fluency in oral communication.

Objective(s):

1. Recount a narrative using correct grammatical structures and vocabulary for the specific topic.
 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 which are grammatically correct for the meaning.
 4. Employ appropriate "filler" strategies while formulating responses in conversation.
 5. Ask for clarification.
 6. Articulate at an intermediate level.
 7. Speak with intermediate level fluency.
 8. Read intermediate level texts aloud.
 9. Relate facts and express and support opinions with intermediate level fluency in structured situations.
 10. Use conversation starters appropriately.
 11. Continue conversations with appropriate follow-up questions and statements.
 12. End conversations appropriately.
 13. Interrupt appropriately.
 14. Apply grammatical rules appropriate to the level in oral communication activities, both for practice and for graded activities.
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Course Outcome(s):

Use intermediate level American English vowel and consonant sounds, stress, rhythm, and intonation patterns.

Objective(s):

1. Produce American English sounds clearly in isolation and within words and sentences in structured situations.
 2. Differentiate and produce contrasting American English vowel and consonant sounds.
 3. Recognize and produce appropriate stress patterns in words.
 4. Recognize and produce correct rhythm patterns for thought groups and sentences in structured situations.
 5. Recognize and produce appropriate intonation patterns in phrases and sentences in structured and non-structured situations.
 6. Draw stress marks and intonation pattern lines that visually depict correct intonation patterns.
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Course Outcome(s):

Use intermediate level strategies to self-correct in articulation, pronunciation, and conversation.

Objective(s):

1. Self-correct in articulation.
 2. Self-correct in pronunciation.
 3. Self-correct in conversation.
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Methods of Evaluation:

1. Written and oral exercises in the designated speech text
2. Audio/video recordings and group projects
3. Quizzes, tests, and examinations
4. Language Log

Course Content Outline:

1. Pre-listening strategies
 - a. Purpose for listening
 - b. Prior knowledge to predict content and identify appropriate listening strategies
2. Listening strategies for interpreting spoken American English and differentiating between facts, inferences, and opinions.
 - a. Listening for main ideas
 - b. Listening for context clues
 - c. Predicting
 - d. Drawing inferences
 - e. Summarizing
 - f. Listening for details
 - g. Recognizing cognates

- h. Recognizing word-order patterns
 - i. Recognizing signal words and phrases used for facts vs. opinions
- 3. Speaking strategies for formulating questions and answers.
 - a. Yes/no and information questions relevant to the topic or scenario
 - b. Conversation scripts (predictable oral exchanges)
 - i. Expressing interest and surprise
 - ii. Contradicting politely
 - iii. Expressing likes and dislikes
 - iv. Expressing approval and disapproval
 - v. Interrupting politely
- 4. Speaking strategies for relating facts and expressing and supporting opinions.
 - a. Conversation scripts (predictable oral exchanges)
 - i. Expressing interest and surprise
 - ii. Contradicting politely
 - iii. Expressing likes and dislikes
 - iv. Expressing approval and disapproval
 - v. Interrupting politely
 - vi. Checking for understanding
 - b. Speech acts
 - i. Making, accepting, refusing invitations
 - ii. Requesting and giving directions
 - iii. Asking for, giving, refusing advice
 - iv. Apologizing and reconciling
 - v. Asking for, offering, or declining help
 - vi. Offering congratulations and sympathy
- 5. Organizational strategies for preparing and delivering Oral presentations
 - a. Outlining
 - b. Introduction as a predictor of content
 - c. Expressions signaling similarities/differences, cause/effect, examples, classification, paraphrases, digressions
 - d. Transitions as cues to topic change
 - e. Words and phrases that indicate conclusion
- 6. Intermediate-level note-taking strategies and methods
 - a. Indentation, abbreviations, symbols, outlining
 - b. Lecture introduction as an expressions signaling similarities/differences, cause/effect, examples, classification, paraphrases, digressions
 - c. Transitions as cues to topic change and organization
 - d. Words and phrases that indicate conclusion
- 7. American English vowel and consonant sounds
 - a. American English vowel system
 - i. Eleven simple vowels
 - ii. North American English vowel quadrant
 - iii. Vowel length
 - iv. Tense vowels vs. lax vowels
 - b. American English consonant system
 - i. Voiced and voiceless stops, fricatives, affricatives, and glides
 - ii. Nasals and liquids
 - iii. Beginning and final consonant
 - iv. Past tense endings
 - v. "S" endings
 - vi. Beginning and final consonant clusters
- 8. American English stress patterns
 - a. Syllabic stress in individual words
 - b. Rhythm patterns for thought groups and sentences
 - c. Intonation patterns in phrases and sentences.
- 9. Intermediate-level articulation and fluency.
 - a. Voicing of consonants
 - b. Manner of articulation
 - c. Place of articulation

- d. Thought groups
- e. Common expressions and idioms

Resources

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. *Clear Speech: Pronunciation and Listening Comprehension in North American English (with CDs)*. 4th ed. Cambridge: Cambridge University Press, 2012.

Pike, Kenneth L. *Phonetics: A Critical Analysis of Phonetic Theory and a Technique for the Practical Description of Sounds*. Ann Arbor: University of Michigan Press, 1943.

Schmidt, Norman, and Richard Marsden. *Why Is English Like That?: Historical Answers to Hard ELT Questions*. Ann Arbor: University of Michigan Press, 2006.

Tanka, Judith, and Lida R. Baker. *Interactions 2: Listening and Speaking*. Silver Edition. NY: McGraw, 2013.

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

Carter, Ronald, and David Nunan, eds. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. New York: Cambridge University Press, 2001.

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

Flowerdew, John, and Lindsay Miller. *Second Language Listening: Theory and Practice*. New York: Cambridge University Press, 2005.

Cook, Ann. *American Accent Training: A Guide to Speaking and Pronouncing American English for Everyone Who Speaks English As A Second Language*. 3rd ed. Hauppauge: Barrons, 2012.

Lane, Linda. *Focus on Pronunciation 2*. NY: Pearson/Longman, 2005.

Swan, Michael, and Bernard Smith, eds. *Learner English: A Teacher's Guide to Interference and Other Problems*. 2nd ed. Cambridge: Cambridge University Press, 2001.

Gilbert, Judy B. *Teaching Pronunciation Using the Prosody Pyramid*. Cambridge: Cambridge University Press, 2008.

Nation, I.S.P and Jonathan Newton. *Teaching ESL/EFL Listening and Speaking*. NY: Routledge, 2009.

Fulcher, Glen and Fred Davidson. *Language Testing and Assessment: An Advanced Resource Book*. New York: Routledge, 2007.

Becky Tarver, Chase I. Kristen and L. Johannsen. *Pathways 3: Listening, Speaking, and Critical Thinking*. Cengage, 2012.

Vandergrist, Larry and Christine C. M. Goh. *Teaching and Learning Second Language Listening: metacognition in action*. New York: Routledge, 2012.

Muciaccia, John. *Thinking in English: a new perspective on teaching ESL*. Lanham, Md: Rowman Littlefield Education, 2012.

New Readers Press. *Teaching Adults: an ESL resource book*. Syracuse, NY: New Readers Press, 2013.

Resources Other

1. Beuckens, Todd. *English Language Listening Lab online*. <http://www.ello.org>.
2. Davis, Randall. *Randall's Cyber Listening Lab*. <http://www.esl-lab.com>.
3. Rachel. <http://www.rachelsenglish.com>.
4. University of Iowa Phonetics. *Sounds of American English*. <http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html>.

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