

ESL-1331: ENGLISH AS A SECOND LANGUAGE: SPEAKING AND LISTENING III

Cuyahoga Community College

Viewing: ESL-1331 : English as a Second Language: Speaking and Listening III

Board of Trustees:

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Academic Term:

Fall 2023

Subject Code

ESL - English As A Second Language

Course Number:

1331

Title:

English as a Second Language: Speaking and Listening III

Catalog Description:

High-intermediate communication for non-native speakers. Develop critical listening and speaking skills and strategies, improve pronunciation, and utilize advanced vocabulary and grammatical structures for academic, professional, and social settings. Develop notetaking skills and strategies for academic purposes.

Credit Hour(s):

4

Lecture Hour(s):

3

Lab Hour(s):

2

Requisites

Prerequisite and Corequisite

ESL-1210 English as a Second Language: Grammar for Communication II, and ESL-1221 English as a Second Language: Reading and Writing II, and ESL-1231 Speaking English as a Second Language II; or placement by ESL assessment exam; and, ESL-1310 English as a Second Language: Grammar for Communication III or concurrent enrollment.

Outcomes

Course Outcome(s):

Analyze aural input in various structured and non-structured academic, professional, and social settings.

Objective(s):

- a. Utilize pre-listening strategies.
 - b. Analyze aural input.
 - c. Develop individual positions on issues by examining different viewpoints.
 - d. Recognize main ideas and details, cues, paraphrases, repetition, exemplification, tangential information, context, and prediction.
 - e. Identify various language functions such as predicting, story-telling, defining a term.
 - f. Identify connecting themes between two or more sources.
 - g. Distinguish figurative language from literal language.
 - h. Identify speaker's purpose, tone, and bias.
 - i. Evaluate validity of speaker's argument.
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Course Outcome(s):

Speak understandable and grammatically correct English in various structured and non-structured academic, professional, and social settings.

Objective(s):

- a. Ask and answer questions using advanced grammatical structures.
- b. Formulate sentences using idiomatic expressions and advanced grammatical structures and vocabulary.
- c. Explain individual positions on issues.
- d. Explain and defend personal opinions.
- e. Discuss abstract concepts.
- f. Explain information.
- g. Use various language functions such as predicting, storytelling, defining a term.
- h. Paraphrase, summarize, and synthesize information.
 - i. Compare/contrast content.
 - j. Use organizational strategies appropriate to each language function.
- k. Use delivery techniques such as posture, hand gestures, eye contact, and vocal variety and volume appropriate to the setting.
 - l. Demonstrate fluency and accuracy in prepared and extemporaneous speech.
- m. Use conversation strategies to start, continue, interrupt, and end conversations appropriately.
- n. Assess and self-correct errors made in content, organization, grammar, and vocabulary.

Course Outcome(s):

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

Objective(s):

- a. Produce American English sounds clearly within words and sentences in structured and non-structured situations.
- b. Differentiate and produce contrasting American English vowel and consonant sounds.
- c. Recognize and produce appropriate stress patterns in words.
- d. Recognize and produce correct rhythm patterns for thought groups and sentences in structured and non-structured situations.
- e. Recognize and produce appropriate intonation patterns in phrases and sentences in structured and non-structured situations.
- f. Assess and self-correct errors made in articulation and pronunciation.
- g. ~~Draw stress marks and intonation pattern lines that visually depict correct intonation patterns~~

Course Outcome(s):

Apply advanced level note-taking skills for academic purposes.

Objective(s):

- a. Apply various note-taking strategies and methods.
- b. Distinguish between main ideas and supporting ideas.
- c. Distinguish between relevant (supporting) details and irrelevant details.
- d. Construct notes using key words, phrases, abbreviations, and symbols.
- e. Organize notes to distinguish between main ideas and supporting details.
- f. Demonstrate competency in one or more note-taking methods.
- g. Utilize notes to complete various academic tasks such as answering questions, making inferences, summarizing, paraphrasing and synthesizing.

Methods of Evaluation:

- a. Language log
- b. Written and oral exercises
- c. Audio / video recordings
- d. Group projects
- e. Group discussions
- f. Oral / aural diagnostics, quizzes, tests, and examinations
- g. Oral presentation (limit one)

- h. Instructor-created assignments
- i. Self-assessment
- j. One-on-one oral / aural assessment

Course Content Outline:

- a. Pre-listening skills for active listening
 - i. Purpose for listening
 - ii. Prior knowledge to predict content and appropriate listening strategies
- b. Listening strategies for understanding advanced spoken American English
 - i. Listening for main ideas
 - ii. Listening for details
 - iii. Listening for context clues
 - iv. Predicting
- c. Listening strategies for differentiating language functions
 - i. Identifying literal and figurative language
 - ii. Identifying signal words and phrases used in language functions
 - 1. Paraphrase
 - 2. Repetition
 - 3. Exemplification
 - 4. Tangential information
 - 5. Context
 - 6. Prediction
 - 7. Facts
 - 8. Opinion
 - iii. Recognizing formal and informal language
- d. Speaking strategies for oral communication
 - i. Asking and answering questions relevant to topic
 - ii. Expressing individual positions on issues
 - iii. Expressing and defending personal opinions
 - iv. Discussing abstract concepts
 - v. Constructing information and explanations
 - vi. Using language functions such as predicting, storytelling, defining a term
 - vii. Paraphrasing
 - viii. Comparing/contrasting
 - ix. Summarizing
 - x. Synthesizing
 - xi. Preparing and delivering oral presentation
 - 1. Outlining
 - 2. Introduction as attention getting and predictor of content
 - 3. Signals for contrast/comparison, exemplification, paraphrase, synthesis, opinion, etc.
 - 4. Transitions as cues to topic change
 - 5. Level- and topic-appropriate vocabulary and terminology
 - 6. Words and phrases to signal conclusion
 - 7. Delivery techniques such as posture, hand gestures, eye contact, and vocal variety and volume
 - xii. Self-assessment and self-correction in content, organization, grammar and vocabulary
- e. Fluency and accuracy in spoken communication
 - i. American English vowels and consonant sounds
 - ii. Stress, rhythm, and intonation
 - iii. Thought groups
 - iv. Simple, compound, and complex sentences
 - v. Appropriate level grammar structures
 - vi. Appropriate level vocabulary
 - vii. Idiomatic expressions
 - viii. Self-assessment and self-correction in pronunciation and articulation
- f. Advanced note-taking of lectures and other academic discourse

- i. Strategies
 - 1. Organizing
 - 2. Labeling
 - 3. Summarizing
- ii. Methods
 - 1. Outlining
 - 2. Charts
 - 3. Concept Mapping
 - 4. Other
- iii. Organization of Lectures
 - 1. Signals for comparisons/contrasts, examples, classification, paraphrase, tangential information, etc.
 - 2. Transitions as cues to topic change and lecture organization
 - 3. Words and phrases that indicate parts of lecture
- iv. Organizational strategies of various language functions
 - 1. Introductory statements as predictor of content
 - 2. Signals for language function
 - 3. Transitions as cues
 - 4. Words, phrases, and sentence patterns

Resources

Beglar, D. . (2017) *Contemporary topics 3*, Pearson.

Burns, A., & Richards, J.C. (2018) *The Cambridge guide to learning English as a second language*, New York: Cambridge University Press.

Celce-Murcia, M., Brinton, D., Goodwin, J., & Griner, B. (2010) *Teaching pronunciation: A course book and reference guide*, New York: Cambridge University Press.

Cook, A. (2017) *American accent training with 5 audio CDs*, Hauppauge: Barrons.

Flowerdew, J. & Miller, L. *Second language listening: Theory and practice*. New York: Cambridge University Press, 2005.

Gilbert, J. B. (2012) *Clear speech: Pronunciation and listening comprehension in North American English (with CDs)*, Cambridge: Cambridge University Press.

Grant, L. *Well said*. 4th. Cengage, 2017.

Isaacs, T. & Trofimovich, P. *Second language pronunciation assessment*. Multilingual Matters Ltd., 2016.

Kang, O. & Ginther, A. (2017) *Assessment in second language pronunciation*, Taylor & Francis.

Newton, J. M., Ferris, D., Goh, C. C. M., Grabe, W., Stoller, F. L. & Vandergrift, A. . (2018) *Teaching English to second language learners in academic contexts: Reading, writing, listening, and speaking*, Routledge.

Paltridge, B. (2021) *Discourse analysis: An introduction*, Bloomsbury Academic.

Roach, P. (2009) *English phonetics and phonology: A practical course*, New York: Cambridge University Press.

Ur, P. (2014) *Discussions and more oral fluency practice in the classroom*, New York: Cambridge University Press.

(2018) *The TESOL encyclopedia of English language teaching*, John Wiley & Sons, Inc. <https://onlinelibrary.wiley.com/doi/book/10.1002/9781118784235>

Resources Other

- a. The TESOL Encyclopedia of English Language Teaching (<https://onlinelibrary.wiley.com/doi/book/10.1002/9781118784235/>)
<https://onlinelibrary.wiley.com/doi/book/10.1002/9781118784235>
- b. TED Talks <https://www.ted.com/talks> (<https://www.ted.com/talks/>)
- c. TED Ed <https://ed.ted.com/>
- d. Story Corps <https://storycorps.org/>
- e. NPR <https://www.npr.org/>
- f. Rachel's English. <http://www.rachelsenglish.com/> (https://webmail.tri-c.edu/owa/redir.aspx?C=15nfzS7yGEWHL7G8vuXjSfzm-_uM29AIXGZMWIDF29IZIWDNqQqE6FRLGibDWFPvLaONrnNCtj4.&URL=http%3a%2f%2fwww.rachelsenglish.com%2f)
- g. Beuckens, Todd. English Language Listening Lab online. <http://ello.org>><http://ello.org>><http://ello.org> (<http://ello.org>)
- h. Davis, Randall. Randall's ESL Cyber Listening Lab <http://www.esl-lab.com>
- i. University of Iowa. *Phonetics: Sounds of American English*. <http://soundsofspeech.uiowa.edu/index.html#english> (<http://soundsofspeech.uiowa.edu/#english>)
- j. ESL 1310 Official Course Outline: <https://kweb.tri-c.edu/curriculumdevelopment/Official%20Course%20OutlinesActive/English%20as%20a%20Second%20Language/ESL-1310.pdf>

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