

# ESL-1530: ENGLISH AS A SECOND LANGUAGE: ACCELERATED SPEAKING & LISTENING II

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## Cuyahoga Community College

**Viewing: ESL-1530 : English as a Second Language: Accelerated Speaking & Listening II**

**Board of Trustees:**

January 2022

**Academic Term:**

Fall 2022

**Subject Code**

ESL - English As A Second Language

**Course Number:**

1530

**Title:**

English as a Second Language: Accelerated Speaking & Listening II

**Catalog Description:**

Accelerated English for non-native speakers. Intermediate to high-intermediate speaking, listening, and note-taking skills. Strategies and practice in oral skills to build fluency, in aural skills to increase comprehension, and in note-taking skills to increase speed and organizational skills.

**Credit Hour(s):**

4

**Lecture Hour(s):**

3

**Lab Hour(s):**

2

## Requisites

**Prerequisite and Corequisite**

ESL departmental approval.

## Outcomes

**Course Outcome(s):**

Listen actively in various structured and non-structured situations: academic, workplace, and social settings.

**Objective(s):**

1. Use pre-listening strategies to prepare for active listening.
2. Actively question and explore what is heard.
3. Develop individual positions on issues by examining different viewpoints.
4. Listen for the organization in lectures, recognizing main ideas and details, cues, paraphrases, repetition, exemplification, tangential information, context, and prediction.
5. Identify various language functions such as predicting, story-telling, and defining a term.
6. Identify connecting themes between two or more sources.
7. Distinguish figurative language from literal language.
8. Interpret the speaker's tone.
9. Develop competency and confidence in listening skills.
10. Analyze and evaluate aural input.

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**Course Outcome(s):**

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

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

**Objective(s):**

1. Construct questions and responses using high-intermediate to advanced level grammatical structures.
2. Develop individual positions on issues while understanding the positions of others.
3. Express and defend personal opinions.
4. Discuss abstract concepts.
5. Express and explain information.
6. Relate, paraphrase, summarize, and synthesize information.
7. Compare and contrast content.
8. Formulate sentences using new vocabulary, idiomatic expressions, and high-intermediate to advanced level grammatical structures.
9. Self-correct at a high-intermediate level to advanced level.
10. Integrate listening and speaking skills.
11. Develop high-intermediate to advanced level fluency in prepared content and extemporaneous speech.
12. Utilize conversation strategies to start, continue, interrupt, and end conversations appropriately.
13. Construct and reconstruct oral narrative.
14. Articulate at a high-intermediate to advanced level.
15. Read high-intermediate to advanced level texts aloud.
16. Assess models, self, and peers.

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**Course Outcome(s):**

Utilize note-taking strategies for academic purposes.

**Objective(s):**

1. Apply various note-taking strategies and methods.
2. Distinguish between main ideas and supporting ideas.
3. Distinguish between relevant (supporting) details and irrelevant details.
4. Construct notes using key words, phrases, abbreviations, and symbols.
5. Construct notes to distinguish between main ideas and supporting details.
6. Demonstrate competency in one or more note-taking methods such as Cornell, outlining, listing, mapping, diagramming, and charting.
7. Utilize notes to complete various academic tasks such as answering questions, making inferences, summarizing, paraphrasing, and synthesizing.

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**Course Outcome(s):**

Use high intermediate to advanced level American English vowel and consonant sounds, stress, rhythm, and intonation patterns in discussion and extemporaneous speech.

**Objective(s):**

1. Recognize and produce appropriate stress patterns in words, sentences, and thought groups.
2. Recognize and produce appropriate rhythm patterns in phrases and sentences.
3. Recognize and produce appropriate intonation patterns in words, phrases, and sentences.
4. Draw stress marks and intonation patterns that visually depict correct stress and intonation patterns.
5. Produce American English sounds clearly within words and sentences in structured and non-structured situations.
6. Differentiate and produce contrasting American English vowel and consonant sounds.
7. Assess and self-correct articulation and pronunciation.

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**Course Outcome(s):**

Use high intermediate to advanced level fluency.

**Objective(s):**

1. Recognize and produce contractions and reductions.
2. Recognize and produce effective linking.
3. Use appropriate speed and volume.

4. Recognize and employ pausing.
  5. Recognize and employ thought groups.
  6. Employ a wide variety of high intermediate to advanced level vocabulary.
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**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, mid-term, and final 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:**

1. Pre-listening skills for active listening
  - a. Pre-listening strategies
  - b. Purpose for listening
  - c. Prior knowledge to predict content and appropriate listening strategies
2. Listening strategies for understanding high-intermediate spoken American English
  - a. Listening for main ideas
  - b. Listening for details
  - c. Listening for context clues
  - d. Predicting
  - e. Active questioning to explore heard content
  - f. Developing individual positions on issues through an examination of various viewpoints
3. Listening strategies for differentiating language functions
  - a. Identifying literal and figurative language
  - b. Identifying word-order patterns
  - c. Identifying signal words and phrases used in language functions
    - i. Paraphrase
    - ii. Repetition
    - iii. Exemplification
    - iv. Tangential information
    - v. Context
    - vi. Prediction
    - vii. Facts
    - viii. Opinion
  - d. Recognizing formal and informal language
  - e. Identifying speaker's tone
4. High-intermediate fluency and pronunciation
  - a. Stress and intonation
  - b. Thought groups
  - c. Sentence patterns
  - d. Vocabulary and idiomatic expressions
  - e. Self-correction
  - f. Targeted sounds to improve individual pronunciation
5. Speaking strategies for communicating high-intermediate spoken American English in the academic, workplace, and social settings
  - a. Yes/no questions
  - b. Information questions relevant to the topic
6. Language functions
  - a. Defining a term
  - b. Story-telling
  - c. Expressing individual positions on issues
  - d. Expressing and defending personal opinions

- e. Discussing abstract concepts
  - f. Constructing and reconstructing information and explanations
  - g. Paraphrasing
  - h. Comparing/contrasting
  - i. Synthesizing
7. Self and peer assessment
8. High-intermediate note-taking of lectures and other academic discourse
- a. Strategies
    - i. Steps (before, during, after)
    - ii. Organizing
    - iii. Summarizing
  - b. Methods
    - i. Cornell Method
    - ii. Outlining
    - iii. Charting
    - iv. Concept Mapping
    - v. Listing
9. Organization and Content of Lectures
- a. Signals for comparisons/contrasts, exemplification, classification paraphrase, tangential information, prediction, paraphrase, etc.
  - b. Transitions as cues to topic change and lecture organization
  - c. Words and phrases that indicate parts of a lecture
10. Organizational strategies of various language functions
- a. Introductory statements as a predictor of content
  - b. Signals for language function
  - c. Transitions as cues
  - d. Words and phrases
  - e. Sentence patterns
11. Organizational strategies for preparing and delivering language functions
- a. Outlining
  - b. Introduction as attention-getting and predictor of content
  - c. Signals for contrast/comparison, exemplification, paraphrase, synthesis, opinion, etc.
  - d. Transition as cues
  - e. Word, phrases, and sentence patterns

## Resources

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

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

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Carter, Ronald and David Nunan, eds. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. New York: Cambridge University Press, 2010.

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

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Cook, Ann. *American Accent Training with 5 Audio CDs*. 3rd ed. Hauppauge: Barrons, 2012.

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

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Folse, Keith S. and Jeanine Ivone. *Discussion Starters: Speaking Fluency Activities for Advanced ESL/EFL Students*. Ann Arbor: University of Michigan Press, 2002.

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Gilbert, Judy B. *Teaching Pronunciation: Using the Prosody Pyramid*. Cambridge: Cambridge University Press, 2012.

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

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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.

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Richards, Jack. *Creating Effective Language Lessons*. Cambridge: Cambridge University Press, 2011.

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Reppen, Randi. *Using Corpora in the Language Classroom*. Cambridge: Cambridge UP, 2010.

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Roach, Peter. *English Phonetics & Phonology*. 4th ed. Cambridge: Cambridge UP, 2009.

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Sanabria, Kim & Carlos Sanabria. *Academic Encounters 2: American Studies*. 2nd ed. Cambridge: Cambridge UP, 2013.

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M. Rafael Salaberry & Alfred Rue Burch, Eds. *Assessing Speaking in Context*. Multilingual Matters, 2021.

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Palmer, Adrian. *Language Assessment in Practice*. 2nd ed. Oxford UP, 2014.

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Christine C. M. Goh, Larry Vandergrift. (2021) *Teaching and Learning Second Language Listening: Metacognition in Action*,

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Jonathan M. Newton, I.S.P. Nation. (2021) *Teaching ESL/EFL Listening and Speaking*,

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Eli Hinkle. (2018) *Teaching Essential Units of Language: Beyond Single-Word Vocabulary*, Routledge.

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Marian Barry. (2019) *Developing Summary and Note-Taking Skills*, Cambridge.

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### Resources Other

1. Beuckens, Todd. English Language Listening Lab online. <http://ello.org>
2. Davis, Randall. Randall's ESL Cyber Listening Lab <http://www.esl-lab.com>
3. TESL/TEFL/TESOL/ESL/EFL/ESOL Links <http://iteslj.org/links>
4. University of Iowa. *Phonetics: Sounds of American English*. [www.uiowa.edu/~acadtech/phonetics/english/frameset](http://www.uiowa.edu/~acadtech/phonetics/english/frameset)
5. Journal of ELT and Applied Linguistics(JELTAL) <http://www.jeltal.com/home>
6. Rachel's English. <http://www.rachelsenglish.com/>
7. Corpus of Contemporary American English: <https://www.english-corpora.org/coca/>

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