

COURSE OUTLINE

**ESL 115**  
**Listening and Speaking I**

I. **Catalog Statement**

English as a Second Language 115 is designed for students who cannot communicate effectively even in the most basic situations on the community college campus. Dialogues are presented, and students participate in role plays of campus-related situations in class and on the campus at large. Clear speaking, listening, and pronouncing are stressed in classroom drills and activities. Laboratory assignments may be made by the instructor based on individual student needs.

Total Lecture Units: 5.0

Total Course Units: 5.0

Total Lecture Hours: 80.0

Total Faculty Contract Hours: 80.0

Prerequisite: Placement is based on a composite of test scores and academic background.

Recommended: Concurrent enrollment in an ESL grammar and writing course and a reading course.

II. **Course Entry Expectations**

Skills Level Ranges: Reading 1; Writing 1; Listening/Speaking 1; Math 1

### III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. understand conversations, short monologues, and mini-lectures such as those contained on portable media (CDs, DVDs, tapes) and in the text books.
2. participate in conversations using a familiar semantic field such as a campus-related topic, American customs, etc.;
3. approximate standard American pronunciation well enough to make themselves understood;
4. orally paraphrase or summarize a short story, monologue or conversation;
5. prepare and deliver short speeches.

### IV. Course Content

- |    |   |          |
|----|---|----------|
| A. | Pronunciation   | 15 hours |
| 1. | Discrimination and production of sounds and intonation patterns contained in situational dialogues. |          |
| B. | Listening Comprehension   | 20 hours |
| 1. | Reductions which occur in rapid speech  |          |
| 2. | Inference   |          |
| 3. | Close Exercises   |          |
| C. | Conversation  | 20 hours |
| 1. | Informal practice in pairs, groups, and before the class  |          |
| 2. | Dialogues related to daily living, including:   |          |
| a. | greetings, partings, introductions  |          |
| b. | describing  |          |
| c. | accepting and refusing  |          |
| d. | getting information   |          |
| e. | expressing opinions, agreement, disagreement  |          |
| 3. | Dialogues   |          |
| a. | relating to specific problems on campus   |          |
| b. | relating to topics of high interest to adults   |          |
| D. | American Culture  | 15 hours |
| 1. | Values  |          |
| 2. | Traditions and customs  |          |
| 3. | Family life   |          |
| 4. | Instructional styles and classrooms conventions and expectations                                    |          |
| E. | Grammar   | 10 hours |
| 1. | Oral reinforcement of the grammatical structures presented in writing classes                       |          |
| 2. | Monitoring: correction of errors  |          |

V. **Methods of Presentation**

The following instructional methodologies may be used in the course:

1. Visitations will be made by campus personnel to the classroom and students will travel to campus locations to simulate real-life situations.
2. If available, tutors will be used to individualized and enhance instruction.

VI. **Assignments and Methods of Evaluation**

1. Students present oral summaries of reading passages and dialogues presented in the text and perform in role plays. Frequent written listening comprehension and vocabulary tests are administered. The final exam includes listening, comprehension, speaking, and vocabulary/idiom components.

VII. **Textbooks**

(Required: One text from Group I and one text from Group II)

**GROUP I: PHONICS/LISTENING**

Tanka, Interactions 1 Listening/Speaking, McGraw-Hill Higher Education, 2009, 5<sup>th</sup> Ed., ISBN 007-720246-5, Instructor's Manual ISBN, 0-07-329419-5

**GROUP II: SPEAKING**

Molinsky, Word by Word Picture Dictionary with Music CD, 2008, Prentice Hall, ISBN 013-235-838-7

Molinsky, Beginning Vocabulary Workbook, Prentice Hall, 2005, ISBN 0-13-189229-0

VIII. **Student Learning Outcomes**

1. Students should be able to comprehend short monologues, conversations, and mini-lectures which use familiar vocabulary at a high beginning level.
2. Students should be able to communicate effectively by using standard pronunciation, correct syllable and sentence stress, and appropriate vocabulary at a high beginning level.

