

COURSE OUTLINE

**ESL 125**  
**Listening and Speaking II**

I. **Catalog Statement**

English as a Second Language 125 presents listening comprehension strategies as well as practice in the pronunciation of individual sounds, word and sentence stress, and intonation patterns. Oral communication skills are strengthened through such activities as dialogues and role playing, as well as pair, group, and class discussion. Both formal and informal vocabulary and idioms are taught and tested.

Total Lecture Units: 4.0

Total Course Units: 4.0

Total Lecture Hours: 64.0

Total Faculty Contract Hours: 64.0

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of ESL 115 (formerly ESL 172).

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

II. **Course Entry Expectations**

Skills Level Ranges: Reading 2; Writing 2; Listening/Speaking 2; Math 1

Prior to enrolling in the course, the student should 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.

### III. Course Exit Standards

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

1. comprehend taped and live, speeches, dialogues, instructions, and lectures;
2. control English sounds, intonation patterns, and word and sentence stress well enough to monitor their own communication;
3. understand and produce “reductions” or suprasegmentals which occur in rapid speech;
4. communicate orally in informal dialogues, role playing, class discussion, and short speeches;
5. converse at a functional level adequate for everyday use on the campus and in the community.

### IV. Course Content

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|----|--|----------|
| A. | Listening (with use of media).   | 20 hours |
|    | <ol style="list-style-type: none"> <li>1. Comprehension of effective listening strategies</li> <li>2. Reduced forms</li> <li>3. Note taking and comprehension of dialogues and mini-lectures</li> </ol>  |          |
| B. | Pronunciation  | 15 hours |
|    | <ol style="list-style-type: none"> <li>1. Word and sentence stress</li> <li>2. Intonation patterns</li> <li>3. Reductions that occur in rapid speech</li> </ol>  |          |
| C. | Oral Communication   | 20 hours |
|    | <ol style="list-style-type: none"> <li>1. Informal dialogues</li> <li>2. Role playing</li> <li>3. Pairs, group and class discussion</li> <li>4. Short speeches before the class or instructor alone</li> <li>5. Communicative tasks using maps, drawings, and forms</li> <li>6. Interviews with native speakers</li> </ol> |          |
| D. | Vocabulary Enrichment  | 6 hours  |
|    | <ol style="list-style-type: none"> <li>1. Formal and informal idioms</li> <li>2. Expressions used for various functions, both formal and informal.</li> </ol>  |          |
| E. | Cross-cultural Exercises   | 3 hours  |
|    | <ol style="list-style-type: none"> <li>1. Values</li> <li>2. Body language</li> <li>3. Conversational turn-taking</li> <li>4. Instructional styles, classroom conventions and expectations</li> </ol>  |          |

V. **Methods of Presentation**

The following instructional methodologies may be used in the course:

1. Videos, CDs, and DVDs which accompany the texts are played in the classroom and available in the Credit ESL Lab for students in need of additional listening comprehension practice.
2. Students weak in oral fluency are encouraged to seek additional practice in the Credit ESL Lab.
3. DVDs used in the ESL classroom are available in the Credit ESL Lab.

VI. **Assignments and Methods of Evaluation**

1. Students give brief reports, oral summaries or dialogues with each other weekly.
2. A minimum of four (4) written tests on listening comprehension, vocabulary, and idioms are also administered.
3. The mid-term and final exam will include listening comprehension, vocabulary, and oral expression components.

VII. **Textbooks**

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

**GROUP I: LISTENING/PRONUNCIATION**

Tanka, Interactions 2 Listening/Speaking Skills Book, 5<sup>th</sup> Ed., 2006, McGraw-Hill Higher Education ISBN 0-07-333741-2 Instructor's Manual ISBN 0-07-329422-5

Blass, Quest: Listening and Speaking Book #1, Second Ed., 2006, McGraw-Hill Higher Education 0-07-353392-0 Student Text 0-07-326960-3

**GROUP II: SPEAKING**

Dale & Poms, English Pronunciation Made Simple (2 Audio CDs included), 2005, Prentice-Hall, ISBN 0-13-111596-0. No Instructor's Manual/Answer Key available.

VIII. **Student Learning Outcomes**

1. Students should be able to comprehend recorded dialogues and samples of brief academic lectures at a low-intermediate level.
2. Students should be able to communicate effectively by using standard pronunciation, correct syllable and sentence stress, and appropriate vocabulary at a low-intermediate level.