

COURSE OUTLINE

ESL 135
Listening and Speaking III

I. **Catalog Statement**

English as a Second Language 135 stresses listening comprehension as well as oral communication by means of reports, short speeches, and small group and class discussion of high-interest topics. The standard pronunciation of individual sounds, as well as stress and intonation patterns are presented, drilled and tested. The students will study formal and informal idioms and vocabulary to improve their ability to communicate orally. Some work is done to correct the problems of individual students. In addition, laboratory assignments may be made based on individual student needs.

Units 2.0

Lecture Hours 4.0

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of ESL 125 (formerly ESL 162).

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

Note: Transfer credit: CSU

II. **Course Entry Expectations**

Skills Level Ranges: Reading 3; Writing 3; Listening/Speaking 3; Spelling 2; Math 1

Prior to enrolling in the course, the student should 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.

III. Course Exit Standards

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

1. demonstrate use of both formal and informal idioms studied in textbook pertinent to various situations;
2. produce correct syllable and sentence stress;
3. produce standard pronunciation well enough to avoid breakdowns in communication;
4. demonstrate an advanced level of proficiency in listening comprehension;
5. present two to five minute oral reports and speeches on current high-interest topics.

IV. Course Content

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| A. | Pronunciation | 18 hours |
| | 1. Phonemes | |
| | a. Discrimination | |
| | 1) Distinction between contrasting vowels or consonants presented in minimal pairs (e.g. lash/rash, tile/fire) | |
| | 2) Recognition of pronunciation differences between English and foreign language phonemes (e.g. “e” and “i” in English and in Spanish) | |
| | b. Production | |
| | 1) Avoiding pronunciation errors based on spelling | |
| | 2) Practice with vowels | |
| | a) Front | |
| | b) Middle | |
| | c) Back | |
| | c. Practice with consonants: stops, continuants voiced & unvoiced pairs; clusters | |
| | 2. Stress and rhythm | |
| | a. Word level | |
| | b. Phrase level | |
| | 3. Intonation patterns | |
| | a. Falling (imperatives, statements) | |
| | b. Rising (interrogatives) | |
| | c. Rising-falling | |
| | d. Other patterns | |
| B. | Oral Expression | 30 hours |
| | 1. Informal discussion | |
| | a. Reading assignments | |
| | b. Current events, films, television programs | |
| | 2. Simulation exercises | |
| | a. Role playing; getting people to do things; requesting; agreeing and refusing | |

- b. Talking about similarities, differences stating preferences
 - c. Complaining, apologizing, expressing disappointment
 - d. Describing places, people, things
 - e. Telling a story: narrative techniques, dialogue, suspense
 - f. Agreeing and disagreeing
- 3. Formal presentations: delivering and evaluating speeches of two to five minutes duration
 - a. Debates
 - b. Panel/discussion
 - 4. Comparison of cultural differences
 - a. Body language
 - b. Conversational turn-taking
 - c. Values and customs
- C. Listening Comprehension 10 hours
- 1. Understanding lectures on media supplied with textbooks
 - 2. Analyzing examples of native-speaker conversation

V. **Methods of Presentation**

The following instructional methodologies may be used in the course:

- 1. Short films may be shown to stimulate conversation.
- 2. Students may attend plays produced by the Glendale College Drama Department to stimulate conversation.
- 3. Video taping of students in role playing or making speeches is a valuable feature.
- 4. Equipment is available in the Media Center at the Glendale College Library.

VI. **Assignments and Methods of Evaluation**

- 1. Regular written examinations are administered in listening skills and vocabulary.
- 2. Two- to-five minute speeches are graded during the semester.
- 3. The final examination should consist of an oral presentation as well as listening comprehension.

VII. **Textbooks**

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

GROUP I: PRONUNCIATION

Hanreddy, Mosaic 1 Listening & Speaking, Silver Ed., 2006, Mc Graw-Hill, ISBN 0073331996

G.E. Orion, Pronouncing American English, 2nd Ed., 1997, Heinle & Heinle/Thomson Learning, Text/Tape Package ISBN 0-8384-1177-0, Instructor's Manual/Answer Key ISBN 0-8384-6334-7

Gilbert, Clear Speech, 3rd Ed., 2005, Cambridge University Press, ISBN 0-521-54354-1

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.

GROUP II: LISTENING/SPEAKING

Numrich, Face the Issues, 3rd Ed., 2007, Longman Press/Pearson Education, ISBN 01319-9218X

Carlisi, Tapestry: Listening & Speaking 3, 2000, Heinle & Heinle, ISBN 0-8384-0023-X

VIII. Student Learning Outcomes

1. Students should be able to comprehend a variety of dialogues and samples of academic lectures at an intermediate level.

2. Students should be able to communicate effectively by using standard pronunciation, correct syllable and sentence stress, and appropriate vocabulary at an intermediate level.