

COURSE OUTLINE

ESL 155
Listening and Speaking V

I. **Catalog Statement**

English as a Second Language 155 concentrates on reducing foreign accents in the speech of otherwise articulate non-native students. Intensive practice in the production of individual sounds, rhythm stress, intonation, and phraseology helps students communicate more effectively and helps prepare them for upper division ESL phonetics courses. Students learn to use formal diction by making oral presentations and participating in class debates. They practice expressive speaking, appropriate facial expressions, and hand and body gestures. Laboratory assignments may be made at the discretion of the instructor.

Units 2.0

Lecture Hours 3.0

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of ESL 145 (formerly ESL 144).

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

Note: Transfer credit: USC

II. **Course Entry Expectations**

Skills Level Ranges: Reading 4; Writing 5; Listening/Speaking 5; Spelling 2; Math 1

1. demonstrate mastery of both formal and informal idioms studied;
2. demonstrate an advanced level of proficiency in listening comprehension;
3. present 3- to-4-minute oral reports and speeches on a variety of topics, using only a phrasal outline as a prompt.
4. analyze and critique oral presentations.

III. Course Exit Standards

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

1. apply strategies appropriate to improving communication with native speakers;
2. apply some theoretical concepts pertaining to phonetic/phonology which will both improve accent and prepare him/her for upper division phonetics study;
3. critically evaluate classroom presentations and analyze the validity of their academic content;
4. identify, predict, and monitor features of the English sound system which differ from those of his/her native language;
5. select and participate in modes of presentation and discussion appropriate for a given academic topic;
6. apply knowledge of culture-appropriate presentation style, using effective body language and appropriate level of language.

IV. Course Content

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| A. | General Concepts Related to Communication | 4 hours |
| | 1. Communication Anxiety | |
| | 2. Cross-cultural factors related to communication | |
| B. | Conducting and Reporting Interviews | 4 hours |
| | 1. Active listening | |
| | 2. Conducting an interview | |
| | 3. Reporting on an interview | |
| C. | Discussion Ideas | 4 hours |
| | 1. Small group discussion | |
| | 2. Arriving at a consensus | |
| | 3. Spoken vs. written English | |
| D. | Demonstrating and Explaining | 4 hours |
| | 1. Choosing appropriate topics | |
| | 2. Organizing a speech | |
| | 3. Using audio-visual aids | |
| | 4. Evaluating a presentation | |
| E. | Expressing Opinions | 6 hours |
| | 1. Separating fact from opinion in classroom communication | |
| | 2. Summarizing | |
| | 3. Outlining and the use of notes in a presentation | |
| | 4. Linking ideas in a speech | |
| F. | Summarizing and Reacting | 5 hours |
| | 1. Critically evaluating written material in a presentation | |
| | 2. Summarizing | |
| | 3. Outlining and the use of notes in a presentation | |
| | 4. Linking ideas in a speech | |

G.	Arguing and Proposing Changes	6 hours
	1. Panel discussions	
	2. Debates	
	3. Presenting a proposal	
	4. Evaluating and analyzing proposals	
H.	Phonetics/Phonology	12 hours
	1. Discrimination of individual phonemes	
	2. Stress and intonation	
	3. The use of symbols to represent sounds and sound patterns	
	4. Knowledge of regional variations of English	
	5. Identification of individual sound problems in English	
	6. Strategies for monitoring individual sound problems in English	
I.	Non-Verbal Communication	3 hours
	1. Appropriate gestures	
	2. Expressing emotion	
	3. Proxemics	
	4. Formality vs. informality	

V. **Methods of Presentation**

The following instructional methodologies may be used in the course:

1. Based on teacher recommendation, students do supplementary listening practice out of class.
2. Communications activities require the student to interview native and non-native speakers on campus and in the community.
3. Topical films and guest lectures may be planned as appropriate.
4. Student presentations may be videotaped and reviewed.

VI. **Assignments and Methods of Evaluation**

1. There are periodic sound discrimination and listening comprehension tests based on texts units.
2. There are a minimum of three graded oral presentations.
3. The final test consists of a listening comprehension section and a graded oral presentation.

VII. **Textbooks**

ONE TEXT ONLY

Beglar, Contemporary Topics 3, 3rd Ed, Pearson Longman, 2009
ISBN 0132345234

Porter, et al, Communicating Effectively In English, 2nd Edition
Heinle & Heinle/Thomson Learning, 1992
ISBN 0-534-17268-7

Lebauer, Learn to Listen; Listen to Learn, 2nd Edition
Longman, 2000
Student's Book ISBN 0-13-919432-0
Teacher's Manual 0-13-919440-1
Audiocassettes ISBN 0-13-919457-6

Kendall, The Real Thing

Highland, 2000
ISBN 83-0-945-78305-1

(Video Tape Available in Language Lab)

VIII. **Student Learning Outcomes**

1. Students should be able to comprehend, interpret, and summarize academic lectures at an advanced level.
2. Students should be able to communicate effectively by using standard pronunciation, correct syllable and sentence stress, and appropriate vocabulary at an advanced level.