

ESLL 235: LISTENING/ SPEAKING FOR ACADEMIC PURPOSES

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	5
Hours:	5 lecture per week (60 total per quarter)
Prerequisite:	Appropriate placement through Foothill College's placement model (i.e., guided self-placement).
Advisory:	Successful completion of ESLL 226 and 227 strongly recommended; intended for students whose native language is not English; not open to students with credit in ESL 165.
Degree & Credit Status:	Non-Degree-Applicable Credit Course Basic Skills, 2 Levels Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Summarize a lecture.
- Participate in group discussions based on lectures.

Description

A listening/speaking course focusing on preparing students for listening to authentic lectures and participating in classroom discussions and presentations.

Course Objectives

The student will be able to:

- Listen for different purposes
- Respond to listening tasks in different ways
- Recognize the basic features of spoken English in academic discourse
- Make connections between speech and writing
- Participate in conversations in class and in groups
- Participate in class and group activities
- Participate in multicultural group activities
- Speak with relative intelligibility in an academic context
- Give oral presentations on academic and personal subjects
- Develop an effective understanding of how thought groups and focus words facilitate the understanding of spoken English

- Demonstrate the use of thought groups with emphasis on focus words to facilitate better understand of spoken communication

Course Content

- Listening for different purposes
 - Learning about the spoken features of English
 - Getting information
 - Participating in conversations
 - Learning new concepts
 - Integrating information from multiple sources
 - Distinguishing among types of discourse
 - Directions
 - Announcements
 - Narratives
 - Conversations
 - Simulated and authentic lectures
 - Appropriate strategies for listening tasks include:
 - Tolerating ambiguity
 - Adjusting to a variety of speakers
 - Guessing meaning from context
 - Making predictions
 - Forming hypotheses
 - Listening for main idea
 - Listening for specific details
 - Differentiating between fact and opinion
 - Identifying lecture language that indicates main ideas, supporting ideas, transitions, and repetition
- Responding to listening tasks in different ways
 - Taking lecture notes
 - Using abbreviations
 - Noting content words and eliminating function words
 - Reconstructing notes into narrative form
 - Taking dictation
 - Writing critical responses
 - Writing summaries of lectures
 - Giving oral summaries using paraphrasing
 - Using meaningful body and facial language to communicate in oral summaries
- Recognizing the basic features of spoken English in academic discourse
 - Listening for number of syllables
 - Listening for stressed syllables
 - Listening for grammatical signals at the ends of words, e.g., /s/, /d/
 - Listening for word blending in discourse
 - Listening for stress on content words
 - Listening for rhythm in discourse
- Making connections between speech and writing
 - Learning sound/spelling correspondences
 - Recognizing stylistic difference between speech and writing in academic vocabulary and discourse
- Participating in conversations in class and in groups
 - Responding appropriately in conversations
 - Initiating conversations

- iii. Sustaining conversations
- iv. Turn taking
- v. Conducting interviews
- f. Participating in class and group activities
 - i. Asking questions in class
 - ii. Asking for clarification
 - iii. Negotiating class activities
 - iv. Asking for repetition
 - v. Asking for specific information
 - vi. Comparing and contrasting
 - vii. Presenting and defending opinions
 - viii. Explaining
 - ix. Analyzing
 - x. Defining terms and concepts
 - xi. Showing comprehension
 - xii. Being active in class according to U.S. class cultural expectations
 - xiii. Working in groups according to U.S. academic cultural expectations
 - xiv. Discussing lectures and readings
 - xv. Leading, participating in and reporting on discussions
- g. Participating in multicultural group activities
 - i. Learning to accommodate and negotiate differences in how students participate in American classrooms
 - ii. Giving eye contact and body language to show interest and attention
- h. Speaking with relative intelligibility in an academic context
 - i. Using appropriate number of syllables in words
 - ii. Pronouncing final syllables of words, especially syllables that show grammatical endings, e.g., plurality, possession, tense
 - iii. Placing stress on the appropriate syllable of words
 - iv. Placing sentence stress appropriately in common phrases to focus, emphasize, contrast
 - v. Using intonation appropriately, e.g., to introduce or conclude a topic, to distinguish between main points and descriptive details
 - vi. Speaking in appropriate phrases and not single one-word-at-a-time sentences
- i. Giving oral presentations on academic and personal subjects
 - i. Applying the rules of pronunciation and stress in controlled and communicative practice with peers
 - 1. Using appropriate stress on content words in spoken English to create the anticipated rhythm in spoken discourse
 - 2. Using appropriate body language, facial expressions, and eye-contact
- j. Developing an effective understanding of how thought groups and focus words facilitate the understanding of spoken English
 - i. Identifying thought groups and their focus words for effective communication
 - ii. Recognizing how the same group of words when put into different thought groups can change meaning
 - iii. Recognizing how a shift on a focus word in a thought group can change the intent of the speaker
- k. Demonstrating the use of thought groups with emphasis on focus words to facilitate better understanding of spoken communication
 - i. Applying learned rules for thought groups in controlled and communicative oral practice

- ii. Shifting the focus to different words in the same thought groups and demonstrate how this changes meaning
- iii. Incorporating thought groups with focus words into formal and informal class presentations

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught online, ongoing access to internet connection, email software and hardware, and a working email address are required.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Textbook- and/or teacher-generated listening quizzes

Homework

1. Listening to/watching a lecture
2. Summarizing the lecture
3. Being able to answer questions about the lecture

Oral presentations

1. Short presentations on personal or academic topics
- Group work

1. Turn-taking
2. Initiating questions
3. Non-verbal signals and eye-contact

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture

Class and group discussion

Oral presentations

Representative Text(s) and Other Materials

Frazier, Laurie, and Shalle Leeming. [Lecture Ready 3](#). 2013.

Gilbert, Judy. [Clear Speech](#). 2017.

Grant, Linda. [Well Said: Pronunciation for Clear Communication](#). 2016.

Although some of the representative texts for this course are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- a. Readings in the texts
- b. Writing to support listening and speaking activities
- c. One-on-one survey taken on campus outside of the classroom
- d. Listening to lectures on campus in chosen discipline

- e. Listening to assigned videos (TED-Talks, The World from PRI, etc.)
- f. Recording possible personal stories on The World from PRI

Discipline(s)

English as a Second Language (ESL)