

NCEL 425: DEVELOPING LISTENING & SPEAKING SKILLS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	0
Hours:	10 lecture per week (120 total per quarter)
Advisory:	NCEL 413 or higher.
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course Basic Skills, 4 Levels Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability

Student Learning Outcomes

- Respond to varied types of aural input (instructions, telephone messages, conversations, short talks).
- Produce comprehensible spoken language in social interactions, class discussions, and presentations.

Description

Develop skills to listen to everyday English and to participate in everyday conversations. Introduction to academic listening and classroom interactional skills, discussion skills, and the language of group work dynamics. Pronunciation work to develop clear speech and comprehension of naturally spoken American English.

Course Objectives

The student will be able to:

- Demonstrate comprehension of literal and implied meaning in listening tasks, e.g., instructions, directions, telephone messages, conversations, and short talks on familiar topics, using various types of responses (speaking and writing)
- Recognize basic patterns of stress and intonation in English (listening)
- Reproduce basic stress and intonation patterns of spoken English to aid in comprehensible pronunciation/speech (speaking)
- Produce comprehensible spoken language in social interactions, class discussions, and presentations

Course Content

- Demonstrate comprehension of literal and implied meaning in listening tasks

- Literal meaning
 - Main ideas
 - Supporting details
 - Inferred meaning
 - Context clues
 - Speaker's tone
 - Non-verbal cues
- Recognize basic patterns of stress and intonation in English
 - Recognize basic stress and intonation patterns of spoken English to aid in comprehension
 - Listening for number of syllables
 - Listening for stressed syllables
 - Listening for grammatical signals at the ends of words, e.g., /s/, /d/
 - Listening for elisions
 - Listening for intonational features
 - Identify connections between speech and writing, e.g., learning sound-spelling correspondences
 - Silent "e" (can vs. cane)
 - Send vs. sent
 - Reproduce basic stress and intonation patterns of spoken English to aid in comprehensible pronunciation/speech
 - Using appropriate number of syllables in words
 - Pronouncing final syllables of words, especially syllables that show grammatical endings, e.g., plurality, possession, tense
 - Placing stress on the appropriate syllable of words
 - Placing sentence stress appropriately in common phrases to focus, emphasize, contrast
 - Using intonation appropriately
 - Speaking in appropriate phrases and not only single one-word sentences
 - Produce comprehensible spoken language in social interactions, class discussions, and presentations
 - Speech acts common to discussions and conversations, e.g., compliments, criticism, advice, and giving (multi-step) directions
 - Common interruption words and turn-taking
 - Common idioms
 - Levels of formality (register) in conversation/discussions
 - Apply conversation strategies to participate in "small talk"
 - Responding appropriately in conversations
 - Initiating conversations
 - Sustaining conversations
 - Closing conversations
 - Demonstrate phone skills
 - Calls for information
 - Calls for personal and business purposes
 - Leaving appropriate voicemail messages
 - Participating in class activities:
 - Clarification—negotiation for meaning strategies (e.g., asking for clarification, repetition, and specific information)
 - Agreeing/disagreeing
 - Expressing opinions with support
 - Describing
 - Explaining

- vi. Defining
- vii. Reporting out from group discussions to the class

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus, no special facility or equipment needed.
2. When taught online, ongoing access to computer with email software and capabilities and current internet browser, email address.

Method(s) of Evaluation

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

Communicative, contextualized in-class assignments
Homework
Oral and written production of extended discourse
Dictations
Dialogues
Presentations (individual and group)

Method(s) of Instruction

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

Lecture
Discussion
Oral presentations
Demonstration

Representative Text(s) and Other Materials

Gilbert, Judy. Clear Speech From the Start, 2nd ed.. 2012.

Mills, Robin, and Laurie Frazier. NorthStar Listening and Speaking 2, 5th ed.. 2019.

Although one of these texts is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

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

1. Readings in the text and other sources
2. Writing to support listening and speaking activities
3. Recording pronunciation tasks

Discipline(s)

English as a Second Language (ESL): Noncredit