OVERVIEW
The following information will appear in the 2010 - 2011 catalog.

ESL 23  English Speaking and Listening 1  5 Units
Formerly listed as: ESL - 23: Spoken English 1
Recommended for Success: Before enrolling in this course, students are strongly advised to Use English grammar and tenses at the elementary level. Read simplified texts demonstrating knowledge of elementary vocabulary and follow basic oral and written instructions without the need of a translator.

An introduction to basic pronunciation of vowels and consonants of the English language. Attention paid to rhythm, intonation, and syllable stress, and the aural and vocabulary skills required to function in basic English.
Field trips might be required. (A-F or P/NP - Student choice) Lecture

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. REQUIRED CONTENT

1. Required Content:

   A. Speaking
      1. Alphabet
      2. Using a dictionary to understand the pronunciation of a word
      3. Consonants
         a. Voiced / voiceless
         b. Stops (all)
         c. Fricatives (all)
         d. Affricates (all)
         e. Nasals (all)
         f. Liquids (all)
         g. Glides (all)
      4. Vowels
         a. Front (all)
         b. Central (all)
         c. Back (all)
         d. Diphthongs (all)
      5. Consonant clusters
      6. Introduction of the concept of syllables
      7. Intonation
         a. Wh-Q vs. Y/N-Q
         b. Or (choice)
      8. Stress
         a. Noun vs. verb
         b. Phrasal verb
         c. Compound noun
      9. –S and –ed endings
      10. Linked sounds
          a. Two consonants
          b. Two vowels
          c. Vowel and consonant
      11. Stress of can vs. can’t
12. Expressions (m.c.)
   a. Sympathy
   b. Encouragement
   c. Interest
   d. Understanding
   e. Likes / dislikes

13. Speech acts (m.c.)
   a. Give / accept complement
   b. Give / ask directions
   c. Ask for help / favor
   d. Ask for / give permission

B. Listening
   1. Basic classroom directions
   2. Present / past time
   3. Statement / question
   4. Affirmative / negative
   5. Numbers
   6. Plurals
   7. Identifying main idea of conversational language

C. Vocabulary
   1. Vocabulary frequently encountered in everyday speech
   2. Idioms
   3. Spelling of various phonemes with different graphemes

2. Recommended Content:
   1. Reduced syllables
   2. Word forms

B. ENROLLMENT RESTRICTIONS

1. Advisories

   Before enrolling in this course, students are strongly advised to Use English grammar and tenses at the elementary level. Read simplified texts demonstrating knowledge of elementary vocabulary and follow basic oral and written instructions without the need of a translator.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Assign aural and visual presentations
2. Direct group practice with responses for fluency
3. Organize group work for fictionalized selections including plays
4. Assign pair-work exercises for dialogue practice
5. Develop extensions of controlled conversations into spontaneous conversations, role playing, and improvisation
6. Require students to listen to recordings and mirror another voice
7. Introduce jazz chants to practice individualized language
8. Use periodic dictations
9. Direct students to work solo or with partners on computers in the lab
10. Require students to record voices for automatic feedback

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   1. Weekly preparation for dictation
   2. Weekly interpretation of discussion for reading
   3. Exercises reflecting sound discrimination
   4. Voice recordings of homework
   5. Modeling or mirroring
   6. Memorization and practice of dialogues for class presentation
   7. Out of class interviews
   8. Vocabulary and pronunciation exercises based on songs or poetry

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. Listen to the following conversation. Answer questions about the main ideas and details.
   2. Read and record sentences distinguishing between minimal pair contrasts studied in class.
   3. Use a minimum of six expressions and idioms studied in class to create a five minute role-play presentation with your group.
   4. Look at the paragraph with the highlighted words in simple past tense. Write the past tense -ed sound after each word. Record yourself reading the paragraph. Turn this in to the instructor for a grade.

F. TEXTS AND OTHER READINGS (TYPICAL)

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   produce various basic segmental and a few suprasegmental aspects of the English language, understand the main ideas of spoken conversational language, and acquire general level-appropriate vocabulary skills

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.
   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:
      a. Use a dictionary to find the pronunciation of a new word
b. Distinguish between voiced and voiceless consonant sounds  
c. Differentiate between similar vowel sounds  
d. Pronounce final consonant, and -ed and -s endings  
e. Produce correct stress in compound nouns, can vs. can't, and numbers (-teen vs. -ty)  
f. Correctly identify the number of syllables of a word  
g. Use intonation of statements and questions  
h. Demonstrate how English sounds are linked  
i. Interpret speech acts relating to others (m.c.)  
j. Follow basic spoken instructions  
k. Give simple responses to questions on content  

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Weekly dictations  
   2. Chapter quizzes  
   3. Periodic voice recordings of studied pronunciation points  
   4. Quizzes regarding –ed and -s endings  
   5. Regular quizzes of sound discrimination  
   6. Periodic individual student interviews  
   7. Periodic group presentations  
   8. Regular quizzes on vocabulary, expressions, and idioms  
   9. Midterm exam (optional)  

B. SUMMATIVE ASSESSMENT
   1. End of semester recordings or presentations  
   2. Final exam