I. **OVERVIEW**

The following information will appear in the 2010 - 2011 catalog

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 33</td>
<td>English Speaking and Listening 2</td>
<td>5</td>
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</table>

**Prerequisite:** Satisfactory completion of ESL 23 or qualification by the MJC assessment process.

Continued development in pronunciation, rhythm, intonation, stress, reductions, linking, and focus shift of English. Beginning aural comprehension of simplified lectures, participation in group discussion, and vocabulary necessary for delivery of short presentations.

Field trips are not 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. **COURSE CONTENT**

1. **Required Content:**

   A. Speaking
   1. Using a dictionary to distinguish differences in word pronunciations
   2. Consonants (including review of basic consonant elements from ESL 23)
      a. Combinations
      b. Consonant clusters
   3. Vowels (including review of basic vowel elements from ESL 23)
      a. Front
      b. Central
      c. Back
      d. Diphthongs
   4. Schwa
   5. Syllables
   6. Thought groups
   7. Focus word and ordinary shift
   8. Focus word and unexpected shift
   9. Intonation
      a. Meaning
      b. Question
      c. Items in a series
      d. Unexpected changes
   10. Stress
      a. 2-syllable verbs
      b. 2-syllable nouns
      c. Phrasal verbs: separable and inseparable (m.c.)
      d. Compound nouns and noun phrases (m.c.)
      e. Suffixes for predicting stress
   11. Reductions
   12. Linking
   13. Tag questions
      a. Rising intonation
      b. Falling intonation
   14. Be/have contractions
   15. Starting a conversation (m.c.)
   16. Expressing an opinion (m.c.)
   17. Basic principles of speech delivery (m.c.)
a. Note-taking skills  
b. Interviewing skills  
c. Speech outline  

18. Participating in a discussion  (m.c.)  
a. Entering in  
b. Contributing valuable ideas  
c. Reaching consensus  

B. Listening  
1. Identifying main point, important points, specific information  
2. Identifying key words  
3. Understanding organization of a simplified lecture (m.c.)  
   a. Time fillers  
   b. Interjections  
   c. Signaling important points  
   d. Process or sequence clues  
   e. Compare / contrast clues  
   f. Opinion clues  

C. Vocabulary  
1. General Service Word List and AWL (Academic Word List)  
2. Basic use of prefixes and suffixes  
3. Idioms  
4. Word forms  
5. Meaning from context (m.c.)  
6. Spelling of often confused words (homonyms)  
7. Speech acts (m.c.) - apologies, suggestions, advice, offers (acceptance/refusal), invitations (acceptance/refusal)  

2. **Recommended Content:**  

1. Give a basic oral summary of a simplified lecture  

B. **ENROLLMENT RESTRICTIONS**  

1. **Prerequisites**  

Satisfactory completion of ESL 23 or qualification by the MJC assessment process.  

2. **Requisite Skills**  

*Before entering the 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 in English  
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  
j. Follow basic spoken instructions  
k. Give simple responses to questions on content
C. **HOURS AND UNITS**

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>Lect</td>
<td>90</td>
<td>5.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
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D. **METHODS OF INSTRUCTION (TYPICAL)**

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

1. Assign student presentations of language both aurally and visually
2. Assign group practice with response for fluency
3. Assign group work for fictionalized selections including plays
4. Organize pair work exercises for dialogue practice
5. Develop extensions of controlled conversations into spontaneous conversations, role playing, and improvisation
6. Model and practice intermediate jazz chants to promote fluency
7. Direct students to listen to recordings and mirror another voice
8. Assign multiple viewings of video clips and playbacks of audio recordings to build comprehension skills
9. Use periodic dictations to enforce spoken language
10. Instruct students to work solo and with partners on computers in the lab
11. Periodically require students 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)*

   a. Weekly preparation for dictation
   b. Weekly interpretation of readings and lectures for discussion
   c. Exercises reflecting sound discrimination
   d. Voice recordings of homework
   e. Modeling or mirroring
   f. Memorization and practice of dialogues for class presentation
   g. Out-of-class interviews
   h. Vocabulary and pronunciation of exercises based on songs or poetry

2. **EVIDENCE OF CRITICAL THINKING**
Assignments require the appropriate level of critical thinking

a. Read the following paragraph from a simplified reader. Mark it in terms of thought groups, focus words, and end of sentence stress. Be prepared to read it to the class.

b. Listen to the following brief paragraphs from a simplified text. What do you perceive to be the main idea? Write a sentence on the line below.

c. The following is a dialogue with many examples of compound nouns and phrasal verbs. Read the words slowly and circle them. Check on the appropriate stress. When you feel comfortable, read it with your partner. Get ready to do it for the class.

d. Create an original speech based on an interview with your partner. You must interview your partner asking him/her a variety of selected questions. Then organize your speech into a beginning, middle and end using notes on note cards. You have a maximum of TWO one-sided note cards. You will perform your speech in front of the class.

e. Professors use many different clues in their speeches to let the listeners know what they are talking about. We have studied the different phrases that let one know if the lecture is compare/contrast, a problem/solution, or advice. Listen to each of the following parts of speeches. Decide which kind of lecture is being delivered.

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 intermediate segmental and suprasegmental aspects of the English language, understand the main ideas and support of simplified academic speech, and acquire vocabulary skills based on the General Service Word List and the AWL (Academic Word List)

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 a new word

b. Pronounce with increased accuracy consonant blends, vowel combinations, and consonant/vowel clusters

c. Illustrate how sounds are reduced or changed

d. Divide a sentence into thought groups

e. Identify focus words with changes
f. Demonstrate patterns of intonation
g. Identify stress of words following basic rules
h. Predict pronunciation of final endings
i. Differentiate between rising and falling patterns in tag questions
j. Illustrate the function of grammar in basic English sentences (m.c.)
k. Start a conversation (m.c.)
l. Express an opinion (m.c.)
m. Demonstrate active participation in a discussion (m.c.)
n. Demonstrate mirroring techniques from recorded devices of simplified current events
o. Understand the major points of listening
p. Write legible notes regarding the major points and some details of a simplified lecture
q. Understanding the organizational words of most lectures
r. Summarize lectures both orally and in writing
s. Use words from the Academic Word List correctly
t. Identify meanings of words from context (m.c.)

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Weekly dictation
   2. Chapter quizzes
   3. Quizzes of sound discrimination
   4. Periodic individual student interviews
   5. Regular quizzes on vocabulary, expressions, and idioms
   6. Mirroring of recorded speech
   7. Basic summaries of simplified lectures
   8. Midterm exam (optional)
   9. Periodic voice recordings of studied pronunciation points

B. SUMMATIVE ASSESSMENT
   1. End of semester recording
   2. Final exam