

Listening & Speaking Fluency Foundations A (Novice High/Intermediate Low)

Note: Much of this information, such as the course description, objectives, policies, etc. were provided by the institution (the English Language Center at Brigham Young University). This was a co-taught course; I typically taught Tuesdays and Thursdays.

Instructor Information

Instructors: [REDACTED] and Eric Christensen
Email Address: [REDACTED]
Office Hours: Thursdays 11am–12pm
Office Location: ELC, Room [REDACTED]

Course Description

This course helps students improve their speaking fluency and their ability to listen and understand. Students learn new vocabulary, expressions, and conversation strategies. What students learn in this class will help them speak and listen better in basic conversations with other people.

Course Learning Outcomes

1. Understands level-appropriate* texts.
 - a. Understands explicit main ideas.
 - b. Understands explicit major details.
2. Effectively implements listening strategies.
 - a. Connects content to background knowledge.
 - b. Connects context to meaning.
3. Produces level-appropriate* speech.
 - a. Communicates in simple conversations.
 - b. Uses memorized phrases and formulaic speech.
 - c. Recombines memorized phrases and syntactic structures.
 - d. Creates lists of words, phrases, and sentences.
 - e. Asks and answers questions using memorized phrases and sentences.
 - f. Uses correct basic syntax.
 - g. Uses stress correctly in words.
4. Effectively implements speaking strategies.
 - a. Repeats or rephrases when appropriate.
5. Acquires new vocabulary.
 - a. Recognizes high frequency general vocabulary.
 - b. Understands high frequency general vocabulary.
 - c. Uses high frequency general vocabulary.

Required Materials

- Trio Listening and Speaking 1 with access code (Oxford), ISBN number: 9780194203067
- Paper/Notebook
- Pencil/Pen

Class Rules

- Be honest. All assignments must be your own work. (Do not plagiarize.)
- Follow the honor code, including the Dress and Grooming Standards.
- Speak English.
- No food or drink in class. You *may* drink water in the classroom.
- No cell phones, no texting, no ear buds.
- Show respect for your classmates and the teacher.

Students at the ELC receive two different grades: a proficiency grade and a learning experience grade. The ELC uses these grades to help measure language proficiency and student engagement, respectively.

Attendance Policy

Consistently attending class is a central part of learning and improving your English. When you are absent from class, you miss important information and practice opportunities that you need to improve your English. The US Government allows each English program to establish its own attendance policy. The following requirements reflect the ELC's commitment to create the right environment to help you improve your English.

ELC students must maintain 80% attendance in each and every class at all times. As soon as your attendance drops below 80% in any one of your four classes, you will receive a warning letter. If you have any unexcused absences before raising your attendance back to 80%, you will be dismissed. If your attendance drops below 80% a second time in any one of your four classes, you will be dismissed from the ELC. Once you receive your attendance dismissal letter, you must go to Anna Bailey's office (4056 JFSB) immediately.

The US Government states that if a student is dismissed for violation of a school's attendance policy, then their student visa is immediately terminated and the student will need to leave the US within two weeks. If students want to transfer to another school, they will have to reapply to be reinstated. However, attempts to be reinstated are rarely successful. If you are sick and unable to attend class, please provide a note from your doctor. Within two days of returning to class, the doctor's note must be received in the ELC office (103 UPC). Be aware that forging a doctor's note is a violation of the BYU Honor Code and will result in an immediate dismissal from the ELC.

If you know that you will be absent from class for any reason other than an illness (i.e., a family wedding or a death in the family), you should notify the ELC administration in writing and deliver your letter to UPC 103. These absences will be considered on an individual basis and may not

necessarily be excused. Being absent also results in missing class participation points that are part of your citizenship grade. Whenever you are absent from class, please contact each of your teachers to receive information on the assignments that you missed. Students who are ill should go to the Student Health Center (see Health Care or <http://health.byu.edu> for more information).

Students who are more than 10 minutes late, miss more than 10 minutes during class, or leave more than 10 minutes early will be marked as absent. (from the Student Handbook)

Preventing Sexual Discrimination & Harassment

Title IX of the Education Amendments of 1972 is intended to eliminate sex discrimination and sexual harassment in educational contexts. Any ELC student who becomes aware of sexual harassment, discrimination, or misconduct of any kind, directed toward them or any other member of the ELC community should immediately contact Sandy Hatchett (801-422-5318, sandy_hatchett@byu.edu) or Dr. Ben McMurry (801-422-8521, ben_mcmurry@byu.edu), they will work with you and report to the Title IX office.

Students with Disabilities

If you suspect or are aware that you have a disability, please contact the Student Life Coordinator (801-422-5318). After talking with her, she will help you determine what course of action will be best for you. If necessary, the Student Life Coordinator will help you communicate with your teachers and university personnel to make sure that you receive the assistance needed.

Academic Honesty

ELC students should seek to be totally honest with others. You should complete your own work and be evaluated based upon that work. You should avoid academic dishonesty in all its forms, including cheating, falsification, and plagiarism. (from the ELC Student Handbook)

Assignments & Assessments

The following is a list of assignments and tests for the class. The dates of these activities can all be seen on the calendar at the end of this document.

Proficiency

The proficiency grade shows how well the student understands and uses English. It is based on performance on listening and speaking quizzes, vocabulary and pronunciation activities, and listening/speaking assessments. Generally, students will need a minimum proficiency score of above 74% in order to be considered to advance to the next proficiency level. Students who continue to lack progress in their proficiency may be dismissed.

Speaking/Listening Quizzes (40% of Proficiency)

Students will take a Speaking/Listening Quiz each Thursday in the lab. Quizzes will include listening to a question and answering similar to the LAT's test. Students will also answer questions about past vocabulary words learned in class.

Pronunciation and Vocabulary Activities (20% of Proficiency)

Each Tuesday students will perform a pronunciation activity in class, and each Thursday students will perform a vocabulary activity in class. Students will be graded on these activities—so attending is important!

Speaking/Listening Assessments (40% of Proficiency)

Each Thursday students will be assigned an assessment to do at home. This assessment will be a 3-4 minute video on their phone of them listening to someone and responding to what they say. This assignment can be done with anyone who is able to practice English with them. If students choose, recordings will be shown on the following Monday as an additional listening activity for their classmates.

Late Proficiency Assignment Policy

Proficiency assignments are accepted during the three-week grading period in which they are due. **Any assignments submitted after the three-week grading period receive a 0.** Students with excused absences are allowed to make up missing proficiency assignments within that grading period without penalty. Students with unexcused absences will lose 1/2 point for each day an assignment is not turned in.

Learning Experiences

Learning experience grades at the ELC demonstrate student effort to learn, practice, and apply the language learning principles taught in class. Some of these learning experiences may occur outside of the classroom, while some learning experiences may be measured by in-class participation. Attendance alone is not the same as learning experience points. Students are expected to maintain 80% in this grade category.

Examples of Learning Experiences in this skill area include: completion of textbook assignments, presentations, listening to presentations task, extended group work tasks (such as a debate), review activities, preparing outside of class for an in-class task, etc.

Late Learning Experience Policy

Learning Experiences must be completed within the three-week grading period. Teachers will excuse grades in this category for any and all excused absences as indicated by the Student Life Advisor, but a teacher may still require a missed learning experience to be completed. Learning Experience assignments that can be done at home are accepted during the three-week grading period in which they are due. **Any homework assignments submitted after the three-week grading period receive a 0.**

Language Acquisition Tests (LATs)

Language Acquisition Tests (LATs) are given at the end of each semester. They are used to test your progress in English in each skill area. If you plan to continue studying at the ELC, you must take the LATs. (from The Student Handbook) This semester, you will take your LATs on **December 7th and 8th.**

Calendar

- Office hours are **every Thursday** from 11 to 12 pm.
- Speaking/Listening assessments are due **every Friday** at 10 pm.
- Monday and Wednesday classes were taught by my co-teacher.

	Monday	Tuesday	Wednesday	Thursday
Week 1: Readiness Unit Sep 5-8	<i>No class</i>	Introduction to the course Introducing yourself Needs assessment	Needs assessment/ diagnostics Basic vocabulary about personal info (Co-teacher)	Listening diagnostics Expressing likes and feelings
Week 2: Unit 1 (pages 10-31) Sep 12-15	Review of syllabus and personal info Intro to stress and intonation Vocab: Basic adjectives (Co-teacher)	Book check Pronunciation (stress on two- syllable adjectives) Contractions Listening for details	Chapter 1 vocabulary Work on listening homework together (Co-teacher)	Pronunciation (reductions) p. 24-25 listening Unit 1 quiz in lab
Week 3: Unit 2 (pages 32-43) Sep 19-22	Selective Listening (Co-teacher)	Pronunciation (stress and intonation)	Vocabulary: things and activities, people, places, phrases from unit 2 (Co-teacher)	Describing activities with frequency adverbs "Who, when, where, what kind of" questions Unit 2 quiz in lab
Week 4: Unit 3 (pages 44-56) Sep 26-29	Selective Listening (Co-teacher)	Pronunciation (linking with the schwa; common reductions) Making nvitations	Vocabulary Interactive Listening/Speaking (Co-teacher)	Making an appointment Agreeing and disagreeing Unit 3 quiz in lab

<p>Week 5: Review units 1-3 Oct 3-6</p>	<p>Selective Listening (Co-teacher)</p>	<p>Asking questions about future activities Review: stress, reductions, schwa, frequency adverbs, here/there</p>	<p>Vocabulary Interactive Listening/Speaking (Co-teacher)</p>	<p>Speaking skills: asking to repeat, explaining in other words Grammar of asking questions</p>
<p>Week 6: Unit 4 (pages 58-69) Oct 10-13</p>	<p>Selective Listening (Co-teacher)</p>	<p>Comparisons (-er, more, than) Pronunciation (schwa review)</p>	<p>Vocabulary Interactive Listening/Speaking (Co-teacher)</p>	<p>Pronunciation (Intonation of choice questions) Listening and dictating Unit 4 quiz in lab</p>
<p>Week 7: Unit 5 (pages 70-81) Oct 17-20</p>	<p>Selective Listening (Co-teacher)</p>	<p>“Can”: ability, polite questions Reduction of “can” Forming questions with modals</p>	<p>Vocabulary Interactive Listening/Speaking (Co-teacher)</p>	<p>Review: existential sentences; choices between alternatives Unit 5 quiz in lab</p>
<p>Week 8: Unit 6 (pages 82-94) Oct 24-27</p>	<p>Selective Listening (Co-teacher)</p>	<p>Understanding and giving directions</p>	<p>Vocabulary Interactive Listening/Speaking (Co-teacher)</p>	<p>Directions part 2 Connecting clauses with “so” Unit 6 quiz in lab</p>
<p>Week 9: Review units 4-6 Oct 31-3</p>	<p>Selective Listening (Co-teacher)</p>	<p>Review question grammar “Would you rather” Formal speaking</p>	<p>Vocabulary Interactive Listening/Speaking (Co-teacher)</p>	

Week 10: Unit 7 (pages 96-107) Nov 7-10	Selective Listening (Co-teacher)	Discriminating between -teen and -ty in numbers Prices Asking about size, shape, function	Vocabulary Interactive Listening/Speaking (Co-teacher)	Pronunciation: pronoun reductions Communicating at a yard sale Unit 7 quiz in lab
Week 11: Unit 8 (pages 108-119) Nov 14-17	Selective Listening (Co-teacher)	Review question grammar Making smalltalk Pronunciation: [p] "Too" + adjective	Vocabulary Interactive Listening/Speaking (Co-teacher)	What do you like/dislike about...? Unit 8 quiz in lab
Week 12: Unit 9 (pages 120-132) Nov 21-24	Selective Listening (Co-teacher)	Pronunciation (-ed endings) Telling stories in past tense How long ago?	<i>No class</i> <i>(Thanksgiving)</i>	<i>No class</i> <i>(Thanksgiving)</i>
Week 13: Review units 7-9 and all units Nov 28-1	Selective Listening (Co-teacher)	Planning events on a schedule Politely entering, exiting, and continuing an informal chat	Vocabulary Interactive Listening/Speaking (Co-teacher)	Semester review activities/test prep
Week 14: Testing Dec 5-8	Semester review activities/test prep	Semester review activities/test prep	LAT Tests	LAT Tests