English for Foreign Students Program Objectives, 2017

English for Foreign Students (EFS) offers specialized courses to international graduate students in English as a second language (ESL). The EFS oral communication sequence focuses on developing interpersonal communication within academic settings. EFSLANG 690A (Interacting in English) focuses on common social and transactional discourse with an introduction to discussion skills. EFSLANG 690B (Academic Discussion) develops interactional and spontaneous presentational skills in small groups. EFSLANG 690C (Advanced Interacting in English) promotes the development of oral proficiency at the ACTFL advanced and superior levels with particular attention to rich description, narration and argumentation. Students should complete any required lower-level course (per the EFS Placement Exam) before enrolling in a higher-level one.

**ORAL COMMUNICATION COURSES**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Objectives</th>
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</table>
| EFSLANG 690A | Interacting in English | This course focuses primarily on interactions with individuals or within small groups in the context of course work and research at the university, along with social and transactional communication in surrounding community settings. | By the end of the course, students will be able to:  
  • Participate effectively while interacting in both formal and informal settings, for example,  
    ① Use accepted forms of address.  
    ② Conduct common transactions in person and on the phone.  
  • Use English more confidently in spontaneous interactions, i.e.  
    ① Use and recognize conversational gambits.  
    ② Develop strategies for handling unexpected situations. |
| EFSLANG 690B | Academic Discussion | This course focuses on effective communication in small group settings within the academic context, such as class discussions, research lab meetings, and collaborative class projects. | By the end of the course, students will be able to:  
  • Participate with increasing effectiveness in group discussions in academic courses, seminars, and group project settings, i.e.  
    ① Get the floor.  
    ② Yield the floor.  
    ③ Use hedges and intensifiers.  
    ④ Return to a previous topic. |
| EFSLANG 690C | Advanced Interacting In English | This course focuses on the production of longer, more accurate, and more linguistically elaborate spontaneous speech within both social and academic settings, emphasizing description, narration, and argumentation. | By the end of the course, students will be able to:  
  • Participate effectively in group discussions in academic courses, seminars, and group project settings.  
  • Describe objects, places, and processes vividly.  
  • Tell relevant stories in a variety of contexts, such as interviews, professional encounters, etc.  
  • Support their positions coherently in extended discourse. |

**INTERPERSONAL ABILITIES**

All courses involve interpersonal interaction across a range of discourse types from casual speech, small talk, and transactional talk to formal discussion and debate.

- Students develop their ability to communicate and respond to opinions, preferences, and needs in social and transactional situations both within and outside the classroom. They interact through role plays, simulations, and discussions.

- By the end of the course, students will be able to:
  - Participate effectively while interacting in both formal and informal settings, for example,
    ① Use accepted forms of address.
    ② Conduct common transactions in person and on the phone.
  - Use English more confidently in spontaneous interactions, i.e.
    ① Use and recognize conversational gambits.
    ② Develop strategies for handling unexpected situations.
### Descriptions of Target Student Abilities: Oral Communication Courses

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<td><strong>INTERPRETIVE ABILITIES</strong></td>
<td>Prior to presenting positions in paired and small group discussions, students read or listen to material and analyze it critically in order to form opinions. They also learn to interpret the content and arguments provided orally by other participants.</td>
<td>Students interpret texts for discussion collaboratively with classmates and with assistance from the instructor. They learn the fundamentals of active listening to assist in the interpretive process.</td>
<td>Students further extend their ability to interpret oral and written texts for discussion in order to develop and support opinions.</td>
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**Descriptive Abilities:**

- **EFSLANG 690A (Interacting in English):**
  - Describe their academic work.
  - Narrate past events.
  - Use appropriate functional language to:
    - Give and receive compliments.
    - Express likes and dislikes.
    - Accept and reject invitations.
    - Give and ask for advice.
    - Ask for assistance.
  - Ask questions and contribute ideas and opinions in social settings, e.g.,
    - Use questions for various functions: suggesting, clarifying, etc.
    - Use forms for hedging and intensifying.
  - Show improvement in linguistic elements affecting communication, such as pronunciation, grammar, and pragmatics.

- **EFSLANG 690B (Academic Discussion):**
  - Use effective functional language in small group settings to e.g.,
    - Persuade.
    - Provide evidence to support one's own or another's position.
    - Agree and disagree.
  - Use cohesive devices to link their contribution to that of others.
  - Lead a group discussion, including
    - Introduce a topic.
    - Elicit contributions.
    - Maintain group focus.
    - Summarize results/consensus.
  - Demonstrate active listening by means of recasting, interjecting, asking for clarification, etc.
  - Use a variety of question types to engage discussion participants, e.g., rhetorical questions, requests for clarification or examples, tag questions, etc.

- **EFSLANG 690C (Advanced Interacting In English):**
  - Use a variety of context-specific negotiating strategies to achieve objectives
  - Use strategies such as repetition, transitions, and other forms of meta-discourse to maintain cohesion.
  - Express empathy and solidarity.
  - Use transitions, repetition, and other forms of meta-discourse to maintain cohesion and coherence.
  - Ask a wide range of questions to effectively elicit targeted responses.
### Descriptions of Target Student Abilities: Oral Communication Courses

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<td><strong>PRESENTATIONAL ABILITIES</strong></td>
<td>Students prepare material to present as an opening to further discussion. They also use spontaneous presentational language in reaction to content and arguments provided by other discussants.</td>
<td>Students use presentational language occasionally in the context of conversational interactions.</td>
<td>Students produce longer conversational turns in interactions that often have the character of monologues or spontaneous presentations.</td>
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<td><strong>By the end of the course,</strong> students will be able to:</td>
<td>• Analyze examples of interactive discourse for language elements.</td>
<td>• Extract information from participants’ contributions to discussions.</td>
<td>• Analyze recorded texts to identify discourse markers, patterns and strategies used by accomplished speakers.</td>
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<td>• Analyze examples of interactive discourse for cultural similarities and differences.</td>
<td>• Recognize the discourse functions of words and phrases typically used by speakers in academic discussions.</td>
<td>• Critically interpret other participants’ positions in order to offer agreement, disagreement, or expansion.</td>
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<td>• Distinguish literal from intended meaning in common interactions (e.g., making requests, offering advice, etc.).</td>
<td>• Recognize the meaning of common academic hedges and intensifiers.</td>
<td>• Identify and interpret communicative functions of various extra-linguistic features, such as voice tone, gesture, and facial expression.</td>
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<td><strong>Students use prepared presentational material in introducing group projects and in discussion leading. They expand their use of spontaneous presentational language in group work.</strong></td>
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<td>• Insert short segments of prepared and rehearsed material into recurrent situations such as self-introductions.</td>
<td>• Perform short presentations to introduce group projects or positions for an ensuing discussion.</td>
<td>• Use a range of presentational discourse markers, patterns and strategies in spontaneous speech.</td>
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<td>• Begin using spontaneous presentational language in some group discussions.</td>
<td>• Introduce a discussion topic effectively through a prepared presentation.</td>
<td>• Strategically incorporate sophisticated, previously prepared and practiced oral texts into longer, unrehearsed discourse.</td>
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<td>• Use spontaneous presentational language to summarize others’ contributions during and at the end of a discussion.</td>
<td>• Appropriately incorporate communicative functions of various extra-linguistic features, such as voice tone, gesture, and facial expression.</td>
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