

Descriptions of Target Student Abilities: Listening Courses

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 listening sequence focuses primarily on developing effective listening and interpretive abilities within classroom settings and the wider academic and cultural environment. EFSLANG 693A (Listening Comprehension) concentrates on lecture listening skills; EFSLANG 693B (Advanced Listening and Vocabulary Development) draws on both academic and popular media domains and includes individual listening projects.

LISTENING COURSES	EFSLANG 693A (Listening Comprehension)	EFSLANG 693B (Advanced Listening and Vocabulary Development)
<p>The aim of the listening courses is the development of comprehension and interpretive abilities related to aural and multimedia comprehension in academic settings.</p> <p>INTERPERSONAL ABILITIES Both courses incorporate interpersonal interaction in class discussions based on the content of material listened to.</p>	<p>This course focuses on developing listening skills to support students in comprehending and critically evaluating lectures in their academic fields.</p> <p>Students engage in paired and small group conversations with peers regarding homework and in-class material.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Articulate areas of misunderstanding through comparing and contrasting lecture notes. • Collaborate in identifying discourse elements of material listened to. • Expand on the content by providing their own opinions. • Interact appropriately with the instructor during tutorials. 	<p>This course focuses on increasing interpretive skills in lectures and other expository presentations as well as extended conversational listening from television and movies for cultural understanding and support of oral proficiency development.</p> <p>In addition to class discussion of content, in pair and group work students incorporate into their own discourse elements of conversational speech from movies, television, and online media.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate expansion of interpersonal vocabulary, both words and phrases. • Compare and contrast effective independent listening strategies with peers. • Recount a narrative sequence from a television show or movie. • Expand on the content by providing and supporting their own opinions. • Interact appropriately with the instructor during tutorials.

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LISTENING COURSES	EFSLANG 693A (Listening Comprehension)	EFSLANG 693B (Advanced Listening and Vocabulary Development)
<p>INTERPRETIVE ABILITIES Besides improving language processing and general comprehension, students develop skills of selectivity, retention, synthesis, inference, and critical analysis as well as strategies for maintaining concentration and compensating for lapses in extended listening.</p> <p>PRESENTATIONAL ABILITIES Students improve their presentational abilities indirectly through critical review and analysis of lectures and other types of presentations. They also make spontaneous presentations in reaction to the content and arguments provided by other discussants.</p>	<p>Students develop skills and strategies for note-taking and effectively comprehending academic lecture clips and full lectures with emphasis on extracting and critically analyzing information. Students extend these skills to other informationally-oriented genres such as news reports and short documentaries.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Extract main ideas and key supporting details from academic lectures. • Take effective notes while maintaining concentration during a talk. • Distinguish fact from opinion using language and context cues. • Recognize key discourse elements, such as: <ul style="list-style-type: none"> ◦ Intensifiers. ◦ Hedges. ◦ Analogies and metaphors. ◦ Transitional expressions. ◦ Focus expressions. ◦ Structure markers. • Begin to infer speaker attitudes. • Recognize exaggeration for effect. • Recognize some signals for humor in a lecture. <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Present main ideas and key supporting details from a short lecture in a written or oral summary. • Reconstruct a richer written summary from their own notes. 	<p>Students work with an increasing range of informational and persuasive oral text types, including news, documentaries, and popular as well as academic lectures. They expand to comprehension and critical analysis of movies and television, with particular focus on vocabulary development and independent listening strategies.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the discourse structure of a typical news story. • Extract the plot line from a television show or movie. • Show increased skills in note-taking. • Analyze video content for persuasive elements. • Distinguish fact from opinion and news from commentary. • Recognize the purpose of accompanying visual and text information, noting how it can both facilitate and distract from comprehension, and adjust focus of attention accordingly. • Utilize strategies for accommodating occasional unfamiliar words and phrases without losing text coherence <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Present both prepared and spontaneous written and oral summaries of the informational content of increasingly challenging material listened to. • Describe a range of effective techniques and procedures for listening independently to recorded media. • Outline effective strategies for selecting appropriate authentic material to support their own language learning objectives.