

ESL A034: LISTENING AND SPEAKING 3: HIGH-INTERMEDIATE ORAL COMMUNICATION, PRESENTATIONS, AND NOTE-TAKING SKILL

Item	Value
Curriculum Committee Approval Date	10/21/2020
Top Code	493086 - English as a Second Language - Speaking/Listening
Units	4 Total Units
Hours	72 Total Hours (Lecture Hours 72)
Total Outside of Class Hours	0
Course Credit Status	Credit: Non-Degree Applicable (C)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)

Course Description

The course is second in a sequence of listening and speaking courses leading to the English proficiency needed for success in college-level courses by focusing on listening comprehension, oral communication, presentation skills, and pronunciation skills for high-intermediate ESL students. Students will listen to various academic lectures while utilizing note-taking strategies in addition to discussing the various lecture topics in order to improve both their listening comprehension and oral communication skills. Students will also conduct research on academic topics for short individual and/or group presentations. NOT DEGREE APPLICABLE. ADVISORY: ESL A024, concurrent enrollment in ESL A032 or ESL A052, or appropriate placement. Not Transferable. Students should complete the guided self-placement form before the first semester enrolling in an ESL course to determine which ESL course they should enroll in. This can be found at https://occssp.formstack.com/forms/esl_selfplacement (https://occssp.formstack.com/forms/esl_selfplacement/).

Course Level Student Learning Outcome(s)

1. Students will be able to discuss a variety of college-level topics, giving both facts and opinions, demonstrating skill in studied English phonemes and intonation patterns during both class discussions and presentations.
2. Students will be able to take notes and respond to questions orally or in writing.

Course Objectives

- I Pronunciation
 - I. 1. Demonstrate adequate control of the following areas: difficult vowel and consonant sounds; linking and holding; reduction of

vowels and phrases; stress of function vs. content words; rising vs. falling intonation; endings: ed/t, s, ng, m/n.

- I. 2. Demonstrate comprehension of phonemes by passing written quizzes on the pronunciation skills they have learned.
- I. 3. Demonstrate sufficient ease in reading and speaking, while enunciating clearly and smoothly.
- II Oral Communication
 - II. 1. Demonstrate the ability to carry on a conversation with ease, controlling juncture and hesitation phenomena, and having questions or statements repeated only occasionally.
 - II. 2. Use appropriate volume as well as a variety of sentence structures (phrases, clauses, correct tenses, and verbals).
 - II. 3. Demonstrate knowledge of group discussion techniques, such as initiating, volunteering, and staying on topic.
 - II. 4. Use appropriate non-verbal cues, such as correct body language and eye contact, gestures and proxemics.
 - II. 5. Demonstrate effective expression of feelings in discussion and use problem-solving techniques when appropriate.
 - II. 6. Do research on an academic topic and present on it.
- III Listening Comprehension
 - III. 1. Demonstrate the ability to comprehend lectures on unfamiliar topics; take notes on main ideas during a lecture; answer questions about listening material orally or in writing; distinguishing main ideas and details; synthesizing the material they hear; comprehend the speech of native speakers as well as that of peers from different ethnic backgrounds.

Lecture Content

Pronunciation Overview and expansion of material covered in ESL 124. phonetic symbols sounds of American English stress patterns for words, phrases, sentences reductions and contractions intonation patterns pitch level and its relation to stress and intonation rhythm Phrase stress: normal, emphatic, contrastive, exclamatory, confirmatory Consonants and consonant patterns difficult to students according to their native language Intonation patterns: non final forms (emphasis, contrast, comparison, series, alternatives with or, direct address, irony) Listening Comprehension Comprehension of content of short conversations and presentations on topics related to career exploration followed by comprehension exercises (questions, supplying missing words in cloze format, etc.). Comprehension and identification of main ideas and major supports and sequence of ideas in short reports and lectures. Basic note taking skills on short reports and lectures. Awareness of speakers tone and the situational and social overtones of discourse. Comprehension and appropriate response to directions, instructions, and another speakers expectations of reaction from listener. Awareness of semantic change resulting from shifts in stress, intonation, vocabulary, grammatical pattern. Oral Communication Task oriented small group discussion (problem-solving, decision making, etc.). Small group non judgmental sharing of experience, attitude, feeling. Informal free conversation. Group discussion techniques: initiating, volunteering, inviting others to respond, staying on the topic, brainstorming, role of silence, disruptive behavior (dominating, interrupting, side tracking, baiting, etc.). Research on and organization of information on an academic topic to be used in classroom presentations.

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Other Resources

1. Rotated textbooks

Instructional Techniques

Lecture and discussion Written and oral practice and exams Oral pair and group work focusing on productive and receptive skills. Evaluation of student presentations.

Reading Assignments

–Students will spend a minimum of three hours per week reading their textbooks. –Students will do research for in-class presentations.

Writing Assignments

Students will spend a minimum of three hours per week on writing assignments that reinforce the material learned in class. Students will spend a minimum of one hour per week on research for their in-class presentations.

Out-of-class Assignments

Students will spend a minimum of three hours per week on the following assignments: Practice listening to video and audio lectures at home Practice studied pronunciation at home Conduct research for in-class presentations.

Demonstration of Critical Thinking

Evaluation of student performance on the following: - Group discussion of issues presented in lectures - Impromptu speeches on general and simplified academic topics - Individual oral responses to questions based on listenings - Research on an academic topic

Required Writing, Problem Solving, Skills Demonstration

Assignments will rotate to include all skills in the topic outline. Students will be evaluated on a minimum of two of the following each week: - Active, effective participation in discussions on personal and simple academic topics - Oral and written reports on new information contained in short lectures on studied academic topics - Production of evidence of outside class work such as audio journals or listening logs - Demonstration of sound and symbol recognition in oral and written quizzes - Evidence of accurate notes on studied academic subjects and the use of these notes to recall main ideas and details of short lectures – In-class presentations based on research

Eligible Disciplines

ESL: Masters degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelors degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND masters degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Kisslinger, E.. Contemporary Topics 2: Academic Listening and Note Taking Skills, 4 ed. Pearson, 2016 Rationale: . 2. Required Orion, G.. Pronouncing American English, 3 ed. Heinle, 2011 Rationale: The material in this book is not time-sensitive.