

# ESL A054: LISTENING AND SPEAKING 4: ADVANCED ORAL COMMUNICATION, PRESENTATIONS, AND NOTE-TAKING SKILLS

Item	Value
Curriculum Committee Approval Date	10/21/2021
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 third 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 advanced ESL students. Students will give various presentations to the class, take notes on advanced college-level academic lectures of a variety of disciplines, analyze and discuss those lectures with classmates, and use various communication strategies to improve their listening comprehension and oral communication skills. Students will conduct interviews and complete further research on academic topics for lengthy individual and/or group presentations. NOT DEGREE APPLICABLE. 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) ([https://occssp.formstack.com/forms/esl\\_selfplacement/](https://occssp.formstack.com/forms/esl_selfplacement/)).

## Course Level Student Learning Outcome(s)

1. By the end of the semester, students will be able to demonstrate understanding of college-level lectures by taking notes that reflect understanding of main ideas and supporting details and report information from the lectures orally or in writing.
2. By the end of the semester, students will be able to research, analyze, and synthesize information to present a variety of academic topics, including an organized speech on well-researched topic, using appropriate tone, intonation, pronunciation and blending and linking patterns in American English.

## Course Objectives

- I Pronunciation
  - I. 1. Communicate with a non-native accent that will rarely interfere with communication; speech is understandable to the average American listener.
  - I. 2. Consistently pronounce familiar words containing difficult sounds such as vowels, final consonants, and consonant clusters understandably.
  - I. 3. Usually produce grammatical markers such as pluralization and tense markers.
  - I. 4. Demonstrate fluency in reading and speaking, enunciating clearly and smoothly and showing control of sentence stress and intonation.
  - I. 5. Make good use of a standard system of pronunciation symbols such as the International Phonetic Alphabet to determine the pronunciation of new vocabulary, including vowel and consonant sounds and appropriate stress.
  - I. 6. Demonstrate comprehension of oral distinctions of standard American speech including minimal pairs, and grammatical markers by responding appropriately and passing written quizzes.
- II Oral Communication
  - II. 1. Carry on discussions on a wide variety of social, academic, and current news topics.
  - II. 2. Demonstrate ability to interview both Americans and peers who come from different backgrounds.
  - II. 3. Show sensitivity to and comprehension of Americans as well as peers who come from different language and ethnic backgrounds by responding appropriately.
  - II. 4. Express opinions and show agreement or disagreement according to norms of polite conversation.
  - II. 5. Contribute facts, examples, and comparisons to a conversation. Even presentation of complex information will rarely require clarification, but student can request or provide such clarification graciously.
  - II. 6. Present information obtained from reading or oral interviews clearly and understandably to the class and can respond appropriately to questions related to the presentation.
  - II. 7. Demonstrate understanding of new information and opposing viewpoints by accurately summarizing others statements and responding in a manner that recognizes the contribution to the conversation made by a preceding—even if an opposing—speaker.
  - II. 8. Make use of semantic distinctions as well as grammatical distinctions such as conditionals and a full range of tenses to accurately understand and convey ideas.
  - II. 9. Research and present a speech focusing on academic and professional goals, specifically in relation to 4-year university transfer opportunities.
- III Listening Comprehension
  - III. 1. Take notes on the main points and many details of academic lectures, talks by guest speakers, news reports, and other recorded materials, and reproduce the information smoothly and accurately either orally or in written answers, summaries, or critiques.
  - III. 2. Use information presented on new topics, ask for explanation of unfamiliar vocabulary or concepts, and then respond critically to the new ideas, either orally or in writing.

## Lecture Content

Pronunciation Review of sounds using the IPA and word stress in American English Intensive work with phrase stress and intonation. Production of American phonemes and word stress and intonation in class discussions, pair work, and presentations. Listening Comprehension Listening to presentations, lectures, and recorded materials for main points, supporting ideas, organization, and specific information. Targeted questions and responses in relation to text, notes, and presentations Practice in effective note taking/outlining while listening to presentations, academic lectures, and guest speakers. Oral Communication Group discussion techniques: initiating, volunteering, inviting others to contribute, staying on the topic, and dealing with tangents. Interpersonal techniques: Listening for attitude and feeling as well as words, active listening and response, effective assertion, expressing feeling effectively, problem solving, and body language. Presenting material effectively: organization, use of details, eye contact, body language and other nonverbal communication and discourse markers.

## Method(s) of Instruction

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

## Instructional Techniques

A. Lecture B. Initiate and engage students in discussion C. Evaluation of student presentations.

## Reading Assignments

Students will spend a minimum of three hours per week on reading assignments (from the textbook and on research).

## Writing Assignments

Students will spend a minimum of three hours per week on writing assignments (summaries, opinions, and research for class presentations).

## Out-of-class Assignments

Students will spend approximately three hours a week working on writing summaries and opinions of American television programs and films.

Additionally, they will work on research for their presentations on an academic topic. These writing assignments require a minimum of two hours per week.

## Demonstration of Critical Thinking

Students will write responses based on personal and empirical observations and will do research for presentations that reflect critical thinking through analysis and synthesis of reliable sources.

## Required Writing, Problem Solving, Skills Demonstration

Students will submit summaries and responses of American television show and movies that reflect an understanding of the language and culture. Additionally, students will research and present findings on an academic topic, demonstrating research, speaking, and listening skills.

## 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 Beglar, D. Murray, N.. Contemporary Topics 3, ed. Hoboken: Pearson, 2017