

# ESL G097: ACADEMIC LISTENING & SPEAKING FOR MULTILINGUAL STUDENTS 2

Item	Value
Curriculum Committee Approval Date	10/04/2022
Top Code	493084 - English as a Second Language - Writing
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Non-Degree Applicable (C)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)

## Course Description

This course will introduce students to academic listening, speaking, language, and critical thinking skills with an emphasis on academic lectures and informal debates. The course focuses on developing listening skills such as the analysis and personalization of the speaker's message. Students will also expand their speaking skills through individual and group presentations and informal debates. ADVISORY: ESL G096. NOT DEGREE APPLICABLE. Not Transferable.

## Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Compose notes that structure and organize the content of brief academic lectures presented at the high-intermediate level.
3. Locate statements of opinion and fact in listening passages.
4. Express points of view in small group discussions about academic topics.
5. Present a well-organized speech on a contemporary issue.

## Course Objectives

- 1. Employ metacognitive techniques to predict and infer meaning from academic lectures.
- 2. Locate and differentiate main ideas and supporting details in speech on academic/abstract matters, such as informational videos or academic lectures at the high-intermediate level of language complexity.
- 3. Identify language that indicates opposing viewpoints, sequence markers, crucial or recurring elements, and hedging devices.
- 4. Summarize and structure textual information by using graphic organizers/notes.
- 5. Express and articulate ideas in a clear and organized manner.
- 6. Apply appropriate lexical register to the speech setting.
- 7. Assemble, arrange, outline, and present persuasive/expository speeches on current issues relevant to the academic community.

- 8. Integrate public speaking skills such as eye contact, gestures, volume, and projection for in-class presentations.

## Lecture Content

Academic Listening Apply prior knowledge of English grammar and vocabulary to understand the speakers message. Connect prior knowledge and experience to new information. Recognize and differentiate main ideas and supporting details in audio/video recordings on academic topics, such as brief academic lectures or informational videos at the high-intermediate level of proficiency. Summarize audio information using graphic organizers and/or notes. Employ metacognitive techniques to predict and infer meaning in academic lectures. Locate the speakers main argument and attitudes. Evaluate other peer speakers. Academic Speaking Generate, sustain, and finish a conversation utilizing various strategies appropriate in academic and social settings. Illustrate proper lexical register for various academic and social settings. Discuss actively in pair, group, and classroom discussions and debates. Express opinions in a clear and organized manner with possible speech gaps that do not interfere with comprehensibility. Academic Grammar/Language Demonstrate control over academic vocabulary and grammar structures suitable for the high-intermediate ESL level. Pronunciation Skills Distinguish and produce minimal phonemic pairs with accuracy. Illustrate increasing ability to produce segmentals (e.g., assimilations, plural suffixes or past tense endings, reductions). Demonstrate ability to use thought groups, focus words, and contrastive word stress. Presentation and Communication Deliver a brief persuasive/expository speech on an academic topic. Employ public speaking skills such as volume, projection, gestures, and eye-contact in class presentations. Assemble, organize, and outline in formation for in-class presentations on current issues relevant to the academic field. Facilitate group presentations employing communication management techniques such as conveying dis/agreement, request for clarification, and coming to a consensus.

## Method(s) of Instruction

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

## Reading Assignments

Reading activities that focus on analyzing a T-chart. Reading exercises that require students to infer the meaning of new vocabulary words in context. Reading activities that focus on analyzing and interpreting bar graphs. Reading exercises that focus on analyzing a timeline. Reading assignments focusing on identifying key information from the passage.

## Writing Assignments

Note-taking exercises to identify speakers main argument and supporting details. Outlines and paragraphs to prepare to class discussions and presentations. Summaries and reflections of audio/video recordings. Exercises that require students to differentiate between facts and opinions.

## Out-of-class Assignments

4-6 minute informative/persuasive speech on a topic of current interest in academia. Listening exercises focusing on recorded brief academic lectures. Information gathering, analysis, and organization to prepare

for individual and group presentations. Summarizing a brief lecture and identifying the main points given by the speaker.

## **Demonstration of Critical Thinking**

Various methods of evaluations are continuously used to assess critical thinking: Interpret information from a map Convey and explain opinions Connect information to personal experience Use a graphic organizer Argue an opinion using reason Utilize new grammar in discussions Create sentences based on visual information Deduce meaning from context Organize information for a presentation Analyze information from charts Reiterate information from notes Synthesize information from readings

## **Required Writing, Problem Solving, Skills Demonstration**

Various methods of evaluations are continuously utilized to assess required listening, speaking, and skills demonstration: Applied performance (e.g., follow oral and/or written directions, note-taking of key information Presentations (e.g., individual vs. group, peer vs. teacher vs. outside evaluator grading) Projects/reports; tests (e.g., fill-in-the blank, cloze, sentence completion, dictation, short answer, true/false, multiple choice, match) Observation (e.g., during individual and group collaborations) Cooperative experience (e.g., focus groups, student teams, study groups); Portfolio of students work (e.g., completed assignments)

## **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 Chase, Becky Tarver, et al. Pathways 2: Listening, Speaking and Critical Writing, 2 ed. Heinle ELT, 2018