

### Course Outline

**COURSE:** ESL 538                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Fall 2016                      **CURRICULUM APPROVAL DATE:** 11/23/2015

**SHORT TITLE:** LISTEN-SPEAK II

**LONG TITLE:** Integrated Listening/Speaking II

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
6	18	Lecture:	6	108
		Lab:	0	0
		Other:	0	0
		Total:	6	108

#### **COURSE DESCRIPTION:**

This is the second in a series of integrated skills courses designed to develop the listening, speaking and pronunciation skills of low intermediate ESL students. Activities, which include listening exercises, role play, pair-work, small and large group discussions, interviews, oral presentations, and pronunciation (focusing on English sounds, rhythm and intonation), are presented in the context of relevant, contemporary and intellectually challenging themes. This course is designed especially for students with academic objectives but is highly appropriate for students with personal language goals as well. **PREREQUISITE:** ESL 528 or ESL Assessment Recommendation

#### **PREREQUISITES:**

Completion of ESL 528, as UG, with a grade of C or better.

#### **COREQUISITES:**

**CREDIT STATUS:** C - Credit - Degree Non Applicable

#### **GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

#### **SCHEDULE TYPES:**

02 - Lecture and/or discussion

#### **STUDENT LEARNING OUTCOMES:**

1. Identify and use key aural information (main ideas, details, and inferences ) to understand aural passages.

Measure: Large and small group discussions, classroom exercises, pair-work, written quizzes and tests

PLO:

ILO: 2,1,4,3

GE-LO:

Year assessed or anticipated year of assessment: 2017

2. Recognize and use new vocabulary and idioms.

Measure: Participation in group discussions, peer interviews, role-play, extemporaneous speech, quizzes

PLO:

ILO: 1,2,4

GE-LO:

Year assessed or anticipated year of assessment: 2017

3. Recognize stressed words and reductions in aural passages and use in speech.

Measure: Comprehension check/discussion of aural passage; group discussions, pair work, interviews, multiple choice quizzes and exams

PLO:

ILO: 1,2

GE-LO:

Year assessed or anticipated year of assessment: 2017

4. Demonstrate ability to articulate English vowel and consonant sounds.

Measure: Pair work, discussions, interviews, oral presentations

PLO:

ILO: 1,2

GE-LO:

Year assessed or anticipated year of assessment: 2017

5. Demonstrate the ability to distinguish syllables and use syllable stress, so that meaning is understood.

Measure: Multiple choice quizzes, class discussions

PLO:

ILO: 1,2

GE-LO:

Year assessed or anticipated year of assessment: 2017

6. Demonstrate ability to do guided research for use in oral presentations.

Measure: Oral presentation

PLO:

ILO: 3,2

GE-LO:

Year assessed or anticipated year of assessment: 2017

7. Demonstrate fluency of spoken English in class discussions, presentations, and extemporaneous speeches.

Measure: Oral presentations, class discussions

PLO:

ILO: 1,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2017

8. Apply note-taking skills to level-appropriate material.

Measure: Performance of note-taking, pair and small group discussion, quizzes

PLO:

ILO: 1,2,3,4

GE-LO:

Year assessed or anticipated year of assessment: 2017

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 11/23/2015

6 Hours

**CONTENT:** Learn about objectives, participate in ice-breaking activities, interview peers to get acquainted with classmates; give a short self introduction to the class; skim and scan the textbook; review and practice vowel and consonant sounds, such as [e] as in "less", [ey] as in "lace", [b], [v], [j], [sh], [ch].

**OUT OF CLASS ASSIGNMENTS:** Prepare self-introduction; complete selected, introductory assignments in the textbook and/or relevant websites that reinforce in-class activities.

**STUDENT PERFORMANCE OBJECTIVES:** Students will state the objectives of the class; meet classmates, give a self-introduction to the class; demonstrate improved pronunciation of vowel and consonant sounds learned in class.

12 Hours

**CONTENT:** Following the framework of a theme in the textbook, such as "Entertainment and the Media," students will complete a cycle of listening, speaking and pronunciation activities, beginning with the focus on listening activities, including listening for the main idea, specific information, details, making inferences, predicting outcomes, and summarizing aural passages. This part of the cycle will be completed with a comprehension check, working with a partner, in small groups, and/or whole class discussions. The next part of the cycle will focus on speaking activities with partners, small groups and/or whole class discussions, which require use of new vocabulary and idioms. The pronunciation part of the cycle includes exercises and practice with word stress ("I love ALL of my classes at Gavilan College"), syllable distinction and stress (INteresting, FORTunate); contractions and reductions ("gonna," "wanna"), unstressed "to" ("He went "t" the beach"); review and practice of consonant sounds, such as b/v/th/t/d and vowel sounds such as [iy] (as in beat) through minimal pair practice drills (beat/bit) The cycle can be completed with extended listening and pronunciation practice using audiovisual material and/or computer software. The two- week cycle ends with a listening and pronunciation test.

**OUT OF CLASS ASSIGNMENTS:** Study for the test; complete assignments from the textbook and/or relevant websites designed for additional practice and reinforcement of in-class activities.

**STUDENT PERFORMANCE OBJECTIVES:** Recognize and use new vocabulary and idioms;

demonstrate improved comprehension when listening for the main idea, specific information, details and inferences; predict conclusions of aural passages; demonstrate improved pronunciation of stressed words, contractions, reduced forms; and consonant and vowel sounds practiced in class. Demonstrate skills learned by taking a listening and pronunciation test.

12 Hours

**CONTENT:** Following the framework of a new unit in the textbook, such as "Experiencing Nature," repeat the activities listed in the previous cycle. Include practice with contractions using "WILL" (I'll, he'll, she'll). Begin summarizing aural passages and practicing note taking skills. Continue recycling vowel and consonant sounds, syllable discrimination and stress, contractions and reductions, and word stress. The cycle can be completed with extended listening and pronunciation practice with audio-visual material such as film and television clips, news clips and songs. The cycle ends with a listening and pronunciation test.

**OUT OF CLASS ASSIGNMENTS:** Selected assignments from the text and/or relevant websites that reinforce class activities will be given.

**STUDENT PERFORMANCE OBJECTIVES:** Identify and use new vocabulary and idioms in speaking activities; demonstrate improved comprehension when listening for the main idea, specific information, details, inferences, and outcomes; use word stress and reductions; demonstrate improved awareness and pronunciation of syllables, and vowel and consonant pronunciation.

14 Hours

**CONTENT:** Following the framework of a new unit in the textbook, such as "Health and Fitness," repeat the activities listed in previous cycles. Review requirements for the first presentation, discuss steps to researching information on the internet, taking notes for the presentation, qualities of a "good speech", and suggestions to help students feel less nervous. If possible, show students how to do basic computer research. The instructor will select a general class topic such as a famous American hero or anti-hero; a city in the world (outside of the U.S.), a famous natural/historic/cultural place in the world; an interesting aspect of American culture/history/politics (Civil War, Prohibition). The cycle can be completed with extended activities with audio-visual material such as songs, TV and film clips. The cycle ends with a listening and pronunciation test.

**OUT OF CLASS ASSIGNMENTS:** Work on the oral presentation; study for the test; complete selected assignments from the text and/or relevant websites.

**STUDENT PERFORMANCE OBJECTIVES:** Prepare and practice delivery of the oral presentation; identify and use new vocabulary and idioms in speaking activities; demonstrate improved comprehension when listening for main idea, details, inferences, and conclusions; summarize information from aural passages; take notes, use stressed words, reductions, and better pronunciation of vowel and consonant sounds. Demonstrate skills learned by taking a test.

6 Hours

**CONTENT:** Presentation of the first oral report. When listening to peer presentations, students will take notes, and/or write down, and hand in three pieces of information they learned from each report.

**OUT OF CLASS ASSIGNMENTS:** Assignments will be given from the textbook and/or

relevant websites.

**STUDENT PERFORMANCE OBJECTIVES:** Students will give a five-minute oral presentation, take notes while listening to peer presentations, and ask and answer questions.

12 Hours

**CONTENT:** Following the framework of a new chapter in the textbook, such as "Cultures of the World," repeat the activities listed in previous cycles.

Practice identifying, and using intonation to denote attitude and interpret the speakers' tone and emotions, and practicing typical English rising and falling intonation patterns. Varied speaking activities with partners, in small groups, and/or whole class discussions will continue.

**OUT OF CLASS ASSIGNMENTS:** Relevant assignments from the textbook and/or useful websites which expand on, and reinforce in-class activities will be given.

**STUDENT PERFORMANCE OBJECTIVES:** Demonstrate improvement when listening for the main idea, details, specific information, inferences, and outcomes; recognize intonation to denote attitude, and interpret the speakers' tone and emotions; use correct English intonation patterns; demonstrate improved ability to aurally distinguish, and correctly use, word and syllable stress, reductions, and vowel and consonant sounds.

12 Hours

**CONTENT:** Following the framework of a new chapter in the textbook, such as "Offbeat Jobs," repeat activities listed in previous cycles. Continue recycling vowel and consonant sounds; practicing typical English rising and falling intonation patterns; review and practice pronunciation of "can" and "can't, teens and tens (13/30), and regular past tense verbs. The cycle will end with a test.

**OUT OF CLASS ASSIGNMENTS:** Study for the test; relevant assignments from the textbook and/or useful websites will be given.

**STUDENT PERFORMANCE OBJECTIVES:** Demonstrate improved comprehension when listening for the main idea, details, specific information, inferences, outcomes, and intonation to denote attitude and interpret the speakers' tone and emotions; summarize information from aural passages, take notes; demonstrate improved pronunciation of English sounds and intonation patterns, identify and use new vocabulary and idioms in speaking activities.

14 Hours

**CONTENT:** Following the framework of a new chapter in the textbook, such as "Endangered Languages," follow the activities listed in previous cycles. Begin practicing "WH question" intonation question. Review and discuss requirements for the second oral presentation. Individual or group presentations are appropriate. A suggested broad topic is "Health, Disease, Diet and Fitness." Individual students, or groups, will choose sub-topics such as healthy diets and the obesity epidemic. The cycle can be completed with extended listening and pronunciation practice with audio-visual material. The cycle will end with a listening and pronunciation test.

**OUT OF CLASS ASSIGNMENTS:** Prepare and practice the second oral presentation, be prepared to answer questions; study for the test; short, relevant assignments from the textbook and/or useful websites may also be assigned.

**STUDENT PERFORMANCE OBJECTIVES:** Prepare the second oral presentation; study for the test; demonstrate improved skills when listening for the main idea, details, specific information, inferences, outcomes, and use of intonation to denote attitude, and interpret the speaker's tone and emotions; summarize information;

take notes, use new vocabulary and idioms in speaking activities; demonstrate an improvement in English rising and falling intonation patterns, particularly when asking "WH" questions; demonstrate skills learned by taking a listening and pronunciation test.

6 Hours

**CONTENT:** Students will present their second oral report. While listening to peer presentations, students will take notes and/or write down and hand in three pieces of information they learned from each speech.

**OUT OF CLASS ASSIGNMENTS:** Selected assignments will be given from the text and specified websites.

**STUDENT PERFORMANCE OBJECTIVES:** Present a five-minute report, take notes while listening to peer presentations, and ask and answer questions.

12 Hours

**CONTENT:** Following the framework of a new theme in the textbook, such as "Good Mood Foods," repeat the activities listed in previous cycles. Continue recycling and practicing difficult pronunciation material and English intonation patterns including "Wh" questions and "Tag" Questions. The cycle will end with a listening and pronunciation test.

**OUT OF CLASS ASSIGNMENTS:** Study for the final exam; relevant assignments from the textbook and/or useful websites will be assigned.

**STUDENT PERFORMANCE OBJECTIVES:** Demonstrate improved comprehension when the listening for the main idea, details, specific information, inferences,

conclusions, and use of intonation to denote attitude and interpret the speakers tone and emotions; summarize information from aural passages; take notes; identify and use new vocabulary in speaking activities; demonstrate improved pronunciation of regular past tense verbs, and vowel and consonant sounds practiced in class. Demonstrate improved use of rising and falling intonation patterns, including correct intonation of "wh" and "tag" questions. Demonstrate skills learned by taking a listening and pronunciation test.

2 Hours

The FINAL EXAM will be composed of two parts: a five to ten-minute "one-on -one" (instructor-student) interview to evaluate speaking; and an objective, in-class listening test.

### **METHODS OF INSTRUCTION:**

Large and small group discussions, pair-work, role-play, peer interviews, pronunciation drills, oral presentations, and lecture.

### **METHODS OF EVALUATION:**

Category 1

Percent range of total grade: 0 % to 0 %

Section 1 – Substantial writing assignments including:

None

Category 2 – Computational or non-computational problem solving demonstrations including:

Percent range of total grade: 0 % to 0 %

None

Category 3 – Skill Demonstrations, including:

Percent range of total grade: 35 % to 45 %

Class Performance/s

Category 4 – Objective Exams, including:

Percent range of total grade: 50 % to 60 %

Multiple Choice

True/False

Matching Items

Completion

Category 5 – Any other methods of evaluation:

Percent range of total grade: 5 % to 15 %

Class participation, partner work, group work

### **REPRESENTATIVE TEXTBOOKS:**

Recommended:

Jaimie Scanlon. Q: Skills for Success Listening and Speaking - Book 1. Oxford, 2015. Or other appropriate college level text.

ISBN: 978-0194756105

Reading level of text, Grade: Integrated ESL Beginning High (From the ESL CB 21 Rubric)      Verified by: Nicole Cisneros

Other textbooks or materials to be purchased by the student: Mills and Frazier's 2015 edition of "Northstar Listening and Speaking Book 2" published by Pearson Longman. Heinle Cengage Learning's 2014 edition of "Pathways: Listening, Speaking, and Critical Thinking - Book 1". Look into split editions of these texts. A supplemental pronunciation text may also be used.

### **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

### **SUPPLEMENTAL DATA:**

Basic Skills: B

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: E

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000503351

Sports/Physical Education Course: N

Taxonomy of Program: 493086