

**Course Outline**

**COURSE:** ESL 728                      **DIVISION:** 90                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2021                      **CURRICULUM APPROVAL DATE:** 11/10/2020

**SHORT TITLE:** NC BEGIN LISTEN-SPEAK

**LONG TITLE:** NC Integrated Listening, Speaking I

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

**COURSE DESCRIPTION:**

This is the first in a series of integrated skills courses designed to introduce beginning ESL students to academic listening, speaking and pronunciation skills. Activities, which include listening exercises, role-play, pair work, small and large group discussions, interviews, oral presentations and pronunciation drills (focusing on English sounds and rhythm), are presented in the context of relevant, contemporary and intellectually challenging themes. Prerequisite: ESL 787 - NC ESL Lifeskills 2B or ESL 789 - NC Lifeskills 2 or ESL Assessment Recommendation.

**PREREQUISITES:**

Completion of ESL 787, as NC, with a grade of P or better.

OR

Completion of ESL 789, as NC, with a grade of P or better.

**COREQUISITES:**

**CREDIT STATUS:** N - Non Credit

**GRADING MODES**

N - Non Credit

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

## SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## STUDENT LEARNING OUTCOMES:

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

Measure of assessment: Large and small group discussions, classroom exercises, pair work, quizzes and tests

Semester/Year assessed, or planned Semester/Year of assessment: 2017

2. Recognize and use new vocabulary in various situations.

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

Semester/Year assessed, or planned Semester/Year of assessment: 2017

3. Demonstrate basic fluency of spoken English in individual and group presentations.

Measure of assessment: Oral presentation

Semester/Year assessed, or planned Semester/Year of assessment: 2017

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

Measure of assessment: Quizzes and tests.

Semester/Year assessed, or planned Semester/Year of assessment: 2021

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

Curriculum Approval Date: 11/10/2020 - **DE MODIFICATION ONLY**

OUT OF CLASS ASSIGNMENTS: Presentation preparation, textbook assignments, surveys, interviews, vocabulary memorization, online workbook exercises.

Content Note: Themes may vary by textbook.

6 Hours

CONTENT: Learn about class goals and objectives, participate in ice-breaking activities, interview peers to get acquainted with fellow students, give a short self-introduction to the class; skim, scan, and discuss the textbook. Practice clear pronunciation of letters in the alphabet (special attention paid to vowels).

STUDENT PERFORMANCE OBJECTIVES: Students will state the objectives of the class, introduce themselves, meet other students, spell out loud.

12 Hours

**CONTENT:** Following the framework of a theme in the textbook, students will complete a cycle of listening, speaking and pronunciation activities. The cycle begins with a focus on listening activities and strategies. Students will learn new vocabulary in a thematic context, practice listening for the main idea and specific information, and make inferences. Students will also listen for word stress (I love my NEW country), contractions and reductions (I'm gonna, I wanna). This part of the cycle ends with comprehension check, working with a partner, in small groups, and/or whole class discussions. The cycle will continue with a focus on speaking and pronunciation activities with a partner and/or small groups which include practicing correct pronunciation of vowel sounds, such as [e], as in "bet", [ai], as in "bait". This part of the cycle ends with a follow-up, whole class discussion which requires use of new vocabulary, idioms and correct pronunciation. Short extemporaneous speeches will also be given. The cycle can be completed with extended listening and pronunciation practice using audio-visual material, such as songs, film clips, chants, tongue twisters, and online workbook exercises, if available. The cycle ends with a listening and pronunciation test.

**STUDENT PERFORMANCE OBJECTIVES:** Identify and use new vocabulary and idioms, demonstrate improved ability to listen for the main idea, details and inferences, begin correctly using stressed words, contractions, reduced forms, and vowel sounds learned and practiced in class. Students will demonstrate skills learned with a test.

12 Hours

**CONTENT:** Following the framework of a new theme in the textbook, repeat the activities listed in the previous cycle. Continue recycling, reviewing, and practicing vowel and difficult consonant sounds such as [th], [b], [v]. The cycle can be completed with extended listening and pronunciation practice using audio-visual material, and online workbook exercises, if available. The cycle ends with a listening and pronunciation test.

**STUDENT PERFORMANCE OBJECTIVES:** Identify and use new vocabulary and idioms, demonstrate improved ability to listen for the main idea, details and inferences; use stressed words, reductions and demonstrate improved vowel and consonant pronunciation.

14 Hours

**CONTENT:** Following the framework of a new unit in the textbook, repeat the activities listed in previous cycles. Recycle, review and practice vowel and consonant sounds, reductions, contractions and stressed words. Review requirements for the first oral presentation. A suggested topic is a "How To" speech, in which students demonstrate a process. The cycle can be completed with extended listening and pronunciation practice, using audio-visual material and online workbook exercises, if available. The cycle ends with a listening and pronunciation test.

**STUDENT PERFORMANCE OBJECTIVES:** Prepare the presentation; demonstrate improved ability to listen for the main idea, details and inferences; use stressed words, reductions and correct vowel and consonant sounds, recognize and use new vocabulary and idioms; demonstrate skills learned by taking a test.

6 Hours

**CONTENT:** Presentation of the first oral report.

**PERFORMANCE OBJECTIVES:** Give a five-minute oral presentation, listen to peer presentations, take notes, and ask and answer questions.

12 Hours

**CONTENT:** Following the framework of a new unit in the textbook, repeat the activities listed in previous cycles. Begin practicing syllable discrimination and stress ("INteresting, CONsonant, FORtunate). Continue recycling and practicing vowel and consonant sounds, reductions, and word stress. The cycle can be completed with extended listening and pronunciation practice using audio-visual material and online workbook exercises. The cycle ends with a listening and pronunciation test.

**STUDENT PERFORMANCE OBJECTIVES:** Identify and use new vocabulary and idioms in class activities, demonstrate improved ability when listening for the main idea, details and inferences; use stressed words, reductions, correct vowel and consonant sounds, and begin demonstrating greater awareness of syllables and correct syllable stress.

12 Hours

**CONTENT:** Following the framework of a new unit in textbook, repeat the activities listed in previous cycles. Work on the final "s" sound to help distinguish plural word endings and the final "t" and "d" sounds to distinguish the past tense. Continue recycling and practicing vowel and consonant sounds, word stress, and syllable stress. The cycle ends with a listening and pronunciation test.

**STUDENT PERFORMANCE OBJECTIVES:** Identify and use new vocabulary and idioms in speaking activities, demonstrate improvement when listening for the main idea, details and inferences; use stressed words, reductions, and correct vowel and consonant sounds. Students will demonstrate skills learned by taking a test.

14 Hours

**CONTENT:** Following the framework of a new unit in the textbook, repeat the activities listed in previous cycles. Discuss requirements for the second presentation. A group presentation may be considered instead of an individual presentation. Suggested topics include: a local city, a favorite place in California, or a U.S. city. Explain and discuss steps to do research, note taking, responsibility to group members, and dividing responsibilities. Show students how to do basic computer research on their chosen topic. The cycle ends with a listening and pronunciation test.

**STUDENT PERFORMANCE OBJECTIVES:** Prepare and practice delivery of the presentation; recognize and use new vocabulary and idioms, demonstrate improved comprehension when listening for the main idea, details and inferences; correctly pronounce vowel and consonant sounds practiced in class, demonstrate greater awareness of syllables and syllable stress; demonstrate skills learned by taking a test.

6 Hours

**CONTENT:** Presentation of the second oral report.

**PERFORMANCE OBJECTIVES:** Students will give a five-minute oral presentation, listen to peer presentations, and ask and answer questions.

12 Hours

**CONTENT:** Following the framework of a new unit in the textbook, repeat the activities listed in previous cycles; practice correct pronunciation of numbers 13/30, 14/40, etc. ("ninety"-"nineteen"); continue practicing syllable stress and word stress, correct pronunciation of vowel and consonant sounds through minimal pair practice and other types of exercises. The cycle can be completed with extended listening and pronunciation practice with audio-visual materials, such as, songs, film clips, chants, tongue-twisters, and online workbook exercises, if available. The cycle ends with a listening and pronunciation test.

**STUDENT PERFORMANCE OBJECTIVES:** Identify and use new vocabulary and idioms in class activities, demonstrate improved skills when listening for main idea, details and inferences; distinguish and use improved pronunciation of teens/tens; demonstrate better pronunciation of vowel and consonant sounds; use syllable stress, word stress, reductions and contractions at a high beginning level.

2 Hours

**CONTENT:** 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 in-class objective listening test.

### **METHODS OF INSTRUCTION:**

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

### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 216

Assignment Description: (12 hours/week) Daily homework assignments may include: Presentation preparation, textbook assignments, surveys, interviews, vocabulary memorization, online workbook exercises.

**METHODS OF EVALUATION:**

Skill demonstrations

Percent of total grade: 40.00 %

Class Performances, oral interview.

Objective examinations

Percent of total grade: 40.00 %

Multiple Choice, True/False, Matching Items, Completion.

Other methods of evaluation

Percent of total grade: 20.00 %

Surveys, interviews, online workbook.

**REPRESENTATIVE TEXTBOOKS:**

Recommended Representative Textbooks

Jennifer Bixby and Joe McVeigh. Q: Skills for Success Listening and Speaking - Intro. Oxford University Press, 2015.

Or other appropriate college level text.

Reading Level of Text, Grade: High Beginning ESL Verified by: Nicole Cisneros

John Beaumont's 2015 edition of "Northstar Listening and Speaking Book 1" published by Pearson Longman has also been used.

Heinle Cengage Learning's 2018 edition of "Pathways: Listening, Speaking, and Critical Thinking - Foundations" is also appropriate. Look into split editions for these books as well.

A beginning level pronunciation text may also be used to provide more pronunciation practice.e.

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: B

Classification: K

Noncredit Category: A

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: D

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000608748

Sports/Physical Education Course: N

Taxonomy of Program: 493086