

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for ESL 123

INTERMEDIATE ORAL COMMUNICATION

Effective: Fall

I. CATALOG DESCRIPTION:

ESL 123 — INTERMEDIATE ORAL COMMUNICATION — 2.00 units

This is an intermediate level oral communication course. This course will enable students to use linguistic forms accurately, meaningfully and appropriately, emphasizing academic listening and speaking skills: listening and speaking in small groups, listening to short lectures on academic topics, learning academic vocabulary and expressions, making presentations on new topics. Prerequisite: Eligibility for ESL 120A and 121A or an appropriate skill level demonstrated through the ESL assessment process. 2 hours lecture, 1 hour laboratory.

2.00 Units Lecture

Prerequisite

ESL 120A - Intermediate Grammar for Reading & Writing*
and

ESL 121A - Intermediate Reading and Writing I
or

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Grading Methods:

Pass/No Pass

Discipline:

	<u>MIN</u>
Lecture Hours:	36.00
No Unit Value Lab	18.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 2

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

- A. ESL120A
- B. ESL121A

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

1. comprehend and initiate conversations on a variety of learned topics
2. listen and respond to concrete academic content and vocabulary
3. control pronunciation and intonation patterns of English to make themselves understood in group discussions
4. interpret and use nonverbal factors that influence meaning in oral communication
5. respond appropriately to verbal presentations and instructions in the classroom
6. use learned grammatical structures, vocabulary, and idiomatic expressions appropriately in oral presentations
7. use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
8. use learned grammatical structures, vocabulary, and idiomatic expressions appropriately
9. respond appropriately to spoken English in the classroom
10. follow basic oral directions
11. take dictation of sentences and questions
12. request clarification and explanations when needed
13. apply basic rules of social interaction: introductions, turn taking, making requests
14. retell the plot and identify major support from news items and movies
15. relate factual information and opinions from a variety of sources: for example, video, movie, radio and TV news
16. draw obvious inferences from oral presentations, movies, news items, and other sources
17. control pronunciation and intonation patterns, of English to make themselves understood in oral presentations
18. use a common system of transcription to assist pronunciation and to transcribe new words (international Phonetic alphabet:

V. CONTENT:

A. During the course students will do the following within the limits of their proficiency level:

1. One-to-one discussions
2. Small and larger group discussions
3. Role play to solve problems
4. Non-verbal communication of attitude in oral communication
5. Responding verbally to presentations and instructions
6. Oral presentations on researched topics using appropriate grammar and vocabulary
7. Giving and accepting compliments
8. Expanding academic vocabulary
 - a. comparing and contrasting
 - b. expressing opinions
 - c. expressing agreement and disagreement
9. Practice pronunciation of:
 - a. phonetic sounds and intonation patterns
 - b. reduced speech (want to—wanna)
 - c. voiced-voiceless distinction
 - d. intonation patterns
10. Grammar and vocabulary practice, especially use and pronunciation of verb tenses, modals and verbal expressions, and key words;
11. Write sentences and question from dictated speech
12. Basic rules of social interaction, making requests, introduction, turn taking
13. Learn through multimedia instruction, for example:
 - a. video: drama documentary, etc.
 - b. radio: news reports, talk shows
 - c. computer: CD ROM, computer programs, WWW
14. Discuss topics from listening activities to identify fact, opinion, inferences
15. Use of a common system of transcription to assist pronunciation and to transcribe new words (International Phonetic alphabet: IPA)

VI. METHODS OF INSTRUCTION:

- A. Problem solving may consist of task oriented activities in which students are expected to reach consensus or make a decision and report their findings
- B. Pre-listening activities that promote comprehension and practice with pronunciation, grammar, and critical thinking
- C. Post-listening activities that promote comprehension and practice with pronunciation, grammar, and critical thinking
- D. Communicative activities to promote language acquisition
- E. Tasks which require computer technology for language learning: Grammar Mastery CD, Longman Dictionary of American English CD, and/or selected websites such as the Complete Lexical Tutor
- F. Instructors may choose from a variety of recognized ESL teaching approaches appropriate for specific objectives of a lesson, such as the Discourse Analysis Approach, the Communicative Approach, Thematic Approach, Acculturation Approach, Contrastive Analysis Approach, Corpus Linguistics Approach, Lexical Approach, and Interactive Approaches. The emphasis, however, will be on listening and speaking as processes, encouraging students to question, clarify, and take responsibility for their learning, thus, enabling them to develop academic listening, speaking, and study skills, test taking strategies, learning strategies, learning strategies, and critical thinking skills.
- G. Live or taped presentations for practice in listening and recognition and use of grammar structures, words, idiomatic expressions, and slang. These presentations may consist of songs, poetry, short lectures, articles, stories, and anecdotes. Some of the short lectures and articles may focus on cultural factors of communication. Students may be expected to discuss the content of the presentations, either in one-on-one situations or small or larger groups
- H. Homework assignments, an essential part of the curriculum, which include exercises in grammar, reading, writing, and vocabulary development

VII. TYPICAL ASSIGNMENTS:

- A. Task oriented assignments which require researching information and presenting findings to the class or small group 1. "Research a topic related to the Lewis and Clark Expedition, and deliver a five to seven minute presentation to the class. Provide visual aids such as a small poster." B. Listen to recorded speech, take notes, and retell the main ideas and supporting points C. Listening and transferring information such as completing a chart or form D. Oral presentations: for example: reciting poetry, reading from literature and/or speeches E. Watch news programs and documentaries and retell the most important information F. Use an English language learner dictionary to clarify the meaning and pronunciation of new vocabulary. 1. "Select five words from the vocabulary list for Chapter five "Charbonneau's Demands" in Sacajawea. Using the vocabulary chart, write the word, the IPA, the appropriate definition from the Longman Dictionary, and the part of speech. Copy the sentence from the text. Next, using the website The Complete Lexical Tutor, write common collocations for the five words."

VIII. EVALUATION:

A. **Methods**

1. Quizzes
2. Oral Presentation
3. Group Projects
4. Other:
 - a. Methods:
 1. Listening and problem solving quizzes
 2. Dictation
 3. Listen-and-respond quizzes
 4. Presentations both in small groups and to whole class
 5. Vocabulary assignments and quizzes
 6. Student self-evaluations
 - b. Examples:
 1. Listen and fill in the structure words
 - a. I'd like to _____ borrow _____ book.
 - b. Janet _____ appointed _____ steering committee
 - c. What _____ think _____ outcomes?
 2. Book Review Grading Sheet
 - a. Five to seven minute oral book review: Start Time _____ Stop Time _____.
 - b. Your report includes the following information:

1. Title
2. Author
3. Publisher
4. Date of Publication
- c. Your report includes a short summary of the most important things you learned:
 1. Who is the book about?
 2. What is the book about?
 3. What are the most important facts or events?
 4. When does the action take place?
 5. Where does the action take place
- d. You told why you liked and/or did not like the book
- e. You told knowledge that the author expected you to have
- f. You included the opinions, attitudes, or emotions that you share with the author
- g. You gave your conclusion about the book?
- h. You turned in a written form
3. Book review Grading Criteria: Using the following grading criteria, students will be evaluated with a 1-5 scale. A 1 is the lowest score and 5 is the highest. Scores of 3, 4, or 5 are passing scores.
 - a. Organization
 1. Presenter follows logical sequence and provides a clear response to all of the above questions.
 - b. Eye Contact
 1. Presenter seldom returns to notes, maintains eye contact with audience
 - c. Delivery
 1. Presenter speaks clearly and loud enough for all in the class to hear, makes few grammatical errors, and pronounces important terms clearly and precisely.?

B. Frequency

1. Instructors may choose how often to evaluate students with quizzes and tests. However, at the beginning level of developing language skills, students need frequent feedback to let them know if they need to change their study techniques and develop alternative strategies for learning.

IX. TYPICAL TEXTS:

1. Solomon, E, Shelley, J. *Key Concepts.*, Houghton Mifflin, 2006.
2. Kisslinger, Ellen *Contemporary Topics 2.*, -, 2003.
3. Numrich, Carol *Consider the Issues.*, Pearson Longman, 2004.
4. Numrich, Carol *Tuning in.*, Pearson Longman, 2006.
5. - *Longman Dictionary of American English.*, Pearson Longman, 2005.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Computer disks and/or computer software