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Course Outline for ESL 133

BEGINNING ORAL COMMUNICATION

Effective: Fall

I. CATALOG DESCRIPTION:

ESL 133 — BEGINNING ORAL COMMUNICATION — 2.00 units

This is a beginning oral communication course. This course will enable students to use linguistic forms accurately, meaningfully and appropriately, emphasizing conversational skills: listening and speaking in small groups, using new grammar structures, learning new words and expressions, comprehending and using idiomatic expressions. Strongly recommended: Appropriate skill level demonstrated through the ESL assessment process. 2 hours lecture, 1 hour laboratory.

2.00 Units Lecture

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:

IV. MEASURABLE OBJECTIVES:

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

1. comprehend and initiate simple spoken English in conversations on familiar topics
2. listen and respond to concrete content and vocabulary
3. participate in discussions in one-to-one situations and small groups on a variety of topics
4. use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes
5. demonstrate awareness of nonverbal factors that play a role in oral communication
6. respond appropriately to spoken English in the classroom
7. display sufficient control of pronunciation and intonation patterns of English to make themselves understood in group discussions
8. display sufficient control of pronunciation and intonation patterns of English to make themselves understood in short simple oral presentations to the class
9. follow basic oral directions
10. draw obvious inferences within non-verbal cues
11. take dictation of sentences and questions
12. relate factual information and personal responses and opinions
13. request clarification and explanations when needed
14. apply basic rules of social interaction: introductions, turn taking, making requests
15. retell the plot and identify major support from news items and movies
16. Use a common system of transcription to assist pronunciation and to transcribe new words (International Phonetic Alphabet: IPA)

V. CONTENT:

- A. Participate in one-to-one discussions
- B. Participate in small and larger group discussions
- C. Role play to solve problems
- D. Teach someone how to do something
- E. Ask questions which relate to familiar subjects
- F. Give responses to oral questions on familiar subjects
- G. Make formal and informal introductions
- H. Give and accept compliments
 - I. Request information
- J. Learn some common idiomatic expressions
- K. Expand vocabulary of common concrete items
- L. Learn basic vocabulary for:
 1. describing people and places
 2. expressing emotional responses: fear, pleasure, surprise, etc.

3. conveying appreciation, regret, approval
- M. Practice pronunciation of:
 1. phonetic sounds and intonation patterns
 2. reduced speech
 3. voiced-voiceless distinction
 4. intonation patterns
- N. Learn through multimedia instruction, for example:
 1. video: drama documentary, etc.
 2. radio: news reports, talk shows
 3. computer: CD ROM, computer programs, WWW
- O. Listen to news reports, dramas, talk shows
- P. Discuss topics from listening activities
- Q. Write sentences from dictated speech
- R. Use a common system of transcription to assist pronunciation and to transcribe new words (International Phonetic Alphabet: IPA)

VI. METHODS OF INSTRUCTION:

- A. 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 Linguistic Approach, Lexical approach, and Interactive Approaches. Emphasis, however, will be on enabling students to question, clarify, and take responsibility for their learning through the following: A. 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. B. Communicative games and activities to promote language acquisition C. Problem solving may consist of task oriented activities in which students are expected to reach consensus or make a decision and report their findings D. Homework assignments, an essential part of the curriculum, which include exercises in grammar, reading, writing, and vocabulary development E. Tasks which require computer technology for language learning: Grammar Mastery CD, Longman Dictionary of American English CD, and/or selected Website.

VII. TYPICAL ASSIGNMENTS:

- A. Task oriented assignments which require researching information and presenting findings to the class or small group 1. Movie Review 2. Poster Assignment: a. "For this assignment you will work with another student in your class to create a poster and make a five to seven minute oral report to your class. I will give you a topic related to the Lewis and Clark Expedition. You will follow these steps to create a poster and oral presentation. i. Search for information using magazines, encyclopedias, and online databases. Make copies of five items for your poster. ii. With your partner, determine what information is the most important for the poster. iii. Create a poster that highlights the most important aspects of your topic. iv. Collaborate with your partner to decide what to say in your oral presentation. Each of you should present one or two main ideas about your topic. v. Your poster should provide information that answers the Wh-questions: Who, What, When, Where, How, and Why." B. Tasks which use learned information: 1. Select a poem from a list of poems: Mayflies, Grasshoppers, Fireflies, Book Lice, Water Striders. Identify unfamiliar vocabulary. Then look the words up in your dictionary. Use the pronunciation guide to learn the pronunciation of the words. Join with others who have selected the same poem to practice. With a partner, recite the two part poem for the class. C. Problem solving tasks which require learners to negotiate between prior knowledge and new knowledge: 1. "Back and forth activities: Partner A and partner B each have a list of groups of words. Partner A pronounces the underlined words from each group for partner B. Partner B listens and selects the words that partner A says." D. Listening and transferring information such as completing a chart or form, taking dictation E. Weekly laboratory assignments connected to videos seen in class 1. Select one of the following words and type it into the search engine, Google. Read about the object 2. Name three websites that you found informative 3. Which one is most interesting? 4. Write five original sentences about things you learned about your topic.

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. Listen-and-transfer information quizzes
 6. Student self-evaluations
 - b. Examples:
 1. Dictation
 - a. Is it important for children to have pets?
 - b. Do you remember your dreams?
 - c. Do you like to visit museums?
 - d. Is it important to use computers?
 - e. Is TV good for children?
 - f. Do you like to go to the zoo?
 2. Presentations in Poetry reading
 - a. Eye Contact
 1. Presenter seldom returns to notes, maintains eye contact with audience
 - b. Delivery
 1. Presenter seldom returns to notes, maintains eye contact with audience
 2. Presenter speaks clearly and loud enough for all in the class to hear
 3. Speaker listens to his/her partner to blend shared words
 4. Speaker listens to his/her partner to enter the poem appropriately
 5. 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. Dunkel, Gorder *Start With Listening.*, Newbury House Publishers, 1987.
2. Gilbert, Judith *Clear Speech From The Start.*, Cambridge University Press, 2002.
3. Helgesen, M., Brown, S, Smith, D. *Active Listening.*, Cambridge University Press, 1995.
4. Jones, Leo *Let's Talk 1.*, Cambridge University Press, 2002.
5. - *Longman Dictionary of American English.*, Pearson Longman, 2005.
6. Schoenberg, I. *Topics From A to Z Book 2.*, Pearson Longman, 2005.

X. OTHER MATERIALS REQUIRED OF STUDENTS: