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Course Outline for ESL 123

INTERMEDIATE ORAL COMMUNICATION

Effective: Fall 2019

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.

2.00 Units Lecture

Prerequisite

ESL 130B - High-Beginning Grammar for Reading and Writing
with a minimum grade of P
or

ESL 131B - Beginning Reading and Writing II
with a minimum grade of P
or

ESL 133 - Beginning Oral Communication
with a minimum grade of P
or

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Placement through the ESL assessment process.

Grading Methods:

Pass/No Pass

Discipline:

- ESL

	<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: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ESL130B

1. Discuss English grammar using standard grammar terminology
2. Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)
3. Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
4. Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
5. Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
6. Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
7. Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
8. Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
9. Identify and correctly use high frequency prepositions of time, place, and movement
10. Identify the referent and correctly use subject and object pronouns
11. Use technology (Canvas, etc.) effectively to enhance and monitor learning

B. ESL131B

1. Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
2. Interpret non-text information (diagrams, charts, etc.) to support comprehension

3. Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
 4. Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- C. ESL133
1. Comprehend and initiate simple spoken English in conversations on familiar topics
 2. Comprehend and respond with learned vocabulary in conversation
 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. Respond appropriately to spoken English in the classroom
 6. Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions
 7. Display sufficient control of pronunciation and intonation patterns in English to be understood in short oral presentations to the class
 8. Follow basic oral directions
 9. Take dictation of sentences and questions
 10. Relate factual information, personal experiences and personal opinions
 11. Request clarification and explanation
 12. Apply basic rules of social interaction: introductions, turn taking, making requests
 13. Retell the plot and/or main ideas from news items, movies, and lectures or presentations

IV. MEASURABLE OBJECTIVES:

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

- A. Comprehend and initiate conversations on a variety of learned topics
- B. Listen and respond appropriately to academic content and vocabulary
- C. Control pronunciation and intonation patterns of English to be understood in group discussions
- D. Interpret and use nonverbal factors that influence meaning in oral communication
- E. Respond appropriately to verbal presentations and instructions in the classroom
- F. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations
- G. Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
- H. Follow multi-step oral directions
 - I. Take dictation of sentences and questions
- J. Request clarification and explanation when necessary
- K. Apply comprehensive rules of social interaction: introductions, turn taking, making requests
- L. Retell the plot and identify major support from authentic materials, such as news items and movies
- M. Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
- N. Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources

V. CONTENT:

- A. Listening and Speaking
 1. Giving and accepting compliments
 2. Responding orally to oral information, such as presentations, lectures, audio
 3. Responding appropriately to multi-step oral instructions
 4. Dictation of sentences and questions
 5. Basic rules of social interaction, such as making requests, introductions, turn taking
 6. Identification of fact, opinion and inference
- B. Pronunciation of
 1. Phonetic sounds and intonation patterns
 2. Reduced speech (want to - wanna)
 3. Voiced and voiceless distinction
 4. Verb tenses and modal expressions
 5. Key words in a stream of speech
- C. Non-verbal communication
 1. Non-verbal communication of attitude
 2. Comprehension of American use of gestures, facial expressions and space
- D. Discussion
 1. One-to-one
 2. Small and large group
 3. Whole class
 4. Role play to practice and solve problems
- E. Presentations
 1. On researched topics with appropriate use of grammar and vocabulary
- F. Vocabulary Development
 1. Expansion of academic vocabulary
 2. Comparing and contrasting
 3. Expressions of agreement and disagreement
 4. Expressions of opinion and debate
 5. Common American slang and idiomatic expressions
- G. Authentic Materials
 1. Film and television
 2. Radio
 3. Music

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - Pre and post listening activities that evaluate comprehension, for example.
- B. **Classroom Activity** - Communicative activities that promote language acquisition, such as retelling the plot of a movie to a partner.
- C. **Critique** - Self-analysis of recorded presentations, for example.
- D. **Discussion** - One-to-one, small or large group, and whole class activities that allow practice of learned communication strategies.
- E. **Guest Lecturers** - Guest presentation that is connected to a unit from the text book, for example.
- F. **Individualized Instruction** - Instructor analysis and feedback from oral presentations.
- G. **Lab** - Weekly lab activities to promote use and comprehension of course concepts.
- H. **Lecture** - Engaging presentations on course content, such as American slang and idiomatic expressions.
- I. **Student Presentations** - Short oral presentations demonstrating comprehension of course concepts.

VII. TYPICAL ASSIGNMENTS:

- A. Presentations
 1. Poetry reading

2. Literature or speech recitation
3. Research presentation, such as a five minute presentation on the effects of rising global temperatures
- B. Dictation
 1. Statements and questions
 2. Vocabulary
 3. Live or taped presentations for practice in listening and recognition and use of grammar structures, words, idiomatic expressions, and slang.
- C. Quizzes
 1. Vocabulary
 2. Dictation
 3. Listen to recorded speech, take notes, and retell the main ideas and supporting points
 4. Listening and transferring information such as completing a chart or form
- D. Class Discussions
 1. Watch news programs and documentaries and retell the most important information to a partner or small group
 2. Problem solving in which students are expected to reach consensus or make a decision and report their findings
 3. Post-listening activities that promote comprehension and practice with pronunciation, grammar, and critical thinking
- E. Vocabulary Development
 1. Use of an English language learner dictionary to clarify the meaning and pronunciation of new vocabulary
 2. Analysis of slang and idiomatic expressions from authentic materials
- F. Weekly Lab Assignments
 1. Listening activities which focus on cultural factors of communication
- G. Homework
 1. Weekly listening journal
 2. Textbook exercises
 3. Vocabulary

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
 - 2 major exams: a midterm and final
- B. Quizzes
 - Bi-weekly
- C. Research Projects
 - Culminating in an oral presentation
- D. Oral Presentation
 - A minimum of three
- E. Group Projects
 - Students may complete one group presentation
- F. Class Participation
 - Weekly
- G. Class Work
 - Weekly
- H. Home Work
 - A minimum of four hours weekly
- I. Lab Activities
 - Weekly

IX. TYPICAL TEXTS:

1. Craven, M., & Sherman, K.D. (2010). *Q: Skills for Success 3 Listening and Speaking* (1 ed.). New York, New York: Oxford University Press.
2. Kisslinger, E. (2016). *Contemporary Topics 2 with Essential Online Resources* (4 ed.). New York, New York: Pearson Education ESL.
3. Lebauer, R.S. (2010). *Learn to Listen, Listen to Learn Level 2* (3 ed.). New York, New York: Pearson Longman.
4. McLaughlin, T. (2018). *University Success Oral Communication Intermediate to High-Intermediate* (1 ed.). New York, New York: Pearson Education ESL.
5. Longman Dictionary of American English, 5 ed. Pearson Education ESL, 2015.

X. OTHER MATERIALS REQUIRED OF STUDENTS: