

COURSE OUTLINE

ESL 145
Listening and Speaking IV

I. **Catalog Statement**

English as a Second Language 145 stresses fluency and clarity in delivery of speeches as well as in various communicative activities. These may involve the preparation and presentation of reports, summaries, and persuasive speeches. Students are exhorted to use the vocabulary and grammatical structures appropriate to formal settings. Culturally appropriate subtleties such as body language are reviewed in order to maximize the efficacy of communication. Listening comprehension and lecture/note-taking skills are practiced and evaluated.

Units 2

Lecture Hours 3

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of ESL 135 (formerly ESL 167).

Recommended preparation: It is strongly recommended that a student be concurrently enrolled in an ESL grammar and writing class at the 133 level or higher.

Note: This course is taught at a level of vocabulary equivalent to ESL 141 (formerly ESL 166).

II. **Course Entry Expectations**

Skills Level Ranges: Reading 4; Writing 4; Listening/Speaking; Spelling 2; Math 1

1. demonstrate use of both formal and informal idioms studied in textbook pertinent to various situations;
2. produce correct syllable and sentence stress;
3. produce standard pronunciation well enough to avoid breakdowns in communication;
4. demonstrate an advanced level of proficiency in listening comprehension;
5. present two-to- five minute oral reports and speeches on current high-interest topics.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. demonstrate mastery of both formal and informal idioms studied;
2. demonstrate an advanced level of proficiency in listening comprehension;
3. present 3-to-4-minute oral reports and speeches on a variety of topics, using only a phrasal outline as a prompt.
4. analyze and critique oral presentations.

IV. Course Content

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| A. | Oral Expression | 25 hours |
| | 1. Formal | |
| | a. 3- to 4-minute speeches (from outlines) | |
| | b. Panel discussions | |
| | c. Debates | |
| | d. Summaries of articles from the media | |
| | e. Critiques of movies or theatrical productions | |
| | f. Peer critiquing of presentations. | |
| | 2. Informal | |
| | a. Group discussions of reading assignments | |
| | b. Group tasks | |
| | c. Role-play | |
| | d. Impromptu speeches | |
| | 3. Pronunciation | |
| | a. Work on specifically diagnosed problems as needed | |
| | b. Provide feedback following oral presentations to link pronunciation with comprehension | |
| B. | Listening | 15 hours |
| | 1. Vocabulary enrichment | |
| | a. Learning to guess meaning despite certain gaps in comprehension | |
| | b. Inferring meaning | |
| | c. Homonyms | |
| | d. Using contextual clues | |
| | 2. Comprehension strategies | |
| | a. Prediction | |
| | b. Main idea focus | |
| | c. Note-taking using standard outline form | |
| C. | Comparison of Cultural Differences | 8 hours |
| | 1. Body language | |
| | 2. Conversational turn-taking | |
| | 3. Values and customs | |

V. **Methods of Presentation**

The following instructional methodologies may be used in the course:

1. Short films or videos may be shown to stimulate discussion, or students may attend plays produced by Glendale College Drama Department.
2. Video taping of students making speeches is a valuable feature. Students are encouraged to attend campus lectures, to take notes, and to submit brief written or oral summaries for extra credit.

VI. **Assignments and Methods of Evaluation**

1. The final grade should be based upon a minimum of four (4) graded oral presentations as well as written responses to listening comprehension passages.
2. The final examination should be composed of all three components listed above: 1) vocabulary, 2) listening comprehension, and 3) an oral presentation.

VII. **Textbooks**

(Required: One text from Group I and one text from Group II)

GROUP I

Grant, Well Said, 3rd Ed., 2010, Heinle & Heinle/Thomson Learning, ISBN 142-4006252, Instructor's Manual ISBN 0-8384-1265-3

Rooks, The Non-Stop Discussion Workbook, 2nd Ed., 1998, Heinle & Heinle/Thomson Learning, ISBN 0-8384-2938-6

GROUP II

Ferrer & Hendreddy, Mosaic 2 Listening/Speaking, 4th Ed., 2002, McGraw-Hill/Contemporary, ISBN 0-07-232986-6

Fragiadakis, Tapestry: Listening/Speaking 4, 2000, Heinle & Heinle/Thomson Learning, ISBN 0-8384-0029-9, Instructor's Manual ISBN 0-8384-0027-2

VIII. **Student Learning Outcomes**

1. Students should be able to comprehend, interpret, and summarize academic lectures at a high-intermediate level.
2. Students should be able to communicate effectively by using standard pronunciation, correct syllable and sentence stress, and appropriate vocabulary at a high intermediate level.