

OHLONE COLLEGE
Ohlone Community College District
OFFICIAL COURSE OUTLINE

I. Description of Course:

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| <p>1. Department/Course: <u>ESL - 183LS</u></p> <p>2. Title: <u>ESL Listening and Speaking, Level III</u></p> <p>3. Cross Reference:</p> <p>4. Units: <u>4.00</u>
Lec Hrs: <u>4.00</u>
Lab Hrs: <u>0.00</u></p> <p>5. Repeatability: <u>Yes Times:3</u></p> <p>6. Grade Options:
Letter Grade, May Petition Credit/No Credit (GC)</p> | <p>7. Degree/ Applicability:
Credit, Not Degree Applicable (C)</p> <p>8. General Education:</p> <p>9. CAN Numbers:</p> <p>10. Field Trips: <u>May be Required</u></p> <p>11. Requisites:
Prerequisite
ESL-148 Integrated English Skills for Non-Native Speakers, Level II or</p> |
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12. Catalog Description:

This course is designed to develop aural/oral skills in American English for students whose native language is not English. There is practice in the skills of listening and speaking with an emphasis on fluency, comprehension, vocabulary development, verb tenses, beginning notetaking, and intermediate sentence structure. This is one of two combined skills courses in the third level of the ESL sequence.

13. Class Schedule Description:

Oral/aural communication skills in idiomatic and academic English. Focus on fluency, comprehension, and vocabulary.

14. Counselor Information:

This is a non-transfer, non-Associate degree applicable course designed for non-native English speaking students who have tested into the course by means of the ESL assessment or have completed ESL 148 and wish to further improve their English oral/aural communication skills.

II. Student Learning Outcomes

The student will:

1. Produce sentences and chunks of discourse in speech of 250-350 words in assigned topics with a particular focus on verb tenses, correct word form choice, intermediate level sentence patterns, and subordination and coordination in sentence combining.
2. Respond to questions and discuss topics addressed in class and or related to his/her own life with increasing comprehensibility.
3. Identify main ideas and isolate specific details in a variety of types of listening passages including one on one conversations, small group discussions, and short lectures.
4. Use the grammar learned in ESL 148 with increasing accuracy and fluency.
5. Successfully accomplish given authentic tasks and projects requiring oral/aural communication skills out in the campus and local community.

III. Course Outline:

A. This course focuses on the further development and refinement of aural/oral communication skills for the non-native speaker of English. Discrete listening and speaking skills will be further developed and practiced in preparation for successfully completing authentic listening/speaking tasks in the class, on the Ohlone campus, and in the surrounding local community. Due to the particular needs of ESL students, it is not possible to specify what content will be introduced each week. Below is a list of aural/oral communication skills that should be covered at this level.

(a) Listening

- B. Identify the main idea in a listening passage
- C. Isolate specific details
- D. Identify supporting details
- E. Make predictions in future content and organization based on material listened to.
- F. Make simple summaries and paraphrases of information from a listening passage.
- G. Increase vocabulary comprehension
 - 1. common prefixes (e.g. un, dis, in, im, mis, re, anti, pre, mono, bi, tri)
 - 2. common suffixes (e.g. tion, ment, er, or, ness, ize, ful, ly, less, able, ible)
 - 3. common roots (e.g. graph, dict, phono, port, gram, scope)
 - 4. collocations
 - a. adjective + noun (e.g. substantial controversy)
 - b. noun + noun (e.g. fishing boat)
 - c. verb + adjective +noun (e.g. obtain financial benefits)
 - d. verb + adverb (e.g. distribute fairly)
 - e. verb +preposition + noun (e.g. get along with a person)
- H. Listen and respond appropriately to a variety of listening tasks involving English sources such as audio tapes/CDs, T.V.broadcasts,/video, radio broadcasts, live speakers, and plays.
- I. Speaking
- J. Use of main idea to organize oral tasks.
- K. Development of supporting details for main idea in oral tasks.
- L. Increase personal vocabulary usage (see Listening section)
- M. Develop and refine fluency and accuracy in pronunciation of phonemes, words, and sentences, so as to not interfere with message communication.
- N. Develop and refine fluency and accuracy with the supra-segmentals including focus, stress, intonation, and rhythm.
- O. Develop and refine grammatical fluency in oral tasks, so as not to interfere with message communication.

IV. Course Assignments:

Reading Assignments

Possible reading assignments related to task

Writing Assignments

Projects, Activities, and other Assignments

1. In class, on campus, and community information gap tasks that require aural. oral skills to complete missing information. (e.g. conducting of surveys, compiling information for an ESL student handbook)
2. In class, on campus, and community projects that require successful aural/oral communications skills to complete project objectives. (e.g. class presentations, weekly reading of stories to children in the Child Development Center, volunteer work in a Senior Center)
3. Word pronunciation exercises using speech monitoring software.
4. Listening tasks in the Advanced 3 Listening level of English Discoveries software.

V. Methods of Evaluation:

- A. At least 70% accuracy of word production using speech monitoring software.
- B. At least 70% accuracy on listening tasks in the Advanced 3 Listening level of English Discoveries software.
- C. Successful communication of messages in assigned projects and tasks as evidenced by completed project/task products. e.g. Survey data that has been collected, compiled, and analyzed for use in a project presentation, or a video of students reading to children at the Early Childhood Center showing the children correctly answering questions about the story.

Methods of Instruction:

Discussion
Demonstration
Computer Assisted Instruction
Collaborative Learning
Lecture

VI. Textbooks:

Required

1. EduSoft *English Discoveries* 2.1 Edition, EduSoft, 1998 Required
1. Sherry Preiss *Northstar Advanced Listening and Speaking* Second Edition, Pearson/Longman, 2004 ISBN: 0-13-143911-1

Optional

Optional

VII. Supplies:

None