

# ELL A048N: INTERMEDIATE SPEAKING: DISCUSSING U.S. CULTURE

Item	Value
Curriculum Committee Approval Date	12/06/2023
Top Code	493086 - English as a Second Language - Speaking/Listening
Units	0 Total Units
Hours	36 Total Hours (Lecture Hours 36)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Open Entry/Open Exit	Yes
Grading Policy	P/NP/SP Non-Credit (D)

## Course Description

This course is designed for intermediate English learners wanting to practice their speaking skills by engaging in extended discussions about substantive topics. Students will also practice working with a variety of texts with a focus on increasing their vocabulary and awareness of cultural topics of general interest such as current events, significant speeches, politics, technology, world events, sports, travel, business, and lifestyle. Noncredit. NOT DEGREE APPLICABLE. ADVISORY: ELL A046N or CASAS testing. Not Transferable.

## Course Level Student Learning Outcome(s)

1. Students will apply various strategies to engage in extended discussions of a variety of nonfiction texts, including visual, oral, and written texts.
2. Students will provide support for their reaction to ideas presented in level-appropriate nonfiction texts.
3. Students will demonstrate increased ability to follow grammar and pronunciation rules when speaking.

## Course Objectives

- 1. Using various listening strategies, appropriately interpret statements, exclamations, and a variety of questions
- 2. Verbally respond to ideas in various level-appropriate texts (written, visual, and aural) using suitable stress and intonation
- 3. Use appropriate vocabulary to respond to statements and questions about a variety of written, oral, and visual texts
- 4. Use various conversation strategies to increase their participation in extended discussions
- 5. Identify the main idea and supporting details in various nonfiction texts
- 6. Apply critical thinking and/or elements of their own experience to react to various nonfiction texts
- 7. With support, identify author's tone in various level-appropriate nonfiction texts

## Lecture Content

Interpreting Written and Oral Nonfiction Main idea Supporting details Assumptions Logic and soundness of argument Tone Dealing with unknown vocabulary and cultural references Responding to Written and Oral Nonfiction Expressing a different opinion Agreeing with the author Adding a related idea Providing support Quoting/paraphrasing the text Interpreting and Responding to Visual Texts Analyzing form, audience, purpose Understanding direct and indirect messages Expressing a different opinion Agreeing with the author Analyzing effects of visual texts Vocabulary Some basic academic Intermediate general lexicon Some content-specific Listening Statements vs Questions Yes/ No questions vs Wh- questions (distinguish intonation) Recognizing a speaker's attitude and opinion Distinguishing major and minor details Active listening strategies Restating what has been said Asking for clarification Speaking Pronunciation Intonation Stress Thought groups Word forms Consonant clusters Vowel sounds Linking Conversation strategies Maintaining a conversation Ending a conversation Staying on topic Changing the topic Dis/Agreeing Adding a related idea Turn taking

## Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

## Instructional Techniques

Lecture and discussion Oral practice Oral pair and group work Individual and small group listening, speaking, and reading activities Teacher-directed class lessons and projects Pair and small group work in a computer setting

## Reading Assignments

Students will spend approximately 1-2 hours each week reading assigned materials or researching potential discussion topics.

## Writing Assignments

Students will spend approximately 1/2 hour each week completing exercises requiring writing in preparation for their oral responses.

## Out-of-class Assignments

Students will spend approximately 2-4 hours each week analyzing ideas presented in various nonfiction texts, practicing pronunciation, learning relevant vocabulary, and/or reviewing problematic grammar structures, as necessary for their reading and presentations.

## Demonstration of Critical Thinking

Students will make inferences regarding the main ideas of nonfiction texts and will make comments about others opinions. Students will apply critical thinking to formulate responses to level-appropriate nonfiction texts.

## Required Writing, Problem Solving, Skills Demonstration

Students will read and summarize pieces of non-fiction, apply critical thinking and various elements of idea development to offer and support opinions. Students will apply knowledge of pronunciation and grammar to produce intelligible oral responses.

## Eligible Disciplines

ESL: Master's degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL

emphasis, or education with a TESL emphasis OR bachelor's degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND master's degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Master's degree required.

### **Other Resources**

1. Current articles from newspapers, magazines, and online sources.
2. Texts of contemporary and historic speeches
3. TED Ed Talks of appropriate levels and topics as selected by the faculty.
4. Public domain images selected by the faculty.
5. Leveled readers on nonfiction topics selected by the faculty.