

Listening/Speaking Class (070) B-1/CLB 5-6

Independent Study Requirement:

Teachers will assign listening task to be done on independent study days. The teacher is in charge of type of task and monitoring method. Tasks are not used for movement to the next level. However, teachers will keep track for the independent study award given at the end of the semester. There will need to be time set aside in the class period after independent study day each week for teachers to check in with students regarding their independent study assigned task.

Goals:

(Overall proficiency that students will be able to achieve by the end of the course.)

1. Students can demonstrate, through the spoken, written, or gestural production, that they can recognize and interpret most moderately complex formal and informal communication, including some abstract concepts and ideas related to personal and student life experiences.
2. Students can demonstrate, through spoken production, that they can communicate, with some confidence, in routine social and academic situations and present concrete information in some detail about familiar topics of personal and academic relevance.

"Moderately complex communication" is identified as:

- Mostly concrete, factual, and descriptive
- Using mostly common vocabulary with some abstract specialized vocabulary and idioms
- Occasionally supported by visuals
- Relatively short, up to about 5 minute listening and speaking tasks

Objectives

(Specific curricular elements taught through content and activities, including specific language functions and skills that assist students in achieving learning outcomes. Objectives serve as descriptive guides for day-to-day, in-class implementation. They include examples that can be used during lessons.)

Listening

Interacting with Others in everyday, professional, and academic situations

Students can identify and interpret (in written or spoken form) common social and academic exchanges, such as openings and closings, making and cancelling of appointments, apologies, regrets, excuses, and problems in reception and communication.

Students should be able to:

- Identify specific factual details and implied meanings.
- Identify formal and casual style and register.
- Identify language functions.
- Identify some feelings such as regret and compassion.
- Identify expressions of formal and informal openings, pre-closings, closings and leave-takings.
- Identify situation and relationship between speakers.
- Identify mood, attitude, and emotional states from tone and intonation

Identifying and Following Instructions

Students can recognize and follow moderately complex directions and instructions for technical and non-technical tasks, such as following assignment instructions, how simple machines or devices work (e.g. a flat screen TV), recipes, emergency preparation steps (e.g. a flood), how to give first aid/CPR, and home repairs or maintenance

[Instructions are about 9 to 10 steps, with up to 12 details (fewer on the phone).]

Students should be able to:

- Follow sequence markers or other linguistic clues to infer order of steps.
- Follow a range of cohesive devices indicating order and sequence.
- Clarify and confirm information if needed.
- Respond with actions to directions and instructions.

Getting Things Done in personal, professional, and academic endeavors through spoken/written production

Students can recognize and interpret moderately complex communication intended to influence or persuade, such as suggestions, advice, encouragement, and requests in everyday personal and academic situations.

Students should be able to:

- ≠ Identify main idea, factual details, words, and expressions
- ≠ Identify implied meanings

- € Recognize the functions of utterances: suggestions, encouragement and requests
- € Interpret facts, advice, suggestions, and opinions
- € Identify cohesive devices and discourse indicators for comparison, contrast condition, and result

Demonstrating understanding of information through written/spoken production

Students can recognize, summarize, and interpret short interactions/discussions on familiar topics, such as descriptive/narrative monologues or presentations on familiar and relevant topics.

[Presentations are informal, with the use of visuals, and up to about 10 minutes.]

Students should be able to:

- € identify topic-specific vocabulary, phrases, and expressions
- € recognize factual details, main ideas, supporting details, and implied meanings
- € identify discourse indicators for cause and effect
- € Identify and interpret some inferences
- € predict what will happen next in a narration
- € Identify some common idiomatic expressions
- € identify signals in speech for collaboration, turn-taking, and interruptions
- € identify facts and opinions
- € interpret factual information, explanations, and opinions

Speaking

Interacting with Others in everyday, professional, and academic situations

Students can engage in routine social conversations for everyday and some academic purposes, such as apologies, excuses, expressing opinions, making suggestions and arrangements, communicating with strangers on the phone, asking for information, inquiring about academic records, fees, & tuition, and clarifying academic assignments.

[Limited support from interlocutors. Communicating with strangers on the phone may be challenging.]

Students should be able to:

- € open, maintain and close conversations
- € introduce someone to a small group appropriate to the situation and audience

- € use and respond to small talk
- € elicit conversation with supportive comments
- € provide appropriate apologies and explanations
- € interrupt appropriately
- € demonstrate comprehension by asking clarifying questions
- € carry a phone conversation by greeting a caller and closing a conversation with appropriate conventions and expressions
- € provide information or leave a message with 3 to 5 details
- € clarify and confirm information

Giving Instructions

Students can convey sequential instructions and directions for everyday activities and processes.

Students should be able to:

- € use appropriate sequence and steps
- € use clear references
- € apply sequencing intonation so that the listener can follow
- € confirm understanding of listener

Getting Things Done in personal, professional, and academic endeavors

Students can actively participate in informal social and moderately formal academic one-on-one or small group discussion or meetings, such as those that express opinions, feelings, obligation, ability, and certainty.

Students should be able to:

- € express reasons and predict consequences of not following through
- € use modals with appropriate level of politeness
- € demonstrate developing ability to express indirect requests appropriately
- € provide necessary information
- € ask relevant questions
- € summarize information and ideas to confirm understanding
- € agree and disagree appropriately, when necessary
- € acknowledge others for their contribution and information
- € participate effectively in interactions with others with support from others

Sharing information through spoken production

Students can give detailed presentations of sequences of events; incidents in the past, present or future; simple processes; or to describe or compare people and places.

[Presentations are up to about 7 minutes long; topics are familiar and concrete.]

Students will be able to:

- € present information using connected discourse
- € use an introduction, development, and conclusion
- € use connective words and phrases correctly
- € provide acceptable detailed descriptions
- € display some awareness of appropriate eye contact, body language, volume and rate

Learning Outcomes

(A description of what the student will know or be able to do as the result of the course instructions.)

Listening

Interacting with Others in everyday, professional, and academic situations

L-IWO: Identify and interpret (in written or spoken form) common social and academic exchanges.

Identifying and Following Instructions

L-IFI: Follow moderately complex directions and instructions for technical and non-technical tasks.

Getting Things Done in personal, professional, and academic endeavors

L-GTD: Interpret (in written or spoken form) moderately complex communication intended to influence or persuade in everyday personal and academic situations.

Demonstrating understanding of information through written/spoken interaction/production

L-DU: Summarize or interpret (in written or spoken form) short interactions/discussions on familiar topics and descriptive/narrative monologues or presentations on familiar and relevant topics.

Speaking

Interacting with Others in everyday, professional, and academic situations

S-IWO: Engage in routine social conversations for everyday and some academic purposes.

Giving Instructions

S-GI: Conveys sequential instructions and directions for everyday activities and processes.

Getting Things Done in personal, professional, and academic endeavors

S-GTD: Actively participate in informal social and moderately formal academic one-on-one or small group discussion or meetings.

Sharing information through written/spoken interaction/production

S-SI: Give detailed presentations about sequences of events; incidents in the past, present or future; simple processes; or to describe or compare things such as people and places.