

## **Listening/Speaking Class (070) B-2/CLB 7-8**

### **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 spoken, written, or gestural production, that they can recognize and interpret moderately complex formal communications that include concepts and ideas related to general knowledge, life experience, and academic or work-related situations.
2. Students can demonstrate, through spoken production, that they can communicate confidently in most everyday routine social, educational, and work situations by presenting concrete and some abstract information on an expanded range of familiar topics

"Moderately complex communications" are those that:

- are factual, descriptive, or argumentative
- contain both explicit opinions and implied meanings
- contain a range of concrete, abstract, and specialized vocabulary, as well as idioms
- are moderate in length

## **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 complex social and academic exchanges.

Students should be able to:

- Identify implied meanings and stated and unspecified details.
- Identify situations and relationships between participants.
- Identify speakers' purpose and intent.
- Identify emotional state, mood, and attitude from tone and intonation.
- Interpret feelings in personal, professional, and academic contexts, such as gratitude, hope, appreciation, disappointment, satisfaction, dissatisfaction, approval and disapproval.
- Identify the purpose of expressions of formal welcomes, farewells, condolences and congratulations.
- Recognize the intent of expressions and responses.
- Identify some nuances in attitude, emotional tone, and register.

### **Identifying and Following Instructions**

Students can identify, interpret, infer, and follow multistep directions or instructions for academic or non-academic tasks that are over 12 steps with up to 20 details, or fewer in certain contexts such as phone conversations.

Students should be able to:

- Follow sequence markers, cohesive devices (connecting words, reference, parallel structure, substitution), or other linguistic clues to infer order of steps.
- Respond with actions to directions and instructions.

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

Students can identify and interpret communication intended to influence or persuade in situations related to personal decisions or to academic and work-related issues in their own field.

Students should be able to:

- Identify stated and unspecified meanings.
- Identify and interpret warnings, threats, suggestions, recommendations, and proposed solutions.
- Evaluate the validity of suggestions or proposed solutions.

### **Demonstrating understanding of information through written/spoken production**

Students can interpret abstract and complex group interactions, extended monologues, and informal or semi-formal presentations related to everyday,

academic, or professional topics that use visual elements and are up to about 20 minutes long.

Students should be able to:

- Identify the main idea (which is not explicitly stated) and detailed information.
- Identify phrases and sentences that mark topic introduction, topic development, topic shift, and conclusion.
- Identify rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect.
- Interpret factual information, explanations, and opinions.
- Identify facts, opinions, and attitudes.

## **Speaking**

### **Interacting with Others in everyday, professional, and academic situations**

Students can participate in less routine social conversations for most everyday, academic, or professional contexts, such as expressing and responding to empathy, clarifying minor conflicts, or providing reassurance in which they receive little support from interlocutors and in which tone and register may have an impact on the outcome.

Students should be able to:

- Introduce guests or speakers appropriately.
- Express and respond to sympathy.
- Express and respond to formal toasts or welcomes.
- Respond to minor conflicts or complaints, or comforts others in distress.
- Ask follow-up questions to keep conversations going.
- Encourage others to participate.
- Hold the floor, interrupt appropriately, and resume after an interruption.
- Use appropriate levels of formality with increased ability.

When the conversations described above take place over the phone, students should be able to:

- Open, maintain, and close the conversation in a professional manner.
- Provide information in a professional manner.
- Clarify and confirm information.
- Use appropriate levels of formality with increased ability.

## **Giving Instructions**

Students can convey instructions and directions for a broad range of academic and non-academic tasks, procedures, and processes.

Students should be able to:

- Use correct sequence of steps
- Use clear references and provide necessary details
- Use appropriate intonation so that the listener can follow
- Use appropriate non-verbal communication, such as body language, eye contact, and hand gestures, so that the listener can follow
- Confirm understanding of listener

## **Getting Things Done in personal, professional, and academic endeavors**

Students can propose or recommend solutions to problems in a familiar area, such as small group discussions and personal meetings.

*[Communication may sometimes be related to situations where clarity and diplomacy have an impact on the outcome.]*

Students should be able to:

- Describe problems and clarify details.
- Propose possible solutions, recommend the best ones, and give reasons.

## **Sharing information through spoken production**

1) Students can participate in one-on-one and small group discussions and meetings to explain detailed information, express opinions, present solutions, and respond to conflict or opposition.

Students should be able to:

- Provide detailed information and present options as needed.
- Ask relevant questions to gather, share, analyze, and compare information.
- Summarize information and ideas to clarify and expand understanding.
- Express and qualify opinions, feelings, doubts and concerns.
- Appropriately oppose or support a stand or solution.
- Hold the floor, share the floor, draw others out, and thank them for their contribution and information.
- Participate effectively in interactions.

2) Students can give presentations that are 10-15 minutes long on familiar, concrete, or abstract topics in order to describe and explain structures,

systems, or processes; to tell stories (including future scenarios); or to compare events, jobs, or procedures based on research.

Students should be able to:

- Present information using connected discourse.
- Express main ideas and support them with details.
- Provide an introduction, development, and conclusion.
- Narrate coherently so that agents, actions, circumstance, processes, and sequences are clear.
- Show developing awareness of style and formality.
- Provide accurate and somewhat detailed descriptions, explanations or accounts.
- Show 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 complex social and academic exchanges.

**Identifying and Following Instructions**

L-IFI: Identify, interpret, infer, and follow multistep directions or instructions for academic or non-academic tasks that are over 12 steps with up to 20 details, or fewer in certain contexts such as phone conversations

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

L-GTD: Identify and interpret communication intended to influence or persuade in situations related to personal decisions or to academic and work-related issues in their own field.

**Demonstrating understanding of information through written/spoken interaction/production**

L-DU: Interpret abstract and complex group interactions, extended monologues, and presentations related to everyday, academic, or professional topics

## Speaking

**Interacting with Others in everyday, professional, and academic situations**

S-IWO: Participate in less routine social conversations for most everyday, academic, or professional contexts.

**Giving Instructions**

S-GI: Convey instructions and directions for a broad range of academic and non-academic tasks, procedures, and processes.

**Getting Things Done in personal, professional, and academic endeavors**

S-GTD: Propose or recommend solutions to problems in a familiar area.

### **Sharing Information through spoken production**

S-SI1: Participate in one-on-one and small group discussions and meetings to explain detailed information, express opinions, present solutions, and respond to conflict or opposition.

S-SI2: Give presentations that are 10-15 minutes long on familiar, concrete, or abstract topics in order to describe and explain structures, systems, or processes; to tell stories (including future scenarios); or to compare events, jobs, or procedures based on research