

LISTENING & SPEAKING CLASS (070) C1/CLB 9-10

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.

Goal:

(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 an expanding range of complex, detailed formal and informal communication on most general interest topics and specialized/academic topics in own field.
- 2) Students can demonstrate, through spoken production, that they can communicate with increasing confidence in demanding or challenging non-routine work, educational, and social situations, and can present information about complex abstract and general topics

"Complex communication" is that which:

- contains abstract and unfamiliar topics
- is intended for a defined audience
- is lengthy, as dictated by the requirements of the task
- has ideas that are clearly organized and has a topic that is well-developed
- has good control of a range of complex and diverse structures
- contains complex language, including figurative and idiomatic language

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 communication including attitudes, emotions, motivations, and intentions.

Students should be able to:

- Identify different discourse formats for different situations and audiences.
- Identify meaning expressed through tone and intonation.
- Identify signals in speech to collaborate, to hold and relinquish the floor, and to attempt to interrupt politely.
- Demonstrate recognition of preferred and non-preferred responses.
- Identify unstated and implicit intentions and motivations based on linguistic and paralinguistic clues.
- Identify attitudes and emotions using a range of clues, such as voice tone and volume, pitch, intonation and stress.
- Identify different styles of speech.

Identifying and Following Instructions

Students can identify and follow complex multistep directions and instructions that integrate several pieces of detailed information for less-familiar procedures in some urgent or demanding situations.

[Instructions are detailed and may be lengthy, partially familiar, or predictable.]

Students should be able to:

- Respond with actions to directions and instructions.

Getting Things Done in personal, professional, and academic endeavors

Students can identify and interpret content, values, and assumptions in communication intended to influence or persuade.

Students should be able to:

- Identify values and assumptions, where obvious, from stated and unstated clues.
- Identify discourse indicators signaling introduction of contrasting information, opposing views, illustrations/examples, unexpected turns.
- Identify cohesion links (such as phrasal links) across utterances.
- Identify and separate feelings, information, and facts.
- Analyze and critically evaluate information based on a set of internal or external criteria or standards.

Demonstrating understanding of information through written/spoken production

Students can identify and interpret complex expository or argumentative exchanges or discussions between several speakers.

Students should be able to:

- Identify discourse formats for different purposes.
- Identify detailed factual information and implied meanings.
- Identify pro and con arguments.

- Extract relevant details from discourse that includes irrelevant or distracting information.
- Follow the logical line of argumentation in support of a conclusion.
- Identify thematic organization of sub-parts of presentations and lectures (such as patterns for narrating, reporting, describing, arguing a point, expressing results, and consequences).
- Recognize fallacies.
- Separate facts from opinions in arguments to evaluate credibility/validity.
- Identify different parts of an argument and logical relationships between parts of discourse.

Speaking

Interacting with Others in everyday, professional, and academic situations

Students can use and evaluate an expanding range of personal, professional, and academic interactions that involve needs, feelings, and attitudes.

[Communication may be related to high-stakes situations where tone and register have an impact on the outcome.]

Students should be able to:

- Use effective verbal communication strategies to diffuse or de-escalate hostility.
- Use expressions and registers appropriate for occasions, intents, and social situations.
- Use appropriate assertive communication strategies to respond, to blame, sarcasm, etc.
- Use expressions and registers appropriate to the level of formality of situations.
- Use non-aggressive, non-challenging body language.

Students can co-facilitate or contribute to discussions or debates in large formal groups.
[Topics may be abstract or conceptual.]

Students should be able to:

- Open, maintain, and close discussions.
- Negotiate discussion points.
- Manage the direction of conversations. Facilitate turns.
- Hold the floor, share the floor, and encourage others to participate.
- Clarify information as needed.
- Use a variety of strategies to keep the discussion going and on topic.
- Include others in discussions.

Giving Instructions

Students give complex instructions for some academic and non-academic tasks, procedures, and processes in somewhat demanding situations.

Students should be to:

- Give detailed information to carry out instructions.
- Use accurate language forms and structures to convey a sequence of steps.
- Confirm understanding of listener

Getting Things Done in personal, professional, and academic endeavors

Students can persuade people (such as classmates, colleagues, or those in authority) to support their opinions and ideas in personal, professional, and academic contexts. *[Communication may be related to high-stakes situations where clarity and diplomacy have an impact on the outcome.]*

Students should be able to:

- Present a formal proposition or opinion to an individual or a group in authority.
- Provide required details.
- Provide persuasive arguments to gain acceptance or approval of the proposition or opinion.
- Request agreement/commitment in a sensitive manner.
- Use appropriate verbal and non-verbal communication strategies.

Sharing information through spoken production

Students can ask for, give, and discuss detailed complex information and opinions to manage professional and academic situations and interactions, such as a formal debate, teamwork assignments, training others, solving problems, resolving conflicts, or making decisions in meetings and discussions

Students should be able to:

- Provide detailed information as needed.
- Ask relevant questions to gather, share, analyze, and compare information.
- Express and qualify opinions, feelings, and doubts.
- Summarize information and ideas to clarify and expand understanding.
- Argue persuasively when required.
- Summarize positions.
- Support, oppose, accept, or reject ideas and opinions.
- Adjust language for clarity and uses appropriate non-verbal cues and signals.
- Inquire about and discuss implications and consequences.
- Comment on perceived strengths, gaps or weaknesses in concepts.

Students can give seminar-style presentations to explain complex concepts and ideas on familiar or researched topics.

[Presentations are up to about 30 - 40 minutes.]

Students should be able to:

- Organize, support, sequence, and connect information and ideas.
- Analyze and evaluate concepts and problems.
- Explain by using analogy, examples, anecdotes, and diagrams.
- Use appropriate organization and discourse markers to help listeners to follow.
- Adjust the presentation according to the audience.
- Respond to comments, questions, and objections; add information and elaborate.
- Demonstrate good control, flexibility, and a range of linguistic forms.

Learning Outcomes

Listening

Interacting with Others in everyday, professional, and academic situations

L-IWO: Identify complex communication including attitudes, emotions, motivations, and intentions.

Identifying and Following Instructions

L-IFI: Identify and follow complex multistep directions and instructions that integrate several pieces of detailed information for less-familiar procedures in some urgent or demanding situations

Getting Things Done in personal, professional, and academic endeavors

L-GTD: Identify and interpret content, values, and assumptions in communication intended to influence or persuade.

Demonstrating understanding of information through written/spoken production

L-DU: Identify and interpret complex expository or argumentative exchanges or discussions between several speakers.

Speaking

Interacting with Others in everyday, professional, and academic situations

S-IWO1: Use and evaluate an expanding range of personal, professional, and academic interactions that involve needs, feelings, and attitudes.

S-IWO2: Co-facilitate or contribute to discussions or debates in large formal groups.

Giving Instructions

S-GI: Give complex instructions for some academic and non-academic tasks, procedures, and processes in somewhat demanding situations.

Getting Things Done in personal, professional, and academic endeavors

S-GTD: Persuade people to support your opinions and ideas in personal, professional, and academic contexts.

Sharing Information through spoken production

S-SI1: Ask for, give, and discuss detailed complex information and opinions to manage professional and academic situations and interactions

S-SI2: Give seminar-style presentations to explain complex concepts and ideas on familiar or researched topics.