**C1 Listening and Speaking**

**Course Description**

1) Students can demonstrate, through spoken or written production, that they can  
recognize and interpret an expanding range of demanding, 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, between 8-15 minutes  
• 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, idiomatic, and possibly slang language

***Listening - Noninteractive Communication***

LNC1: Interpret interactions and conversations between multiple speakers from various demanding contexts.

|  |  |
| --- | --- |
| **Instructional Objectives**   * Follow conversations between multiple speakers and debates, even on abstract, complex, unfamiliar topics. * Follow an animated discussion characterized by overlapping turns, digressions, and colloquialisms that are delivered at a natural speed in varieties that are familiar. * Adequately interpret extralinguistic features, i.e. pauses, body language, etc. | **Suggested Methods of Assessment**   * Write a response to a live or recorded debate or discussion * Give a spoken response to a live or recorded debate or discussion * Multiple Choice or short answer listening comprehension quiz * Complete notes about arguments presented in a discussion or debate. |

LNC2: Follow arguments in detail presented in most lectures and presentations on demanding social and academic topics.

|  |  |
| --- | --- |
| **Instructional Objectives**   * Follow arguments from a variety of demanding lectures and presentations, including live lectures or presentations, a recording, or a broadcast * Identify finer points of detail, including implicit attitudes and relationships between people. * Adequately navigate and interpret extralinguistic details, i.e. fillers, pauses, interruptions, interference * Write notes using a variety of methods that include commentary of own critical observations | **Suggested Methods of Assessment**   * Write a summary and response to a live or recorded lecture or presentation. * Give a spoken summary and response to a live or recorded lecture or presentation. * Multiple Choice or short answer listening comprehension quiz, ensuring comprehension of complex, demanding elements, i.e. extralinguistic features |

***Speaking - Noninteravtive Communication***

SNC1: Give academic presentations of 8-10 minutes on demanding topics, using integrated evidence.

|  |  |
| --- | --- |
| **Instructional Objectives**   * Give a clear, well-structured presentation on a demanding subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. * Compare and evaluate alternative proposals and arguments. * Appropriately manage interjections and/or questions from an audience member, responding spontaneously and almost effortlessly. * Synthesize and integrate evidence from credible sources to support ideas * Use a wide variety of connective devices and phrases to ensure fluidity of presentation * Use a variety of methods to keep the audience engaged, e.g. a good presentation hook, interactive portions of the presentation, engaging body language, etc. | **Suggested Methods of Assessment**   * Give a presentation arguing for a particular position on a selected topic. * Give a presentation describing or explaining something related to area of study or profession |

***Interactive Communication***

IC1- Participate effectively in formal discussions or debates on various demanding topics.

|  |  |
| --- | --- |
| **Instructional Objectives**   * Accurately follow positions in a debate, responding appropriately * Argue a formal position convincingly, responding to questions and comments and answering complex lines of counterargument fluently, spontaneously, and appropriately. * Make critical remarks or express disagreement diplomatically. * Probe for more detail and can reformulate using follow-up questions * Use convincing and persuasive language and techniques * Formulate and support informed opinions, using factual evidence from outside sources * Clarify ideas when prompted | **Suggested Methods of Assessment**   * Participate in a debate. * Role-play a business meeting or discussion with members who disagree among themselves. |

IC2: Contribute effectively to decisions on a course of action with a partner or group in complex social or academic situations.

|  |  |
| --- | --- |
| **Instructional Objectives**   * Compare risks and benefits of multiple points of view * Restate, evaluate, and challenge contributions from other participants about matters within their academic or professional competence. * Exchange complex information and advice on the full range of matters related to the task. * Use appropriate technical terminology when exchanging information or discussing their area of specialization with other specialists. | **Suggested Methods of Assessment**   * Group ranking activities. Students must compromise to reach agreement on a single ranking list for the whole group. * Prepare for a group presentation or group project, choosing topics and dividing up work. * Do a “choose your own adventure” type story in which the group must choose together. * Prepare for a group presentation or group project, choosing topics and dividing up work. * Group or class discussion on an academic issue, e.g. language proficiency score requirements * Panel discussions on a political or social issue |