

## COURSE OUTLINE

### **ESL 82**

#### **English as a Second Language Advanced Conversation**

##### **Catalog Statement**

ESL 82 stresses fluency and clarity in formal and informal communicative activities. Activities may involve the preparation and presentation of reports, summaries, and persuasive speeches. Students are encouraged to use the vocabulary and grammatical structures appropriate to formal settings. Cultural subtleties such as body language are reviewed to maximize the production of efficient communication. Listening comprehension and lecture skills are also practiced. Laboratory assignments may be added by the instructor based on individual student needs.

Total Lecture Units: 0.0

Total Laboratory Units: 0.0

**Total Course Units: 0.0**

Total Lecture Hours: 45.0-112.0

Total Laboratory Hours: 0.0

Total Laboratory Hours To Be Arranged: 0.0

**Total Faculty Contact Hours: 45.0-112.0**

**Total Student Contact Hours: 45.0-112.0**

Recommended Preparation: ESL 40 or ESL 50 or equivalent.

##### **Course Entry Expectations**

Prior to enrolling in the course, the student should be able to:

- demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for ESL 40 or ESL 50;
- write a three-to-five paragraph composition that contains an introductory paragraph, a body, and a conclusion;
- converse at a functional level adequate for everyday use on the campus and in the community;
- demonstrate understanding of the majority of face-to-face speech, recorded, and live dialogues in standard dialect at a normal rate, although some repetition may be required;
- demonstrate understanding of the majority of direct and indirect speech in standard and regional dialects at a normal rate;
- decode 2,500-to-3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages;
- approximate standard American pronunciation well enough to be understood by typical fluent speakers of English

## **Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

- demonstrate mastery of both formal and informal idioms by using them in speech and when interpreting speakers' messages;
- demonstrate an advanced level of proficiency in listening comprehension when deciphering the meaning of formal speeches and informal conversations;
- create and present 3-to-4-minute oral reports and presentations on a variety of topics, using only a phrasal outline as a prompt;
- analyze and critique oral presentations;
- apply knowledge of culturally appropriate presentation styles using effective body language and appropriate language intensity.

## **Course Content**

**Total Faculty Contact Hours = 45.0-112.0**

### **Speaking (25 - 58 hours)**

#### Pronunciation

- Sentence rhythm
- Voiced sounds
- Stops and continuants
- Intonation patterns

#### Formal

- Three-to-four-minute speeches (from outlines)
- Panel discussions
- Debates
- Summaries of media articles
- Critiques of movies or theatrical presentations
- Peer critiquing of presentations

#### Informal

- Group discussions of reading assignments
- Group tasks
- Role plays
- Impromptu speeches

### **Listening (11 - 34 hours)**

#### Vocabulary enrichment

- Inferring meaning
- Using context clues
- Homonyms

#### Comprehension

- Prediction
- Main idea
- Note-taking strategies

### **Grammar (6 - 14 hours)**

#### Verb tenses

- Past perfect
- Past perfect continuous

Adjective clauses  
Passive Voice  
North American English and Culture (**3 - 6 hours**)  
Values and customs  
Body language  
Conversational turn-taking

### **Methods of Instruction**

The following methods of instruction may be used in this course:

- lecture;
- multimedia presentations;
- controlled and free conversation;
- visually related comprehension building (e.g. using pictures or photos to convey meaning);
- total physical response (e.g., using body movement or gestures to convey meaning);
- teacher modeling/student response;
- cooperative learning in pairs and small groups;
- student-focused activities using language to relate personal experience;
- games, songs, and multi-sensory activities;
- presentation of model dialogues and speeches in text form;
- computer lab practice scheduled as needed.

### **Out of Class Assignments**

The following out of class assignments may be used in this course:

- prepare short presentations and/or role plays
- research topics for class presentations;
- read excerpts related to topics presented in class.

### **Methods of Evaluation**

The following methods of evaluation may be used in this course:

- teacher-student and student-student conversations to test listening comprehension and speaking ability;
- speeches, debates, summaries, and critiques;
- interviews conducted by students;
- student participation in pair and small group activities.

### **Textbooks**

Brown, Steven, and Smith, Dorolyn. *Active Listening 3*. 2<sup>nd</sup> ed. New York: Cambridge, 2006.: Print.

4<sup>th</sup> Grade Textbook Reading Level. ISBN # 978-0521678131

Jones, Leo. *Let's Talk Student's Book 3*. 2<sup>nd</sup> ed. New York: Cambridge, 2007. Print.  
4<sup>th</sup> Grade Textbook Reading Level. ISBN #978-0521692878

### **Student Learning Outcomes**

Upon successful completion of the required coursework, the student will be able to:

- incorporate Level 4 and Level 5 grammar structures and vocabulary in conversations involving a variety of subjects;
- create and present 3-to-4-minute oral presentations using only a phrasal outline as a prompt;
- analyze and critique oral presentations;
- apply knowledge of culturally-appropriate presentation styles using effective body language.