

NESL College Speaking and Listening Pathway SLOs and PSLOs

By: Julia McGurk

PSLOs NESL College Speaking and Listening Pathway SLOs and PSLOs

Upon completion of the NESL College Speaking and Listening Program, the student should be able to confidently engage in listening in an academic or professional context.

Upon completion of the NESL College Speaking and Listening Program, the student should be able to confidently engage in speaking in an academic or professional context.

Upon completion of the NESL College Speaking and Listening Program, the student should be able to confidently identify areas of strength and areas for improvement, and to implement improvements, in public discourse.

NESL 223 Intermediate Oral Communication CSLOs

Upon completion of NESL 223, the student should be able to comprehend a short lecture on an academic topic.

Upon completion of NESL 223, the student should be able to research and make a five-minute presentation on a new topic.

Upon completion of NESL 223, the student should be able to take dictation of sentences and questions.

Upon completion of NESL 223, the student should be able to use academic vocabulary and expressions.

NESL 226 Intermediate Pronunciation and Fluency CSLOs

Upon completion of NESL 226, the student should be able to apply grammar and pronunciation rules to produce correct simple, compound and learned complex sentences with stress on content words rather than function words.

Upon completion of NESL 226, the student should be able to give oral directions and instructions.

Upon completion of NESL 226, the student should be able to pronounce learned vocabulary and idiomatic expressions understandably.

Upon completion of NESL 226, the student should be able to take dictation of compound and complex sentences and questions with learned academic vocabulary.

NESL 213 Speaking and Listening Fluency for Academic and Professional Purposes CSLOs

Upon completion of NESL 213, the student should be able to present a researched topic accurately, professionally and persuasively.

NESL College Speaking and Listening Pathway SLOs and PSLOs

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Upon completion of NESL 213, the student should be able to understand main ideas and details in an oral presentation like an academic lecture or TED Talk.

Upon completion of NESL 213, the student should be able to distinguish between fact, opinion, and inference in an oral presentation.

Noncredit ESL College Speaking and Listening Fluency Pathway Program Proposal

- I. Anticipated resources and costs, including classified professional support and administrative oversight

None applicable

- II. Need or demand: Local (similar programs in service area, some measure of need)

The first half of my sabbatical was spend conducting field research to assess need for a new Noncredit program I was developing called School Matters. First, I met with the Program Coordinators from six different local organizations with similar clients as our ESL students. I researched an additional two organizations when I was unable to meet with their Program Coordinators. Next, I met with six leaders from the local school districts. I also met with leaders from five different local organizations. After meeting with the LVJUSD's Director of Elementary Education, Chris Connor, I connected with all nine principals from the Elementary School system in Livermore. And finally, I surveyed 43 instructors from the Livermore School District as well as 189 local English Learners.

Based on interviews and especially the survey results from 189 local English learners, I determined that our LPC ESL program was lacking the Oral Communication coursework desired by our current and potential students, including advanced oral communication coursework. The Noncredit ESL College Speaking and Listening Fluency program offers a noncredit pathway for English Learners interested in acquiring advanced fluency for academic and professional purposes.

Please see the attached Sabbatical report for a detailed breakdown of data.

- III. Mission appropriateness – educational master plan (not required for Transfer programs)

This project aligns with the LPC mission to provide “an inclusive... equity focused environment that offers educational opportunities... while supporting lifelong learning” by providing education opportunities for underrepresented community members with the language skills need to become more fully integrated into our communities.

In addition, it clearly connects with three of the five overarching goals from our Education Master Plan: Educational Excellence, Community Collaboration, and Equity and Anti-Racism.

The LPC Vision Statement says that LPC, “strives to support and empower students to develop the knowledge, skills, values and abilities needed to become engaged

participants and leaders in the local and global communities.” English Learners need Oral Communication skills to more fully integrate into the community. This program will increase the student’s educational, career, and social opportunities.

IV. Curriculum required – course sequence

Please see attached course outlines and CSLOs.

V. FTEF required (if applicable)

The ESL Program already has enough established FTEF to cover these courses.

VI. Implementation schedule

Course pilot in Spring 2024. Full Program implementation Fall 2024.

VII. Program Student Learning Outcomes (PSLOs)

Please see attached.

VIII. Program map

Please see attached.

ESL College Speaking and Listening Fluency Pathway - Certificate of
Competency (Noncredit CDCEP)

Fall 2024

Core: (108 Hours)

	Hours
NESL 223 Intermediate Oral Communication	54
NESL 226 Intermediate Pronunciation and Fluency	54

Capstone: (54 Hours)

	Hours
NESL 213 Speaking and Listening Fluency for Academic and Professional Purposes	54

Total Hours

162

PID 1173

Course Outline for NESL 223

INTERMEDIATE ORAL COMMUNICATION

Effective: Spring 2024

I. CATALOG DESCRIPTION:
NESL 223 — Noncredit

This is an intermediate level oral communication course. This course will enable students to use linguistic forms accurately, meaningfully and appropriately, emphasizing academic listening and speaking skills: listening and speaking in small groups, listening to short lectures on academic topics, learning academic vocabulary and expressions, making presentations on new topics.

Prerequisite

ESL 130B - High-Beginning Grammar for Reading and Writing
with a minimum grade of P
or

ESL 131B - High-Beginning Reading and Writing
with a minimum grade of P
or

ESL 133 - Beginning Oral Communication
with a minimum grade of P
or

Placement through the ESL assessment process.

Grading Methods:

Pass/No Pass

Discipline:

- ESL

Noncredit Category

A - English As A Second Language (ESL)

	MIN
Total Noncredit Hours:	54.00

II. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ESL130B

1. Discuss English grammar using standard grammar terminology
2. Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
3. Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)
4. Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
5. Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
6. Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
7. Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
8. Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
9. Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
10. Identify and correctly use high frequency prepositions of time, place, and movement
11. Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
12. Use technology (Canvas, etc.) effectively to enhance and monitor learning

B. ESL131B

1. Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
2. Express independent ideas and opinions about everyday and learned subjects in writing
3. Identify and correct errors in writing based on learned grammar and spelling
4. Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence

5. Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)

C. ESL133

1. Comprehend and initiate simple spoken English in conversations on familiar topics
2. Comprehend and respond with learned vocabulary in conversation
3. Participate in discussions in one-to-one situations and small groups on a variety of topics
4. Use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes
5. Demonstrate awareness of nonverbal cues, including making inferences, that play a role in oral communication
6. Respond appropriately to spoken English in the classroom
7. Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions
8. Display sufficient control of pronunciation and intonation patterns in English to be understood in short oral presentations to the class
9. Follow basic oral directions
10. Take dictation of sentences and questions
11. Relate factual information, personal experiences and personal opinions
12. Request clarification and explanation
13. Apply basic rules of social interaction: introductions, turn taking, making requests
14. Retell the plot and/or main ideas from news items, movies, and lectures or presentations

III. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Comprehend and initiate conversations on a variety of learned topics
- B. Listen and respond appropriately to academic content and vocabulary
- C. Control pronunciation and intonation patterns of English to be understood in group discussions
- D. Interpret and use nonverbal factors that influence meaning in oral communication
- E. Respond appropriately to verbal presentations and instructions in the classroom
- F. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations
- G. Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
- H. Follow multi-step oral directions
 - I. Take dictation of sentences and questions
 - J. Request clarification and explanation when necessary
- K. Apply comprehensive rules of social interaction: introductions, turn taking, making requests
- L. Retell the plot and identify major support from authentic materials, such as news items and movies
- M. Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
- N. Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources

IV. CONTENT:

- A. Listening and Speaking
 1. Giving and accepting compliments
 2. Responding orally to oral information, such as presentations, lectures, audio
 3. Responding appropriately to multi-step oral instructions
 4. Dictation of sentences and questions
 5. Basic rules of social interaction, such as making requests, introductions, turn taking
 6. Identification of fact, opinion and inference
- B. Pronunciation of
 1. Phonetic sounds and intonation patterns
 2. Reduced speech (want to - wanna)
 3. Voiced and voiceless distinction
 4. Verb tenses and modal expressions
 5. Key words in a stream of speech
- C. Non-verbal communication
 1. Non-verbal communication of attitude
 2. Comprehension of American use of gestures, facial expressions and space
- D. Discussion
 1. One-to-one
 2. Small and large group
 3. Whole class
 4. Role play to practice and solve problems
- E. Presentations
 1. On researched topics with appropriate use of grammar and vocabulary
- F. Vocabulary Development
 1. Expansion of academic vocabulary
 2. Comparing and contrasting
 3. Expressions of agreement and disagreement
 4. Expressions of opinion and debate
 5. Common American slang and idiomatic expressions
- G. Authentic Materials
 1. Film and television
 2. Radio
 3. Music

V. LAB CONTENT:

- A. Develop academic listening skills.
- B. Identify and retell the main ideas and major support from an audio lecture.
- C. Relate ideas learned through a lecture to personal and academic goals.

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - Pre and post listening activities that evaluate comprehension, for example.
- B. **Classroom Activity** - Communicative activities that promote language acquisition, such as retelling the plot of a movie to a partner.
- C. **Critique** - Self-analysis of recorded presentations, for example.
- D. **Discussion** - One-to-one, small or large group, and whole class activities that allow practice of learned communication strategies.
- E. **Guest Lecturers** - Guest presentation that is connected to a unit from the text book, for example.
- F. **Individualized Instruction** - Instructor analysis and feedback from oral presentations.
- G. **Lab** - Weekly lab activities to promote use and comprehension of course concepts.
- H. **Lecture** - Engaging presentations on course content, such as American slang and idiomatic expressions.
 - I. **Student Presentations** - Short oral presentations demonstrating comprehension of course concepts.

VII. TYPICAL ASSIGNMENTS:

- A. Presentations
 - 1. Poetry reading
 - 2. Literature or speech recitation
 - 3. Research presentation, such as a five minute presentation on the effects of rising global temperatures
- B. Dictation
 - 1. Statements and questions
 - 2. Vocabulary
 - 3. Live or taped presentations for practice in listening and recognition and use of grammar structures, words, idiomatic expressions, and slang.
- C. Quizzes
 - 1. Vocabulary
 - 2. Dictation
 - 3. Listen to recorded speech, take notes, and retell the main ideas and supporting points
 - 4. Listening and transferring information such as completing a chart or form
- D. Class Discussions
 - 1. Watch news programs and documentaries and retell the most important information to a partner or small group
 - 2. Problem solving in which students are expected to reach consensus or make a decision and report their findings
 - 3. Post-listening activities that promote comprehension and practice with pronunciation, grammar, and critical thinking
- E. Vocabulary Development
 - 1. Use of an English language learner dictionary to clarify the meaning and pronunciation of new vocabulary
 - 2. Analysis of slang and idiomatic expressions from authentic materials
- F. Weekly Lab Assignments
 - 1. Listening activities which focus on cultural factors of communication
- G. Homework
 - 1. Weekly listening journal
 - 2. Textbook exercises
 - 3. Vocabulary

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
 - 2 major exams: a midterm and final
- B. Quizzes
 - Bi-weekly
- C. Research Projects
 - Culminating in an oral presentation
- D. Oral Presentation
 - A minimum of three
- E. Group Projects
 - Students may complete one group presentation
- F. Class Participation
 - Weekly
- G. Class Work
 - Weekly
- H. Home Work
 - A minimum of four hours weekly
- I. Lab Activities
 - Weekly

IX. TYPICAL TEXTS:

1. Craven, Miles, and Kristen Sherman. *Q: Skills for Success 3 Listening and Speaking*. 2 ed., Oxford University Press, 2015.
2. Kisslinger, Ellen. *Contemporary Topics 2 with Essential Online Resources*. 4 ed., Pearson Education ESL, 2016.
3. Lebauer, Roni. *Learn to Listen, Listen to Learn Level 2*. 3 ed., Pearson Longman, 2010.
4. McLaughlin, Timothy. *University Success Oral Communication Intermediate to High-Intermediate*. 1 ed., Pearson Education ESL, 2018.
5. Williams, Jessica. *21st Century Communication: Listening, Speaking, and Critical Thinking 2*. 1 ed., National Geographic Learning, 2017.
6. Solorzano, Helen, and Jennifer Schmidt. *NorthStar Listening and Speaking 3 w/ MyEnglishLab Online Workbook and Resources*. 5th ed., Pearson Education ESL, 2020.
7. Sanabria, Kim. *Academic Encounters Level 3 Student's Book Listening and Speaking with Integrated Digital Learning*. 2 ed., Cambridge University Press, 2017.
8. Lansford, Lewis, and Robyn Brinks Lockwood. *Prism Listening and Speaking 3 with Digital Pack*. 2nd ed., Cambridge University Press, 2022.
9. Longman Dictionary of American English, 5 ed. Pearson Education ESL, 2015.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

Course Outline for NESL 226

INTERMEDIATE PRONUNCIATION AND FLUENCY

Effective: Spring 2024

I. CATALOG DESCRIPTION:
 NESL 226 — Noncredit

Focused practice on recognizing and producing individual speech sounds, stress patterns, rhythm and intonation patterns, and grammatical signals through activities such as oral presentations, role play, authentic dialogue, and reading presentations.

Prerequisite

ESL 130B - High-Beginning Grammar for Reading and Writing
 with a minimum grade of P
 or

ESL 131B - High-Beginning Reading and Writing
 with a minimum grade of P
 or

ESL 136 - Pronunciation and Fluency
 with a minimum grade of P
 or

placement through ESL assessment process

Grading Methods:

Pass/No Pass

Discipline:

- ESL

Noncredit Category

A - English As A Second Language (ESL)

	MIN
Total Noncredit Hours:	54.00

II. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ESL130B

1. Discuss English grammar using standard grammar terminology
2. Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
3. Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)
4. Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
5. Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
6. Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
7. Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
8. Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
9. Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
10. Identify and correctly use high frequency prepositions of time, place, and movement
11. Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
12. Use technology (Canvas, etc.) effectively to enhance and monitor learning

B. ESL131B

1. Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
2. Express independent ideas and opinions about everyday and learned subjects in writing
3. Identify and correct errors in writing based on learned grammar and spelling
4. Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
5. Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)

C. ESL136

1. Pronounce learned vocabulary and idiomatic expressions understandably
2. Communicate ideas in conversations one-to one and in small groups
3. Respond appropriately to nonverbal factors in oral communication
4. Use rules of social interaction appropriately: introductions, turn taking, making requests
5. Recognize and produce the long, clear, pitch changes of stressed words in streams of speech
6. Recognize and produce stress on the content word/s in a sentence
7. Recognize and produce de-emphasized word/s in a stream of speech
8. Identify and produce focus on new information in conversation
9. Recognize and produce a pause at the end of a thought group to signal completion of the thought
10. Identify focus words in a reading passage and decide which syllable within the focus words to stress
11. Read a paragraph or short passage using listener friendly pronunciation
12. Group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
13. Distinguish sounds in minimal pairs
14. Identify and pronounce short and long vowel sounds with listener friendly pronunciation
15. Identify and pronounce voiced and voiceless sounds with listener friendly pronunciation
16. Identify some pronunciation difficulties which are the result of linguistic background
17. Identify some individual pronunciation difficulties and modify them

III. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Participate in conversations, one-to-one, and small group discussions about social and academic topics
- B. Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs
- C. Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
- D. Listen and respond appropriately to concrete and abstract content and vocabulary
- E. Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions
- F. Respond appropriately to nonverbal factors in oral communication
- G. Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
- H. Summarize information from lectures and academic presentations and express personal responses and opinions
- I. Use rules of social interaction appropriately: introductions, turn taking, making requests
- J. Identify and correct some pronunciation difficulties which are the result of linguistic background
- K. Take dictation of sentences of multiple clauses
- L. Recite literature to the class: short stories and/or poems
- M. Retell, summarize, the events of a story

IV. CONTENT:

- A. Participate in one-to-one discussions
- B. Problem solving and group activities to identify sounds
- C. Role play to use speech sounds
- D. Learn some common idiomatic expressions
- E. Practice pronunciation of:
 1. phonetic sounds
 2. reduced speech
 3. voiced-voiceless distinction
 4. intonation patterns
- F. listen to news reports, dramas, talk shows
- G. write sentences from dictated speech
- H. recognize the sound-spelling correspondence of past tense regular verbs and regular plural nouns
- I. identify stress placement and vocabulary
- J. comprehend reduced speech and blending
- K. analyze some contrasts between English and student's native language
- L. assess some individual needs of each student
- M. practice the sounds and rhythms of English that are problematic

V. LAB CONTENT:

- A. Participate in conversations, one-to-one, and small group discussions about social and academic topics.
- B. Take dictation of sentences of multiple clauses.
- C. Retell, summarize, the events of a story.
- D. Develop effective listening skills.
- E. Recognize a variety of speech patterns and accents.
- F. Critique own pronunciation.

VI. METHODS OF INSTRUCTION:

- A. **Lecture** - describing, for example, typical stress patterns in spoken English
- B. **Audio-visual Activity** - listening to audio recordings and summarizing, paraphrasing, or answering questions
- C. **Classroom Activity** - pair work reading aloud selected texts
- D. **Individualized Instruction** - working one-on-one to give feedback to students regarding their pronunciation
- E. **Projects** - preparing group or individual projects or speeches about inter-lingual interference or other topics
- F. **Discussion** - small group discussion of pronunciation challenges, for example
- G. **Student Presentations** - practiced speeches, for example

VII. TYPICAL ASSIGNMENTS:

- A. Listen-imitate-repeat tasks
- B. Minimal pairs repetition tasks
- C. Listen to and write down the following dictation
- D. Prepare and deliver a three-minute presentation on one feature of linguistic interference from your primary language
- E. Listening and transferring information such as completing a chart or form
- F. Recite this short poem to your partner
- G. Distinguishing task:
 1. For example: distinguish the correct form from aurally produced language to elicit a correct response
 - a. This pen leaks. Then don't write with it
 - b. This pan leaks. Then don't cook with it

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
Minimum of two
- B. Quizzes
Minimum frequency of every other week
- C. Oral Presentation
Minimum of one
- D. Group Projects
Minimum of one
- E. Class Participation
Weekly
- F. Lab Activities
Weekly
- G. Class Performance
Weekly

IX. TYPICAL TEXTS:

1. Gilbert, Judy. *Clear Speech*. 4th ed., Cambridge, 2017.
2. Cameron, Susan. *Perfecting Your English Pronunciation*. 2nd ed., McGraw-Hill, 2018.
3. Hancock, Mark. *English Pronunciation in Use Intermediate Book*. 2nd ed., Cambridge, 2017.
4. Mojsin, Lisa. *Mastering the American Accent*. 2nd ed., Barron's, 2016.
5. Cook, Ann. *American Accent Training*. 4th ed., Barron's, 2017.
6. Longman Dictionary of American English

X. OTHER MATERIALS REQUIRED OF STUDENTS:

Course Outline for NESL 213

SPEAKING AND LISTENING FLUENCY FOR ACADEMIC AND PROFESSIONAL PURPOSES

Effective: Spring 2024

I. CATALOG DESCRIPTION:

NESL 213 — Noncredit

This is an oral communication course that will enable students to develop advanced speaking and listening fluency for academic and professional purposes. ESL 113 will enable students to fluently use linguistic forms accurately, meaningfully and appropriately, emphasizing academic and professional discourse. Students will practice listening and responding to academic lectures and presentations like TED Talks, including note-taking, summarizing, and other forms of critical analysis. Speaking practice will emphasize advanced rhetorical strategies through group discussions, debates, impromptu speeches and oral presentations and cultural norms in academic and professional contexts. It is the fifth and highest level of the ESL Speaking and Listening Fluency Pathway.

Prerequisite

ESL 123 - Intermediate Oral Communication
 with a minimum grade of Pass
 or

NESL 223 - Intermediate Oral Communication
 with a minimum grade of Pass
 or

ESL 126 - Intermediate Pronunciation and Fluency
 with a minimum grade of Pass
 or

NESL 226 - Intermediate Pronunciation and Fluency
 with a minimum grade of Pass
 or

Enrollment Limitation

Placement into Advanced ESL courses through the ESL Assessment Process.

Grading Methods:

Pass/No Pass

Discipline:

- ESL

Noncredit Category

A - English As A Second Language (ESL)

	MIN
Total Noncredit Hours:	54.00

II. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ESL123

1. Comprehend and initiate conversations on a variety of learned topics
2. Listen and respond appropriately to academic content and vocabulary
3. Control pronunciation and intonation patterns of English to be understood in group discussions
4. Interpret and use nonverbal factors that influence meaning in oral communication
5. Respond appropriately to verbal presentations and instructions in the classroom
6. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations
7. Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
8. Follow multi-step oral directions
9. Take dictation of sentences and questions
10. Request clarification and explanation when necessary
11. Apply comprehensive rules of social interaction: introductions, turn taking, making requests
12. Retell the plot and identify major support from authentic materials, such as news items and movies

13. Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
 14. Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources
- B. NESL223
1. Comprehend and initiate conversations on a variety of learned topics
 2. Listen and respond appropriately to academic content and vocabulary
 3. Control pronunciation and intonation patterns of English to be understood in group discussions
 4. Interpret and use nonverbal factors that influence meaning in oral communication
 5. Respond appropriately to verbal presentations and instructions in the classroom
 6. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations
 7. Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
 8. Follow multi-step oral directions
 9. Take dictation of sentences and questions
 10. Request clarification and explanation when necessary
 11. Apply comprehensive rules of social interaction: introductions, turn taking, making requests
 12. Retell the plot and identify major support from authentic materials, such as news items and movies
 13. Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
 14. Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources
- C. ESL126
1. Participate in conversations, one-to-one, and small group discussions about social and academic topics
 2. Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs
 3. Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
 4. Listen and respond appropriately to concrete and abstract content and vocabulary
 5. Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions
 6. Respond appropriately to nonverbal factors in oral communication
 7. Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
 8. Summarize information from lectures and academic presentations and express personal responses and opinions
 9. Use rules of social interaction appropriately: introductions, turn taking, making requests
 10. Identify and correct some pronunciation difficulties which are the result of linguistic background
 11. Take dictation of sentences of multiple clauses
 12. Recite literature to the class: short stories and/or poems
 13. Retell, summarize, the events of a story
- D. NESL226
1. Participate in conversations, one-to-one, and small group discussions about social and academic topics
 2. Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs
 3. Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
 4. Listen and respond appropriately to concrete and abstract content and vocabulary
 5. Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions
 6. Respond appropriately to nonverbal factors in oral communication
 7. Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
 8. Summarize information from lectures and academic presentations and express personal responses and opinions
 9. Use rules of social interaction appropriately: introductions, turn taking, making requests
 10. Identify and correct some pronunciation difficulties which are the result of linguistic background
 11. Take dictation of sentences of multiple clauses
 12. Recite literature to the class: short stories and/or poems
 13. Retell, summarize, the events of a story

III. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Request clarification and explanation when necessary.
- B. Apply comprehensive rules of social interaction: introductions, turn taking, making requests, polite interruption and disagreement, hedging language, etc.
- C. Analyze nonverbal cues in academic and professional contexts.
- D. Demonstrate professional nonverbal presentation skills, including eye contact, gestures, posture, etc.
- E. Express personal opinions on factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV.
- F. Analyze and respond to inferences and rhetorical strategies from a variety of authentic materials, such as oral presentations, movies, news items, and other sources
- G. Comprehend and initiate conversations on a variety of learned topics.
- H. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations.
- I. Summarize information from lectures and academic presentations and express personal responses and opinions
- J. Identify and correct some pronunciation difficulties.
- K. Analyze best practices associated with discourse specific to a variety of academic and professional contexts.
- L. Demonstrate the ability to analyze and implement various techniques to reduce anxiety connected to public discourse.
- M. Apply learned grammar structures, like noun clauses and reported speech, in spoken discourse.

IV. CONTENT:

- A. Listening Skills
 1. Identifying main ideas, supporting ideas, details and examples
 2. Distinguishing between fact, opinion and inference
 3. Strategies for understanding challenging language patterns, like fast speech, or unfamiliar accents. For example, asking for permission to record lectures, listening for key words, repetition, and emphasis, etc.
- B. Speaking Skills
 1. Responding orally to oral information, such as presentations, lectures, audio
 2. Identifying and reducing pronunciation patterns that interfere with comprehensibility (e.g., dropped word endings, phonemic distinctions, stress and intonation patterns)

3. Asking for clarification or repetition
 4. Delivering a prepared speech on researched topics with appropriate use of grammar and vocabulary, with or without notes
 5. Delivering impromptu speeches and responses, including effective pausing/stalling techniques, transitions, paraphrasing and summarizing a speaker's message
 6. Utilizing visual aids, presentation software, notes, and outlines
 7. Interacting with the audience (answering questions, for example)
- C. Discussion Skills (One-to-one, small and large group, whole class)
1. negotiating meaning
 2. exchanging information
 3. expressing one's views
 4. agreeing and disagreeing
 5. developing consensus
 6. Role playing to practice and solve problems
- D. Analytical Skills
1. Recognizing and employing organizational patterns such as narrative, process, comparison/contrast, persuasion, argumentation
 2. Note-taking and annotation skills
 3. Outlining and summarizing skills
 4. Synthesis of readings and lectures
 5. Self-evaluation
 6. Peer review
- E. Vocabulary
1. Vocabulary and common expressions used for agreement, disagreement, concession, conciliation, opinion and debate
 2. Vocabulary and transitional expressions related to citation of sources, research, case studies, etc.
 3. Academic vocabulary pertaining to lectures, presentations, and course textbook
- F. Grammar Skills
1. Modals and related expressions related to politeness and disagreement
 2. Rules of reported speech and noun clauses
- G. Non-verbal Cues and Social Norms
1. Basic rules of social interaction, such as polite disagreement, hedging, etc.
 2. Comprehension of American use of non-verbal communication, like gestures, facial expressions and space, in a variety of academic and professional contexts
 3. Analysis of discourse in a variety of academic and professional settings. For example, office hours, a job interview, etc.
- H. Authentic Materials
1. Academic Lectures
 2. TED Talks
 3. Film and television
 4. Radio and podcasts

V. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - Listening to recorded academic lectures and/or presentations and summarizing, paraphrasing, or answering questions.
- B. **Classroom Activity** - Classroom debate
- C. **Critique** - Record your presentation and complete a self-evaluation.
- D. **Discussion** - One-to-one, small and large group, and whole class.
- E. **Guest Lecturers** - Academic lecturers and/or community presenters.
- F. **Individualized Instruction** - Instructor will provide individualized feedback to students post presentations.
- G. **Lab** - Can include research, practice and role playing.
- H. **Lecture** - Dynamic and interactive.
 - I. **Observation** - Provide peer review feedback to classmates post presentation.
 - J. **Research** - On a chosen topic for a presentation.
- K. **Student Presentations** - Individual and/or small group, both prepared and impromptu.
- L. **Written Exercises** - Notes, annotations, outlines and reflections.

VI. TYPICAL ASSIGNMENTS:

- A. Oral presentations
 1. 1 minute impromptu speech
 2. 3 minute researched presentation
- B. Audio Recordings for self and teacher evaluations
- C. Identify places in presentation to practice suitable gestures
- D. Role-playing – visiting your teacher's office hours; answering mock interview questions
- E. Note-taking, annotating and summarizing an academic lecture
- F. Analysis of rhetorical and persuasive strategies from authentic materials
- G. Application of hedging language to disagree in debate

VII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
 - Listening exams, including a midterm and final
- B. Quizzes
 - minimum of 8
- C. Oral Presentation
 - 2-4 presentations, including a final presentation
- D. Class Participation
 - weekly
- E. Class Work
 - weekly
- F. Home Work
 - a minimum of 4 hours, weekly
- G. Lab Activities
 - weekly

VIII. TYPICAL TEXTS:

1. Lee, Christien. *21st Century Communication: Listening, Speaking, and Critical Thinking*. 1 ed., National Geographic Learning, 2017.
2. Williams, Jessica. *Prism 4*. 1 ed., Cambridge University Press, 2017.

3. Lingo Mastery. *Business English Vocabulary Builder*. 1 ed., Lingo Mastery, 2020.
4. Chase, Rebecca, Kristin Johannsen, Paul MacIntyre, Kathy Najafi, and Fetting Cindy. *Pathways: Listening, Speaking, and Critical Thinking 4*. 2 ed., Heinle ELT, 2018.
5. Espeseth, Miriam. *Academic Encounters Level 4 Student's Book Listening and Speaking with Integrated Digital Learning*. 2 ed., Cambridge University Press, 2017.
6. Cavage, Christina. *University Success Oral Communication, Transition Level, with MyEnglishlab*. 1 ed., Pearson, 2016.
7. Ferree, Tess, and Kim Sanabria. *NorthStar Listening and Speaking 4 w/MyEnglishLab Online Workbook and Resources*. 5 ed., Pearson Education ESL , 2019.
8. Longman Dictionary of American English

IX. OTHER MATERIALS REQUIRED OF STUDENTS:



Welcome to ESL at Las Positas College!

We have many classes to help you reach your English goals!

ESL CREDIT CLASSES:



	READING & WRITING	GRAMMAR	SPEAKING & LISTENING	VOCABULARY & SPELLING
Semester 1: Beginning Low	ESL 131A	ESL 130A	ESL 133: Oral Communication ESL 136: Pronunciation	ESL 100: Spelling ESL 110: Vocabulary
Semester 2: Beginning High	ESL 131B	ESL 130B	*You can take these classes during semester 1 or 2.	
Semester 3: Intermediate Low	ESL 121A	ESL 120A	ESL 123: Oral Communication ESL 126: Pronunciation	ESL 115: Vocabulary
Semester 4: Intermediate High	ESL 121B	ESL 120B	*You can take these classes during semester 3 or 4.	
Semester 5: Advanced Low	ESL 24	ESL 23: College Grammar ESL 26: Editing	ESL 113: Fluency for Academic and Professional Purposes	
Semester 6: Advanced High	ESL 25	*You can take these classes during semester 5 or 6.		

NONCREDIT ESL CLASSES:



	READING & WRITING	GRAMMAR	SPEAKING & LISTENING
Semester 1: Beginning Low	NESL 231A	NESL 230A	NESL 233: Oral Communication NESL 236: Pronunciation
Semester 2: Beginning High	NESL 231B	NESL 230B	*You can take these classes during semester 1 or 2.
Semester 3: Intermediate Low	NESL 221A	NESL 220A	NESL 223: Oral Communication NESL 226: Pronunciation
Semester 4: Intermediate High	NESL 221B	NESL 220B	*You can take these classes during semester 3 or 4.
Semester 5 or 6:	NESL 213: Fluency for Academic and Professional Purposes		

SHORT-TERM NONCREDIT ESL CLASSES:

Semester 2 or above: 8 Hour Classes	NESL 203: School Matters 1 - Language Skills for Supporting Your Child's Learning NESL 204: School Matters 2 - Language Skills for Your Child's School Community
Semester 4 or above: 4 Hour Classes	NESL 240: Public Speaking Delivery (Communicate With Confidence) NESL 241: Public Speaking Structure (Find Your Voice)

Do I want Credit or Noncredit ESL classes?

CREDIT ESL CLASSES	NONCREDIT ESL CLASSES	BOTH CREDIT AND NONCREDIT ESL CLASSES
<ul style="list-style-type: none"> • Levels 1-6 (Beginning to Advanced classes) • Qualifies for financial aid • Counts as credit for International Students • Tuition: <ul style="list-style-type: none"> • Resident = \$46/unit • Nonresident = \$338/unit • International = \$406 	<ul style="list-style-type: none"> • Levels 1-4 (Beginning and Intermediate classes) • Does not qualify for financial aid • Does not count as credit for International Students. • No tuition / Free • Resident and Nonresident students are eligible 	<ul style="list-style-type: none"> • Student Fees = \$41/semester • You must buy books. • You must complete an application and register for classes. • You must complete classwork, homework and exams to pass the class.

Questions? Ask Leslie Payne, ESL Program Coordinator
 Call: 925-424-1214 or Email: lpayne@laspositascollege.edu

LEARN MORE: <https://www.laspositascollege.edu/esl/>