

# ESL 05200 - INTERMEDIATE INTEGRATED LISTENING, SPEAKING, AND GRAMMAR

## Catalog Description

Prerequisite: Placement by ESL matriculation assessment process or completion of ESL 5100 with grade of "C" or better or completion of ESL 8100 with grade of "Pass"

Advisory: Concurrent enrollment in ESL 520C or 820C and ESL 522G or ESL 822G

Hours: 54 lecture

Description: Intermediate course for non-native speakers. Course topics for college, community, and career may include authentic academic lectures, videos and podcasts to develop oral language production and listening comprehension using level-appropriate vocabulary and grammar. (not degree applicable)

## Course Student Learning Outcomes

- CSLO #1: Analyze intermediate integrated aural and written input and respond to content and directions through oral projects, class discussions, and written and oral response.
- CSLO #2: Apply vocabulary skills to construct meaningful level- and context- appropriate spoken language and extrapolate meaning from aural input.
- CSLO #3: Utilize intermediate integrated grammar to analyze meaning in spoken and written language and develop appropriate oral and written statements, questions, and responses.

## Effective Term

Fall 2022

## Course Type

Credit - Nondegree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

Content will be taught with authentic language that focuses on U.S. culture and history and intermediate level situations and functions for college, career and community. Through integrated skills study and practice at an intermediate level, students will:

1. Construct meaning from aural and written content to complete oral tasks;
2. Formulate and express ideas in class and group discussions;
3. Hypothesize content of listening materials through previewing and topic discussion;

4. Analyze authentic texts and aural input and generate conversations and responses to questions about the analyzed material in group, pair, and whole class discussions;
5. Initiate and maintain conversation in English and respond to others in open-ended role-plays, discussions, and other oral tasks (graded using a standardized rubric) while applying target pronunciation and structures;
6. Distinguish language situation and formulate oral responses and utterances as appropriate to the function (e.g., opinion, agreement, disagreement, directions, description, request, offering assistance) utilizing intermediate-level socio-linguistic competency;
7. Construct meaning of intermediate vocabulary in aural and written language and apply in listening comprehension, speech, and writing;
8. Use intermediate level grammar to convey intended meaning in speech and writing;
9. Develop and present at least two short oral projects (one individual, and one group) to demonstrate intermediate-level oral competency;
10. Apply technology and research skills to find and evaluate information for class projects and assignments; and
11. Assemble a course portfolio that demonstrates competence in intermediate listening, speaking, vocabulary, grammar and academic and vocational success strategies.

## General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- Not Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: Students discuss questions about an article they read about food deserts in small groups. Students earn participation points for active participation and contribution to the group discussion.
- Objective Examinations
  - Example: The instructor will show a video clip "What Lady Liberty and Ellis Island Mean Today." Students will listen for main ideas and details. Student respond to multiple choice, true-false, and short answer exam questions about the listening. Instructor checks for correct answers. Example: 1. What is special about David Luchsinger? 2. During the peak immigration period at Ellis Island, how many people were processed every day? 3. How many people visit Ellis Island per day today? 4. How many bags do they think were lost on Ellis Island? 5. Imagine arrive at Ellis Island. How do you think immigrants felt when they arrived on Ellis Island?
- Problem Solving Examinations
  - Example: Students listen to various situations and determine how to best respond in the situation using linguistically and sociolinguistically appropriate language (e.g., Your classmate forgot to do his/her homework which was to watch a video clip and answer question, including your opinion about the video. Your classmate wants to copy your answers. Respond to your classmate in an appropriate way, using expressions for suggestion/advice.) Students write an appropriate response for each situation on the exam, including vocabulary expressions

learned in class that fit the situation. Instructor scores the response based on a rubric.

- Projects
  - Example: Students prepare and present an oral book report. Students take turns presenting either a summary of or response to instructor-provided questions related to a designated chapter from their non-fiction or fiction book. Students prepare for the oral book report by writing answers to the questions and preparing their presentation notes. Instructor scores the presentation based on a rubric and collects and checks the written answers to the questions for accuracy.
- Skill Demonstrations
  - Example: After learning basic interviewing skills in American English, students listen to or watch an example of an ineffective job interview and write three things that were wrong with the answers and how to correct or improve those answers. Instructor scores based on a rubric or key.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor provides background knowledge regarding PTSD and suicide affecting our veteran population and assigns a video of interviews for students to watch regarding PTSD and the Pets for Vets Program. (Assigning the video to watch out of class is part of the flipped classroom method.) Then students bring questions to the next class regarding difficult vocabulary, expressions, grammatical structures, and pronunciation from the video. Instructor clarifies and provides related mini-lessons, replaying clips of the video as needed. Then the instructor asks students questions to check comprehension with the class. Following the comprehension check, the instructor assigns students to groups and provides discussion questions for group work (e.g., What were some of the issues that our veterans had to deal with after coming home from war? How did the speaker feel when he came home? What does he say the problem is? What kind of help does he find? Why/how did it help him?). Instructor circulates, listening, eliciting information from groups, and offering help as needed, while student groups discuss the questions. Instructor provides mini-lessons on vocabulary, pronunciation, and/or grammar as needed based on group work.
2. Instructor assigns students to small groups and asks them to practice their Wh- question forms by developing 5 question for the Sierra College Veteran's Center. Students discuss their questions and help each other formulate grammatically correct questions. Each group turns in a list of five questions to the instructor. The instructor posts the groups' questions on the board and helps the class correct any grammatical errors, providing just-in-time grammar lesson on question forms with different verb tenses as needed. Instructor assigns the groups to visit the Veteran's Center (as homework) and ask two of their questions.
3. Instructor leads a pre-reading discussion based on pictures or a video clip of a Civil Rights topic in order to prepare students for a book or an article they will read related to Civil Rights. Instructor will ask the class noticing questions and guided questions to begin a discussion

(e.g., What do you see in the picture? What questions do you have about the picture? How do you think the people in the picture feel? Where do you think they are?).

Distance Learning

1. The instructor will post a video about Growth Mindset and ask students to watch it for homework. Students will then be asked to find/make note of a sentence in the video that a). surprises them, b). reminds them of something, or c). makes them think of a question. Students will refer to the sentence and give an explanation/example about the sentence they chose by uploading a video of themselves on the LMS Discussion Board. Then each student will respond to a minimum of two students on the discussion board and add an additional thought, or ask a question. The instructor will watch each video and respond to the student's video.

## Typical Out of Class Assignments Reading Assignments

1. Students read an instructor-provided current article about immigration and come to class ready to respond to instructor-provided questions. Students think of and bring to class two new discussion questions to share with the class that relate the topic to their own life experience or the experience of someone they know. Students come to class ready to discuss the article and respond to teacher- and student-provided discussion questions in groups. 2. Students read the transcript of an online news article on <http://learningenglish.voanews.com> two times while listening to the audio of the news article about pulp from plants making packaging more earth-friendly. Students also read the glossary of terms from the article. Students write down and look up two other words that were new for them as well as one fact that they found most interesting or surprising from the article. Students bring their vocabulary words and interesting fact to class for group discussion. 3. Read an article or script form audio and annotate the text by underlining key information and writing at least 5 wh- questions in the margins. Bring the questions to your discussion group in the next class meeting. 4. Read multi-step assignment directions to analyze the task for a class project, and bring questions about the assignment to your instructor in the next class.

## Writing, Problem Solving or Performance

1. Students listen to a podcast or online video/audio assigned by their instructor on a story about water pollution. Students complete a written notes chart provided by their instructor while listening to the audio. The notes chart guides students to write notes on main points and specific details from the audio. 2. Students write a one-page journal reflection for homework following a video-clip and group discussion related to a current topic (e.g., immigration, environment, politics, education, American history). The journal reflection will include two concerns the student has, one question the student has, and an opinion the student formed from the video and/or discussion with classmates. 3. Develop a written plan for a short oral presentation using an organizational tool to outline the parts of the presentation. Present the oral presentation to the class.

## Other (Term projects, research papers, portfolios, etc.)

1. Assemble a portfolio of semester work evidencing attainment of course student learning outcomes.

## **Required Materials**

**Other materials and-or supplies required of students that contribute to the cost of the course.**