

Adult Education Class Outline
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2.1030 ESL Intermediate (Low-High)

Date
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Title: ESL Intermediate/Learning to Converse: A Conversation Class in English
Submitted
by: LAUSD/DACE

Course

Outline

NEW: October/2006

**Program:**

English as a Second Language (ESL & Citizenship)

Course of Study:

English as a Second Language (ESL)

Course:

2:1030 ESL Intermediate (Low-High)

50-04-51

**ESL Intermediate/Learning to Converse: A
Conversation Class in English**

Credits: 0* **Hours:** 20

Prerequisites: ESL Beginning High (50-01-52) or
equivalent skills

*This is a non-credit course and may be repeated to
learn specific competencies.

Course Description:

In this competency-based course, students develop communication skills (listening and speaking) in English while discussing real-life problems. Students compare their ideas and values with those of their classmates.

Available units include: Neighbors, Honesty, Love and Marriage, Senior Citizens, Medical Questions, and Money. The class is designed for intermediate and advanced level ESL students.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Teaching strategies for this course are listed in the INSTRUCTIONAL STRATEGIES and LESSON PLANNING sections of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

GUIDELINES for IMPLEMENTATION

- The purpose of this ESL class is to provide students with opportunities to develop their communication skills (listening and speaking) in English by discussing real-life problems.
- The text for this course is Speaking of Values: Conversation and Listening, Book 1 by Irene Schoenberg, Pearson Longman, 2004. A class set of this textbook is required to teach the course.
- To ensure healthy class numbers, advertise this class to all Intermediate-Advanced ESL classes and to ABE students. Compile a list of interested students - include contact information.
- Each of the five modules focuses on a single topic area and is self-contained.
- Students work as individuals, in pairs, in small groups and as part of a whole class on the conversation activities.
- Because there are no right or wrong answers to the issues of discussion, teachers can encourage students to talk about and compare ideas with those of their classmates.
- Because phrases and expressions are taught in context and language is practiced in meaningful ways, English language fluency, listening and vocabulary skills are developed.
- Discussion of problems and development of problem solving and critical thinking skills are essential components of each lesson.
- By listening to and considering the ideas of others, students will broaden their understanding of other cultures, races and ethnicities.

EXIT LANGUAGE SKILL PROFICIENCIES for the ESL Intermediate/Learning to Converse: A Conversation Class in English Course

Upon exiting the ESL Intermediate/Learning to Converse: A Conversation Class in English course, students will demonstrate the following language skills:

Listening

- Demonstrate understanding of face-to-face conversations, questions and answers, and statements containing both familiar and unfamiliar vocabulary in the context of familiar topics.
- Demonstrate understanding of new language patterns in the context of familiar topics.

Speaking

- Participate in conversations in which both familiar and unfamiliar vocabulary are used in the context

of familiar topics.

- Display spontaneity and creativity in producing vocabulary and language patterns not previously learned or memorized.