**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

Curriculum Committee Approval: 02/02/2021

 GCCCD Governing Board Approval: 03/16/2021

**ENGLISH AS A SECOND LANGUAGE 078 – Introduction To Listening In English - CREDIT**

1. **Course Number Course Title Semester Units**

 ESL 078 Introduction to Listening In English 6

 **Semester Hours**:

 6 hours lecture 96-108 hours 192-216 outside-of-class hours 288-324 total hours

2. **Course Prerequisites**

 None

 **Corequisite**

 None

 **Recommended Preparation**

 None

3. **Catalog Description**

ESL 078 is an English language course that introduces spoken English to those who have had little or no exposure to the English language. This course utilizes the 700 most frequent words in the English language in input-based, meaningful tasks that make language comprehensible through non-linguistic means with a lot of repetition and recycling of language. Students interact with the language in meaningful and engaging ways, with communicatively embedded comprehensible input, acquiring the language at the Intermediate Low level according to the ACTFL proficiency guidelines with no explicit grammar instruction. Students will engage with and respond to the language, but they are not required to produce spontaneous speech at this level. Students are encouraged to take ESL 078R concurrently and before taking ESL 088. This course is offered on a Pass/No Pass basis only. (nondegree credit or non-credit course).

4. **Course Objectives**

 The students will:

a. demonstrate comprehension of spoken, communicatively embedded utterances by using co-constructed answers and signals negotiated between the instructor and students, or physical responses.

 b. distinguish between elements in a spoken story, such as characters.

 c. order, chart, classify, and rank elements of a story, such as characters.

 d. reorganize parts of a story and predict future events in the story.

 e. create stories collectively with the guidance of the instructor.

 f. relate topics to their own lives and discover their classmates’ and instructor’s feelings about topics through structured questionnaires.

 g. produce charts and graphs based on guided interviews of classmates and instructor, and connect to the world outside of the classroom when possible, such as comparing class responses to polls about how Americans feel about an issue.

5. **Instructional Facilities**

 Standard Classroom

6. **Special Materials Required of Student**

 None

7. **Course Content**

 a. Linguistic data emphasizing the 700 most frequent words from the New General Service List in context

b. Cultural data supporting acquisition and evolution (development) of form-meaning-use connections (foreffective, purposeful communication in social and academic discourse communities)

 c. Communicative purpose for input-based tasks using spoken and written texts

 d. Spoken and written texts with 95-98% established vocabulary coverage

 e. Co-constructed comprehension and affective response signals

 f. Guide words and phrases for whole class story co-construction using TPRS methods

 g .Model stories from established TPRS paradigms

 h. Images supporting comprehension of newly introduced words

 i. Just-in-time instructor explanations of contextualized form-meaning-use connections

8. **Method of Instruction**

 a. Presentations with non-linguistic context (i.e. visuals, body language, intonation)

 b. Video reviews of class lectures (e.g. PowerPoints with voiceovers) posted to Canvas

 c. TPRS (Teaching Proficiency through Reading and Storytelling)

 d. TPR (Total Physical Response)

 e. Movie Talks

 f. Input-based tasks

 g. Teacher-student conferencing

9. **Methods of Evaluating Student Performance**

 a. Frequent comprehension checks of whole class through hand signals

 b. Monitoring and noting whether students in pairs/groups are on task

 c. Self-assessment for recognition of vocabulary (e.g. I recognize the word and know what it means, I recognize the word but I’m not sure what it means, I don’t recognize the word.)

 d. A mid-semester and end-of-semester teacher-student conference and student self-assessment through Can-Do Statements

 e. An end-of-semester listening proficiency assessment and a student self-assessment through Can-Do Statements

10. **Outside Class Assignments**

 a. Watch video reviews of class presentations on Canvas

 b. Read texts from class

11. **Representative Texts**

 No required texts

**Addendum: Student Learning Outcomes**

 Upon completion of this course, our students will be able to do the following:

 Demonstrate an understanding of spoken English at the Intermediate Low level according to the ACTFL Proficiency Guidelines for Listening.