

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**

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.

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.

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Thanks to TOM CALDERON for editing and formatting this course outline.

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*ESL Intermediate/ Learning to Converse: A Conversation Class in English (50-04-51) October / 2006,
LAUSD Division of Adult and Career Education*

CBE
COMPETENCY-BASED EDUCATION

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	Location
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GOALS AND PURPOSES	Cover
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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	pp. 7-9
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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.

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.

CBE
COMPETENCY-BASED EDUCATION (continued)

Course Outline Components	Location
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INSTRUCTIONAL STRATEGIES	p. 10
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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

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	Cover
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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.

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	p. 12
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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.

Instructor's 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	Cover
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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.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the ESL Intermediate/Learning to Converse: A Conversation Class in
English Course

TOPIC AND COMPETENCY AREA	MINIMAL COMPETENCIES	Textbook Pages
<p>I. NEIGHBORS</p> <p style="padding-left: 40px;">A. Personal Information</p> <p style="padding-left: 40px;">B. Social/Cultural Interaction</p> <p style="padding-left: 40px;">C. Consumer Economics</p> <p>(4 hours)</p>	<p>1. Ask for and give information about self, family members, home life, housing situation, pets, neighbors and neighborhood.</p> <p>2. Use language to: express an opinion, express agreement and disagreement, solicit others' opinions, evaluate appropriate and inappropriate actions and make recommendations about relations with family members, neighbors and others.</p> <p>3. Identify and discuss cultural differences between the U.S. and other countries with respect to family, personal relations, housing conditions, neighbors, neighborhoods and pets.</p> <p>4. Use appropriate language to discuss housing problems with neighbors.</p>	<p>pp. 1-9</p>
<p>II. HONESTY</p> <p style="padding-left: 40px;">A. Personal Information</p> <p style="padding-left: 40px;">B. Social/Cultural Interaction</p>	<p>5. Ask and give information about personal and cultural values in relation to honesty and dishonesty.</p> <p>6. Use language to: make an excuse, state facts, make a suggestion, give an opinion, express agreement and disagreement, solicit others' opinions, evaluate appropriate and inappropriate actions and make recommendations about values.</p> <p>7. Identify and discuss cultural differences between the U.S. and other countries with respect to telling the truth and telling a lie.</p>	<p>pp. 10-20</p>

Topic and Competency Area	Minimal Competencies	Textbook Pages
<p>C. Community</p> <p>(4 hours)</p>	<p>8. Describe the effects of an individual's actions and reactions on family, community members and workplace personnel.</p>	
<p>III. LOVE AND MARRIAGE</p> <p>A. Personal Information</p> <p>B. Social/Cultural Interaction</p> <p>(4 hours)</p>	<p>9. Ask and give information about self and personal values.</p> <p>10. Use language to: give an opinion, evaluate appropriate and inappropriate actions, express approval and disapproval and make suggestions and recommendations about love and marriage.</p> <p>11. Identify and discuss cultural differences between the U.S. and other countries with respect to dating and finding an appropriate mate.</p>	<p>pp. 21-31</p>
<p>IV. MEDICAL QUESTIONS</p> <p>A. Health and Safety</p> <p>B. Social/Cultural Interaction</p> <p>(4 hours)</p>	<p>12. Discuss personal medical history and medical treatments including vocabulary of internal organs, major diseases and common medical problems.</p> <p>13. Discuss issues of doctor-patient confidentiality, risks of medical procedures, side effects of medications.</p> <p>14. Use language to: state facts, make a suggestion, give an opinion, evaluate appropriate and inappropriate actions and make recommendations about medical questions.</p>	<p>pp. 70-79</p>

Topic and Competency Area	Minimal Competencies	Textbook Pages
<p>V. MONEY</p> <p>A. Personal Information</p> <p>B. Social/Cultural Interaction</p> <p>(4 hours)</p>	<p>15. Ask for and give information about personal values in relation to earning and spending money.</p> <p>16. Use language to: state facts, make a suggestion, give an opinion, evaluate appropriate and inappropriate actions and make recommendations about money.</p>	<p>pp. 80-89</p>

INSTRUCTIONAL STRATEGIES

Instructional strategies for the ESL Intermediate/Learning to Converse: A Conversation Class in English should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

California Model Standards for ESL Instruction

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.
2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.
3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.
4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).
5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.
6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.
7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.
8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).
9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

SUGGESTED INSTRUCTIONAL RESOURCES

INSTRUCTIONAL RESOURCE MATERIALS

Schoenberg, Irene. *Speaking of Values: Conversation and Listening, Book 1*. Pearson Longman, 2004.
ISBN-13: 978-0-13-097881-3

RESOURCE PERSONS

Subject area supervisor and teacher advisers

PLACEMENT and EVALUATION PROCEDURES

Placement

Students placed in this class should have language skills equivalent to ESL/Intermediate Low or above.

Ongoing Evaluation

Teachers will assess and evaluate student speaking and listening skills during conversation practice in each class session. Where confusion with vocabulary or language usage is found, teaching emphasis will be on assisting students with listening/vocabulary comprehension, language usage and fluency.

Final Evaluation

The final evaluation for students in this conversation class will be teacher created and may involve the use of a rubric, role play or problem solving activity.

TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

Personal Information (Optional)

Name _____ Date _____

School _____ Contact Number _____

Feedback

Course Number and/or Title of Course _____

Directions: Please respond to these statements. If you choose a “No” or “Sometimes” response, please comment.

Statement	Yes	No	Sometimes
1. This outline is easy to use.			
2. This outline contains appropriate content for the course.			
3. This outline reflects the needs of my students.			
4. This outline reflects the current educational standards.			
5. I use this outline to plan my lessons.			
6. I use the materials/textbook suggested for use with this course.			
7. The materials/textbooks suggested for use with this course correlate with the competencies.			

Comments for above statements:

Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?
2. What is the most helpful section or feature of this course outline? Why?
3. What section or feature of this course outline do you use the least? Why?
4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

Error	Correction	Page Number

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Bulding, 18th Floor, Room 185.

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Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
