

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**ENGLISH AS A SECOND LANGUAGE 045 – INTRODUCTION TO ENGLISH LISTENING**

6 hours lecture, 6 units

**Catalog Description**

ESL 045 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 most frequent words in the English language in input-based, meaningful tasks that make language comprehensible through methods developed by the principles of Teaching Proficiency through Reading and Storytelling with slight adaptations suggested by the principles of Accelerated Language Learning as developed by the ESL Department at Cuyamaca College. Students interact with the language in meaningful and engaging ways, with communicatively embedded comprehensible input, acquiring the language at the Intermediate Low level target 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 045R concurrently and before taking ESL 050. **Pass/No Pass only. Non-degree applicable.**

**Prerequisite**

None

**Course Content**

- 1) Basic vocabulary knowledge for an intermediate low level English speaker.
- 2) Cultural data supporting acquisition and evolution (development) of form-meaning-use connections (for effective, purposeful communication in social and academic discourse communities)
- 3) Communicative purpose for input-based tasks using spoken and written texts
- 4) Co-constructed comprehension and affective response signals
- 5) Guide words and phrases for whole class story co-construction using TPRS methods
- 6) Model stories from established TPRS paradigms
- 7) Images supporting comprehension of newly introduced words
- 8) Just-in-time instructor explanations of contextualized form-meaning-use connections

**Course Objectives**

Students will be able to:

- 1) Demonstrate comprehension of spoken, communicatively embedded utterances by using co-constructed answers and signals negotiated between the instructor and students, or physical responses.
- 2) Distinguish between elements in a spoken story, such as characters.
- 3) Order, chart, classify, and rank elements of a story, such as characters.
- 4) Reorganize parts of a story and predict future events in the story.
- 5) Create stories collectively with the guidance of the instructor.
- 6) Relate topics to their own lives and discover their classmates' and instructor's feelings about topics through structured questionnaires.

- 7) 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.

**Method of Evaluation**

- 1) Frequent comprehension checks of whole class through hand signals
- 2) Monitoring and noting whether students in pairs/groups are on task
- 3) 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.)
- 4) A mid-semester and end-of-semester teacher-student conference and student self-assessment.
- 5) An end-of-semester listening proficiency assessment and a student self-assessment.

**Special Materials Required of Student**

None

**Minimum Instructional Facilities**

- 1) Standard classroom equipped with movable desks and chairs.
- 2) Overhead projector capabilities
- 3) Smart classroom

**Method of Instruction**

- 1) Presentations with non-linguistic context (i.e. visuals, body language, intonation)
- 2) Video reviews of class lectures (e.g. PowerPoints with voiceovers) posted to Canvas
- 3) TPRS (Teaching Proficiency through Reading and Storytelling)
- 4) TPR (Total Physical Response)
- 5) Subject videos
- 6) Input-based tasks
- 7) Teacher-student conferencing

**Out-of-Class Assignments**

- 1) Watch video reviews of class presentations on Canvas
- 2) Read texts from class

**Texts and References**

- 1) Required (representative example): Wadsworth, Ginger. *Cesar Chavez*. Millbrook Press Minneapolis, 2005.
- 2) Supplemental: Class packet

**Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Basic literacy and reading skills sufficient to complete the assessment process at the ESL 50 level.

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Successfully deliver a five to ten minute speech that demonstrates an understanding of spoken English at the Intermediate Low level according to the ACTFL proficiency guidelines.