

NESL Pre-College Speaking and Listening Pathway PSLOs

Upon completion of the NESL Pre-College Speaking and Listening Program, the student should be able to confidently engage in beginning level listening in American English.

Upon completion of the NESL Pre-College Speaking and Listening Program, the student should be able to confidently engage in beginning level speaking in American English.

Upon completion of the NESL Pre-College Speaking and Listening Program, the student should be able to confidently produce phonetic sounds in American English.

Upon completion of the NESL Pre-College Speaking and Listening Program, the student should be able to confidently distinguish phonetic sounds in American English.

NESL 233 Beginning Oral Communication CSLOs

Upon completion of NESL 233, the student should be able to participate in discussions in one-to-one and small group situations on a variety of topics.

Upon completion of NESL 233, the student should be able to use level-appropriate grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes.

Upon completion of NESL 233, the student should be able to take dictation of sentences and questions.

Upon completion of NESL 233, the student should be able to retell the plot and/or main ideas from news items, movies, lectures, or presentations.

NESL 236 Beginning Pronunciation and Fluency CSLOs

Upon completion of NESL 236, the student should be able to correctly pronounce level-appropriate vocabulary and idiomatic expressions.

Upon completion of NESL 236, the student should be able to identify and stress appropriate content word(s) in a sentence.

Upon completion of NESL 236, the student should be able to distinguish sounds in minimal pairs.

Upon completion of NESL 236, the student should be able to correctly identify and pronounce voiced and voiceless sounds.

Noncredit ESL Pre-College Speaking and Listening Fluency Pathway Program Proposal

- I. Anticipated resources and costs, including classified professional support and administrative oversight

None applicable

- II. Need or demand: Local (similar programs in service area, some measure of need)

The first half of my sabbatical was spend conducting field research to assess need for a new Noncredit program I was developing called School Matters. First, I met with the Program Coordinators from six different local organizations with similar clients as our ESL students. I researched an additional two organizations when I was unable to meet with their Program Coordinators. Next, I met with six leaders from the local school districts. I also met with leaders from five different local organizations. After meeting with the LVJUSD's Director of Elementary Education, Chris Connor, I connected with all nine principals from the Elementary School system in Livermore. And finally, I surveyed 43 instructors from the Livermore School District as well as 189 local English Learners.

Based on interviews and especially the survey results from 189 local English learners, I determined that our LPC ESL program was lacking the Oral Communication coursework desired by our current and potential students. The Noncredit ESL Pre-college Speaking and Listening Fluency program offers a noncredit pathway for English Learners interested in improving their Oral Communication skills, something that is not currently being offered at LPC or Chabot.

Please see the attached Sabbatical report for a detailed breakdown of data.

- III. Mission appropriateness – educational master plan (not required for Transfer programs)

This project aligns with the LPC mission to provide “an inclusive... equity focused environment that offers educational opportunities... while supporting lifelong learning” by providing education opportunities for underrepresented community members with the language skills need to become more fully integrated into our communities.

In addition, it clearly connects with three of the five overarching goals from our Education Master Plan: Educational Excellence, Community Collaboration, and Equity and Anti-Racism.

The LPC Vision Statement says that LPC, “strives to support and empower students to develop the knowledge, skills, values and abilities needed to become engaged

participants and leaders in the local and global communities.” English Learners need Oral Communication skills to more fully integrate into the community. This program will increase the student’s educational, career, and social opportunities.

IV. Curriculum required – course sequence

Please see attached course outlines and CSLOs.

V. FTEF required (if applicable)

The ESL Program already has enough established FTEF to cover these courses.

VI. Implementation schedule

Course pilot in Spring 2024. Full Program implementation Fall 2024.

VII. Program Student Learning Outcomes (PSLOs)

Please see attached.

VIII. Program map

Please see attached.

ESL Pre-College Speaking and Listening Fluency Pathway - Certificate of Competency (Noncredit CDCP)

Spring 2024

Required Core: (108 Hours)		Hours
NESL 233	Beginning Oral Communication	54
NESL 236	Beginning Pronunciation and Fluency	54
Total Hours		108

PID 1174

Course Outline for NESL 233

BEGINNING ORAL COMMUNICATION

Effective: Spring 2024

I. CATALOG DESCRIPTION:

NESL 233 — Noncredit

This is a beginning oral communication course. This course will enable students to use English accurately, meaningfully and appropriately, emphasizing conversational skills: listening and speaking in small groups, using new grammar structures orally, learning new words and expressions, comprehending and using idiomatic expressions.

Recommended Course Preparation

Placement through the ESL assessment process.

Grading Methods:

Pass/No Pass

Discipline:

- ESL

Noncredit Category

A - English As A Second Language (ESL)

	MIN
Total Noncredit Hours:	54.00

II. PREREQUISITE AND/OR ADVISORY SKILLS:

III. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Comprehend and initiate simple spoken English in conversations on familiar topics
- B. Comprehend and respond with learned vocabulary in conversation
- C. Participate in discussions in one-to-one situations and small groups on a variety of topics
- D. Use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes
- E. Demonstrate awareness of nonverbal cues, including making inferences, that play a role in oral communication
- F. Respond appropriately to spoken English in the classroom
- G. Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions
- H. Display sufficient control of pronunciation and intonation patterns in English to be understood in short oral presentations to the class
 - I. Follow basic oral directions
 - J. Take dictation of sentences and questions
- K. Relate factual information, personal experiences and personal opinions
- L. Request clarification and explanation
- M. Apply basic rules of social interaction: introductions, turn taking, making requests
- N. Retell the plot and/or main ideas from news items, movies, and lectures or presentations

IV. CONTENT:

- A. Listening and Speaking
 1. Dictation of statements and questions
 2. Discussion of topics from listening activities
 3. Formal and informal introductions
 4. Clarification questions and information requests
 5. Common American language practices
 - a. Giving and accepting compliments
 - b. Question and response
 - c. Small talk
- B. Pronunciation of
 1. Phonetic sounds
 2. Intonation patterns
 3. Reduced speech
 4. Voiced-voiceless distinctions
- C. Non-verbal Communication
 1. Common American body language and gestures
 2. Common American rules for distance
- D. Discussion
 1. One-to-one discussions
 2. Small and large group
 3. Whole class discussions

- E. Presentations
 - 1. Role play
 - 2. How to presentations
 - 3. Narrative
 - 4. Descriptive
- F. Vocabulary development
 - 1. Basic vocabulary for
 - a. Describing people and places
 - b. Expressing emotional responses (fear, pleasure, surprise, etc.)
 - c. Conveying appreciation, regret, approval
 - 2. Common idiomatic expressions and slang
- G. Authentic Materials
 - 1. Film and television
 - a. Drama
 - b. Documentary
 - c. Comedy
 - d. TED Talks
 - e. Etc.
 - 2. Radio
 - a. News reports
 - b. Popular talk radio
 - c. Podcasts
 - 3. Music

V. LAB CONTENT:

- A. Write dictated sentences and questions.
- B. Watch a short film excerpt and then retell the plot.
- C. Watch a short film excerpt without audio and identify the nonverbal clues that contribute to understanding the plot.

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - Watch a film clip and answer questions about the clip, for example.
- B. **Classroom Activity** - Listen to live or taped presentations to practice listening and recognizing use of grammar structures, words, idiomatic expressions, and slang. These presentations may consist of film clips, songs, poetry, short lectures, articles and anecdotes.
- C. **Discussion** - Participate in communicative classroom discussions connected to course material in paired, small or large groups to promote language acquisition.
- D. **Guest Lecturers** - Comprehend guest speakers, including the ability to ask follow up or clarifying questions, for example.
- E. **Lab** - Weekly lab activities to promote use and understanding of course concepts.
- F. **Lecture** - Present information on minimal pairs, for example.
- G. **Student Presentations** - Give a presentation about a cultural tradition celebrated in your family, for example.

VII. TYPICAL ASSIGNMENTS:

- A. Presentations
 - 1. Review a movie
 - 2. Poster Presentation: Work with another student to create a poster and give a five-minute oral presentation
 - 3. Poem Presentation: Present a memorized poem with correct pronunciation, intonation and non-verbal language
 - 4. Descriptive Presentation: Give a five-minute presentation describing a traditional cultural celebration.
- B. Dictation
 - 1. Listen to and accurately transcribe five sentences.
- C. Quizzes
 - 1. Listen and Respond appropriately to oral questions.
 - 2. Accurately transcribe dictation of learned vocabulary, sentence structure and grammar
- D. Participate in class discussions:
 - 1. One-to-one
 - 2. Small group
 - 3. Whole class
- E. Vocabulary Development
 - 1. Practice pronunciation
 - 2. Comprehend and use slang and idiomatic expressions appropriately
 - 3. Utilize clarification phrases
 - 4. Comprehend modal use and meaning
- F. Complete weekly lab assignments
- G. Use a weekly listening journal

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
 - 2 major exams - a midterm and a final
- B. Quizzes
 - Weekly
- C. Oral Presentation
 - A minimum of three.
- D. Group Projects
 - Students may complete one group presentation.
- E. Class Participation
 - Weekly
- F. Class Work
 - Weekly
- G. Home Work
 - Minimum of four hours weekly
- H. Lab Activities
 - Weekly

IX. TYPICAL TEXTS:

- 1. Scanlon, Jaimie. *Q: Skills for Success: Level 1: Listening and Speaking Student Book with Digital Pack*. 3 ed., Oxford University Press, 2022.
- 2. Sherman, Kristin. *Inside Listening and Speaking Level 1*. 1 ed., Oxford University Press, 2015.
- 3. Solorzano, Helen, and Laurie Frazier. *Contemporary Topics 1*. 4 ed., Pearson Education, Inc, 2017.

4. Baker, Lida, and Laurie Blass. *21st Century Communication: Listening, Speaking, and Critical Thinking*. 1 ed., National Geographic Learning, 2017.
5. Sanabria, Kim, and Carlos Sanabria. *Academic Encounters Level 2 Student's Book Listening and Speaking with Integrated Digital Learning*. 2 ed., Cambridge University Press, 2017.
6. Frazier, Laurie, and Robin Mills. *NorthStar Listening and Speaking 2 w/MyEnglishLab Online Workbook and Resources* (. 5 ed., Pearson Education ESL , 2019.
7. Longman Dictionary of American English, 5 ed. Pearson Education ESL, 2015.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

Course Outline for NESL 236

BEGINNING PRONUNCIATION AND FLUENCY

Effective: Spring 2024

I. CATALOG DESCRIPTION:
NESL 236 — Noncredit

Focused practice on recognizing and producing individual speech sounds, stress patterns, rhythm and intonation patterns, and grammatical signals through activities such as oral presentations, role play, authentic dialogue, and presentations. Students will focus on developing listener friendly pronunciation. Course content includes individual as well as group work.

Recommended Course Preparation

Placement through the ESL Assessment process.

Grading Methods:

Pass/No Pass

Discipline:

- ESL

Noncredit Category

A - English As A Second Language (ESL)

	MIN
Total Noncredit Hours:	54.00

II. PREREQUISITE AND/OR ADVISORY SKILLS:

III. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Pronounce learned vocabulary and idiomatic expressions understandably
- B. Communicate ideas in conversations one-to one and in small groups
- C. Respond appropriately to nonverbal factors in oral communication
- D. Use rules of social interaction appropriately: introductions, turn taking, making requests
- E. Recognize and produce the long, clear, pitch changes of stressed words in streams of speech
- F. Recognize and produce stress on the content word/s in a sentence
- G. Recognize and produce de-emphasized word/s in a stream of speech
- H. Identify and produce focus on new information in conversation
 - I. Recognize and produce a pause at the end of a thought group to signal completion of the thought
 - J. Identify focus words in a reading passage and decide which syllable within the focus words to stress
- K. Read a paragraph or short passage using listener friendly pronunciation
- L. Group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
- M. Distinguish sounds in minimal pairs
- N. Identify and pronounce short and long vowel sounds with listener friendly pronunciation
- O. Identify and pronounce voiced and voiceless sounds with listener friendly pronunciation
- P. Identify some pronunciation difficulties which are the result of linguistic background
- Q. Identify some individual pronunciation difficulties and modify them

IV. CONTENT:

- A. Pronunciation
 1. Syllable stress
 2. Pitch changes in streams of speech
 3. Stress on content word/s in sentences
 4. Stress and intonation to indicate old/new information, questions/statements
 5. Analysis of individual speech patterns and difficulties
 6. Voiced and voiceless sounds
 7. Short and long vowel sounds
 8. Minimal pairs
 9. Beginning and final sounds
 10. Appropriate pauses in sentences
 11. Signaling the completion of a thought with a pause or pitch change
- B. Listening and Speaking
 1. Introductions, turn taking, making requests
 2. Discrimination of individual sounds
 3. Listening for information
 4. Practice of speech sounds and patterns to improve communication
 5. Listener friendly pronunciation practice in short reading passages

- C. Non-verbal Communication
 1. Common American body language and gestures
 2. Common American rules for distance
- D. Discussion
 1. One-to-one discussions to identify grammar and pronunciation connections
 2. Role play to practice specific speech sounds
 3. Small and large group
 4. Whole class
- E. Presentations
 1. Reading presentations with listener friendly pronunciation, including grouping words into thought groups and emphasizing words to convey meaning
- F. Language Development
 1. Specific grammatical forms, like the pronunciation of simple past final sounds
 2. Common idiomatic expressions and slang
 3. Word combinations (gonna, wanna, haveta, etc.)
- G. Authentic Materials
 1. Film and television
 2. Radio
 3. Music

V. LAB CONTENT:

- A. Identification of long and short vowel sounds in authentic materials like news broadcasts.
- B. Recitation of reading passages with appropriate stress and intonation.
- C. Identification of content words in long streams of English.
- D. Identification of long and short vowel sounds in authentic materials like news broadcasts.

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - Watch a short clip to identify specific sounds or slang.
- B. **Classroom Activity** - Dictation of words, phrases, and sentences which highlight stress patterns of individual words and focus words in a sentence.
- C. **Discussion** - Work with a partner or group to develop listener friendly pronunciation for effective communication.
- D. **Individualized Instruction** - Identify individual pronunciation difficulties based on L1 and modify.
- E. **Lab** - Read and listen to recorded speech and identify the thought group boundaries by adding punctuation.
- F. **Lecture** - Explain rules and demonstrate final sounds in simple past.
- G. **Student Presentations** - Present a short reading passage or poem with correct stress, intonation and pronunciation.

VII. TYPICAL ASSIGNMENTS:

- A. Pronunciation
 1. Paragraph, poem, or song lyric analysis to identify focus words and structure words
 2. Stress patterns, beginning and final sounds and intonation in sentences and paragraphs
 3. Poetry in pairs: work with a partner to pronounce the focus words carefully and communicate the meaning in presentation of a poetry duet in front of the class
 4. Discrimination of minimal pairs, long and short vowel sounds
- B. Presentations
 1. Reading passage presentation
 2. Poetry presentation, individual or pair
- C. Dictation
 1. Listen-repeat tasks
 2. Listen-distinguish tasks
 3. Accurate comprehension and discrimination of individual sounds
- D. Quizzes
 1. Listen and respond appropriately to oral questions
 2. Accurately transcribe learned sounds and structures
- E. Participate in class discussions
 1. One-to-one
 2. Small group
 3. Whole class
- F. Vocabulary Development
 1. Pronunciation practice of learned vocabulary and structures
 2. Pronunciation as it connect to grammar (simple past final sounds, etc.)
- G. Weekly lab assignments
- H. Weekly listening journal

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
 - 2 major exams: a midterm and final
- B. Quizzes
 - weekly
- C. Oral Presentation
 - Minimum of three
- D. Group Projects
 - Students may complete one group presentation
- E. Class Participation
 - Weekly
- F. Class Work
 - Weekly
- G. Home Work
 - A minimum of four hours weekly
- H. Lab Activities
 - Weekly

IX. TYPICAL TEXTS:

1. Lane, Linda. *Focus on Pronunciation 1*. 1 ed., Pearson Education, Inc, 2009.
2. Baker, Ann, and Sharon Goldstein. *Pronunciation Pairs: An Introduction to the Sounds in English*. 2 ed., Cambridge University Press, 2007.
3. Gilbert, Judy. *Clear Speech From the Start*. 2 ed., Cambridge University Press, 2012.
4. Pearson, Jenny. *The Art of Phonics*. 1 ed., Kivett Publishing, 2018.
5. Xiao, Ken. *English Pronunciation*. 1 ed., Fluent English Publishing, 2018.
6. Scanlon, Jaimie. *Q: Skills for Success: Level 1: Listening and Speaking Student Book with Digital Pack*. 3rd ed., Oxford University Press, 2022.
7. Frazier, Laurie, and Robin Mills. *NorthStar Listening and Speaking 2 w/ MyEnglishLab Online Workbook and Resources*. 5th ed., Pearson Education ESL, 2019.
8. Lansford, Lewis, and Robyn Brinks Lockwood. *Prism Listening and Speaking 3 with Digital Pack*. 2nd ed., Cambridge University Press, 2022.
9. Solorzano, Helen, and Jennifer Schmidt. *NorthStar Listening and Speaking 3 w/ MyEnglishLab Online Workbook and Resources*. 5th ed., Pearson Education ESL, 2020.
10. Longman Dictionary of American English, 5th Edition, Pearson ELT, 2014

X. OTHER MATERIALS REQUIRED OF STUDENTS:



Welcome to ESL at Las Positas College!
 We have many classes to help you reach your English goals!

ESL CREDIT CLASSES:



	READING & WRITING	GRAMMAR	SPEAKING & LISTENING	VOCABULARY & SPELLING
Semester 1: Beginning Low	ESL 131A	ESL 130A	ESL 133: Oral Communication ESL 136: Pronunciation	ESL 100: Spelling ESL 110: Vocabulary
Semester 2: Beginning High	ESL 131B	ESL 130B	*You can take these classes during semester 1 or 2.	
Semester 3: Intermediate Low	ESL 121A	ESL 120A	ESL 123: Oral Communication ESL 126: Pronunciation	ESL 115: Vocabulary
Semester 4: Intermediate High	ESL 121B	ESL 120B	*You can take these classes during semester 3 or 4.	
Semester 5: Advanced Low	ESL 24	ESL 23: College Grammar ESL 26: Editing	ESL 113: Fluency for Academic and Professional Purposes	
Semester 6: Advanced High	ESL 25	*You can take these classes during semester 5 or 6.		

NONCREDIT ESL CLASSES:



	READING & WRITING	GRAMMAR	SPEAKING & LISTENING
Semester 1: Beginning Low	NESL 231A	NESL 230A	NESL 233: Oral Communication NESL 236: Pronunciation
Semester 2: Beginning High	NESL 231B	NESL 230B	*You can take these classes during semester 1 or 2.
Semester 3: Intermediate Low	NESL 221A	NESL 220A	NESL 223: Oral Communication NESL 226: Pronunciation
Semester 4: Intermediate High	NESL 221B	NESL 220B	*You can take these classes during semester 3 or 4.
Semester 5 or 6:			NESL 213: Fluency for Academic and Professional Purposes

SHORT-TERM NONCREDIT ESL CLASSES:

Semester 2 or above: 8 Hour Classes	NESL 203: School Matters 1 - Language Skills for Supporting Your Child's Learning NESL 204: School Matters 2 - Language Skills for Your Child's School Community
Semester 4 or above: 4 Hour Classes	NESL 240: Public Speaking Delivery (Communicate With Confidence) NESL 241: Public Speaking Structure (Find Your Voice)

Do I want Credit or Noncredit ESL classes?

CREDIT ESL CLASSES	NONCREDIT ESL CLASSES	BOTH CREDIT AND NONCREDIT ESL CLASSES
<ul style="list-style-type: none"> • Levels 1-6 (Beginning to Advanced classes) • Qualifies for financial aid • Counts as credit for International Students • Tuition: <ul style="list-style-type: none"> • Resident = \$46/unit • Nonresident = \$338/unit • International = \$406 	<ul style="list-style-type: none"> • Levels 1-4 (Beginning and Intermediate classes) • Does not qualify for financial aid • Does not count as credit for International Students. • No tuition / Free • Resident and Nonresident students are eligible 	<ul style="list-style-type: none"> • Student Fees = \$41/semester • You must buy books. • You must complete an application and register for classes. • You must complete classwork, homework and exams to pass the class.

Questions? Ask Leslie Payne, ESL Program Coordinator
 Call: 925-424-1214 or Email: lpayne@laspositascollege.edu

LEARN MORE: <https://www.laspositascollege.edu/esl/>