

Roxbury Community College
ESL Course Outcome

ESL 026: High Intermediate Listening and Speaking B

Teaching, learning, and assessment are not discrete. They are often best handled in an integrated manner, since the criteria are based on performance.

Outcomes	Activities	Assessment Tools
<p>Students will be able to..... Ask for and give clarification:</p> <ul style="list-style-type: none"> ➤ Recall and describe past events, juxtaposing times ➤ Explain and ask for explanations ➤ Give and understand directions ➤ Respond to detailed questions when discussing a situation or events ➤ Express and support opinions ➤ Give and acknowledge advice ➤ Make an appointment by phone ➤ Ask and make requests ➤ Request permission ➤ Ask for an give clarification 	<ul style="list-style-type: none"> ➤ Narrating specific experience from students' live ➤ Reading newspaper articles, summarizing orally and answering questions ➤ Role-playing real life situations, have students call the MFA, nearest post office, police station, etc. for directions ➤ Call a travel agent, make a doctor's appointment, etc. ➤ Interviewing the RCC community: throughout the semester asking questions of other students in class is an integral part of course and the teacher intervenes to help correct form ➤ Borrowing something from a classmate, other natural situations arising in the classroom and in role-playing ➤ Group discussions, assigning student to ask specific questions on specific topics ➤ Throughout the semester, students will use the Language Lab for listening comprehension of specific structures 	<ul style="list-style-type: none"> ➤ Classroom discussion and presentation: using a grading rubric with criteria such as fluency, word choice, grammatical structure, vocabulary used, pronunciation and enunciation ➤ Verify that students understand and have communicated the main point ➤ Speaking and listening tests based on simple maps to ensure that students can both understand and give directions ➤ Grade some of these presentations, using a rubric, with emphasis on the use of modals ➤ Have students report back to class information about their appointment ➤ Have students make a list of questions using different tenses for their appointment ➤ Students must ask questions of other students during presentations, and are graded on accuracy

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<p>Grammatical Structures:</p> <ul style="list-style-type: none">➤ Simple present, simple past, present and past continuous, future (will and going to)➤ Questions and negatives➤ Comparatives and superlatives➤ Complex comparisons (as...as, less than)➤ Modals and semi-modals (must, have to, ought to, might, may in positive and negative sentences)➤ Prepositions of time and place➤ Future real conditions (If he comes, I'll go out with him)		<ul style="list-style-type: none">➤ Student will take discrete point grammar tests in another class at this level (Grammar), so we are looking for accurate <i>use</i> of these specific forms at this level in student speech class
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