

Qingdao Galaxy International School  
Pre-Intermediate English as a Second Language  
(Spring 2020)  
Course Syllabus  
Course Developer & Instructor: Jai'mie Terry



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# Nature of the Subject

## Brief Course Description

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This is a virtual Instructor-led training designed for non-native English speakers with an elementary/A2 English level. This integrated skills course combines a cognitive and constructivist learning approach to develop competencies in speaking, listening, reading, & writing. The course implements synchronous (group) and asynchronous (single learner) activities. This course features digital content with interactivity components, such as live video and feedback, Q&A session, and interactive quizzes (multiple-choice) to increase engagement and understanding through iterative participation.

## Student Characteristics

This course is designed for non-native English speakers with an elementary/A2 English level.

Customarily students enter their first course of the program based on a diagnostic assessment and can move up to higher courses during the program duration; however, this is determined by the English Department Director. Typically, students can progress to the next level after the student has either:

- completed a minimum of 8 weeks of the course; achieved a grade of 80% or higher or on all weekly class tests, maintained an 80% or higher attendance record and has shown consistently good participation in class.
- obtained 80% or more on all papers of a level-appropriate challenge test and have shown consistently good participation in class.

With that said, all final decisions will be determined by the English Department Director.

## Textbook Required for this Course

Cunningham, Sarah and Moor, Peter and Carr, Jane Comyns (2005). *New Cutting-Edge Pre-Intermediate*. Harlow: Pearson Education Limited.

## Pre-Intermediate Level

<b>Institution Leveling</b>						<b>Proficiency</b>
					<b>Advanced</b>	
				<b>Upper Intermediate</b>		
			<b>Intermediate</b>			
		<b>Pre-Intermediate</b>				
		<b>Elementary</b>				
	<b>Beginner</b>					
<b>Course Levels</b>	<b>Story 1</b>	<b>Story 2</b>	<b>Story 3</b>	<b>Story 4</b>	<b>Story 5</b>	<b>Story 6</b>
	<i>Beginner</i>	<i>Elementary</i>	<i>Intermediate</i>	<i>Upper Intermediate</i>	<i>Advanced</i>	<i>Mastery</i>

### Overview of Language Skills Assessment Standard

Students entering at this level can usually deal with simple situations but need to develop all language areas and skills. Students entering this level will be at story level 2. This is classified as follows:

<b>STORY 2 Listening</b>	<b>STORY 2 Reading</b>	<b>STORY 2 Interactive Speaking</b>	<b>STORY 2 Speaking Presentation</b>	<b>STORY 2 Writing</b>
Can comprehend phrases and high-frequency words associated with areas	Can read short and simple texts and personal letters. Can follow predictable	Can communicate in simple everyday exchanges and small talk that are based	Can use phrases and sentences to explain in plain terms to talk about family, people,	Can write short simple notes, messages, and letters most closely

of most close personal relevance (e.g., rudimentary personal and familial information). Grasps the main idea of concise and clear simple messages, comments, and announcements.	and explicit information in daily authentic materials (e.g., newspapers, ads, menus, magazines, etc.,).	on familiar topics and activities. Can manage short and simple social exchanges.	background (personal, professional, and educational), and lifestyle.	related to personal needs.
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Upon finishing this course, we aim for students to have reached a confident/strong story level 3, which is classified as follows:

<b>STORY 3 Listening</b>	<b>STORY 3 Reading</b>	<b>STORY 3 Interactive Speaking</b>	<b>STORY 3 Speaking Presentation</b>	<b>STORY 3 Writing</b>
Can comprehend the main idea of clear standard English regarding familiar subjects such as work, school, leisure, etc. Can understand slow and clear	Can comprehend texts that largely consist of professional language. Can understand accounts of feelings, wishes,	Can handle most social situations while traveling. Can join impromptu exchanges on familiar subjects of relevant to everyday life (e.g., family,	Can easily link phrases to communicate personal experiences, aspirations, and goals. Can concisely provide reasoning and explanation for	Can write simple text on familiar topics and personal interests. Can write letters expressing experiences and impressions.

speech on current events, personal and professional interests delivered through TV programming and radio.	events from personal letters.	work, travel, hobbies, and current events), lifestyle, and personal interests.	personal opinions and plans. Can recount stories, book plots, films, and communicate personal reactions.	
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## Course Goals

Upon completion of this course, the learner will reach a strong English intermediate level by engaging in communicative, experiential, and differentiated activities, such as skits, class discussions, scenario-based role-play games, speaking and writing projects, and interactive quizzes to develop listening, speaking, reading, writing, and grammar lexis analysis skills.

### Intangible Goals

- to provide a learning environment where learners feel comfortable to use language effectively and experimentally
- to encourage individual learners to own their learning experience
- to encourage individual learners to take responsibility for their learning progress

## Specified Aims of ESL Pre-Intermediate (Grade 7 & 8)

After completing this course, students will have improved their comprehension and practical use of English in all four skill areas: reading, writing, listening, and speaking.

At the end of this course, a student should be able to:

1. take notes on a level-appropriate text, elicit meaning from vocabulary in context and take basic notes
2. conduct a simple interview and report findings
3. describe using basic expressions and lexis hobbies, events, occupations, routines, and personal habits
4. identify important information in a listening passage
5. identify specific and implied information in a listening passage
6. use written and spoken language to invite, give advice, and express ability and obligation
7. summarize main ideas from a level-appropriate text
8. demonstrate knowledge and use of basic collocations
9. demonstrate strategies to cope with, retain and recall unfamiliar vocabulary in a text
10. scan a text for main ideas and details in a level-appropriate reading text
11. sequence events of a text in listening and reading passages
12. support and justify with simple but concrete examples and reasons

## Learning Processes & Theories

### **Learning Approach: *Cognitive-Constructivism***

Cognitive-Constructivist learning is based on the notion that learning is a social activity that is built on the foundation of previous learning experiences (cognitive) and actively constructed by the individual (constructivist). It holds that learners construct meaning only through active engagement with real-world problem solving. Learners will take part in activities for knowledge retention and skills development.

#### **In the classroom**

- Classroom activities guided by the cognitive-constructivist approach are characterized by getting learners to draw on prior knowledge and being actively involved in their learning experiences. As a result, lessons may be more task-oriented, problem-based, and communication focused opposed to content coverage.

### **Learning Processes: *Communicative and Experiential***

#### ***Communicative learning (Social-Constructivism)***

Communicative learning is a learning process that is based on the idea that learning a language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Learners will take part in the following interactions and activities:

- Role-plays, debates and class discussions, pair work, problem-solving, creative designs

#### **In the classroom**

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems. Lessons are more learner-centered and will use authentic materials.

### ***Experiential Learning (Cognitive-Constructivism)***

Experiential learning based on the idea that learning is a recursive learning process (experiencing, reflecting, thinking, and acting) that is ongoing and occurs by doing. These lived experiences allow for knowledge retention, concept comprehension, and skill development that allow learners to connect and apply theoretical concepts to the real world. Learners will take part in the following interactions and activities:

- scenario-based learning activities (problem based) such as simulations, role play games, debates, student-teaching
- self-reflective assessments, instructor feedback
- critical thinking and real-world problem-solving activities

#### **In the classroom**

- Classroom activities guided by the experiential approach are characterized by getting learners to engage in real-world problem-solving activities that allow them to develop course required skills and the abilities needed to address specific individual needs with self-reflective instructor feedback. As a result, student projects will be more learner-centered and problem-based, with little interference from the instructor for critical thinking, learner-autonomy, and real-world problem-solving opportunities. Instructor roles will be limited to content expert/subject matter expert, project facilitator, orienter, and reviewer.