

ELL A016N: ENGLISH LANGUAGE LEARNING: BEGINNING A

Item	Value
Curriculum Committee Approval Date	12/06/2023
Top Code	493087 - English as a Second Language - Integrated
Units	0 Total Units
Hours	90 Total Hours (Lecture Hours 90)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Open Entry/Open Exit	Yes
Grading Policy	P/NP/SP Non-Credit (D)

Course Description

This course is the first in a sequence of five designed for adult English language learners wanting to improve their ability to communicate in English. In this low beginning course, students will practice listening, speaking, reading, and writing through tasks and activities that provide a basic foundation for students to use higher order skills in English using the context of everyday situations and U.S. culture. This is an open entry course. ADVISORY: Students should be at least semi-literate in their native language. Noncredit. NOT DEGREE APPLICABLE. Not Transferable.

Course Level Student Learning Outcome(s)

1. With support, students will participate in short conversations or written exchanges about familiar topics.
2. With support, students will express an opinion about a familiar topic and give a reason for the opinion.

Course Objectives

- 1. recognize the meaning of frequently occurring words, simple phrases, and formulaic expressions in simple oral communications and short, modified written texts about familiar topics
- 2. understand and respond to simple instructions, basic yes/no and wh-questions about familiar topics in everyday situations in the community
- 3. identify factual information from provided sources
- 4. communicate basic information and/or feelings about a familiar topic
- 5. using learned vocabulary and structures, produce simple sentences about a familiar topic orally and in writing
- 6. with support, recognize numbers of syllables in a word and a few basic English sounds

Lecture Content

Topics Body parts Community Traffic Technology Food Personal information Family Time Language Functions Scheduling Ordering

Filling out forms with personal information Asking for basic information Vocabulary First 200 most frequently used English words Recognize common words and phrases in simple conversations and short, simplified written texts about familiar topics Receptive Language Skills (Listening / or Reading) Comprehend basic questions, warnings and statements about familiar topics Identify basic factual information in short, simple oral and written texts about familiar topics Recognize common words and phrases in short conversations and written texts about familiar topics With support, identify stated opinions in a short oral or written text about a familiar topic With support, identify facts that support explicitly stated opinions in short oral or written texts about familiar topics Decode simple, short paragraphs, forms, directions and warnings Productive Language Skills (Speaking /or Writing) Communicate basic personal information when filling out basic forms Ask simple yes/no and basic wh-questions to get information With support, express opinions and feelings, orally and in writing about familiar topics With support, express one reason to support an opinion or feeling Produce simple interrogative, declarative and imperative sentences using the simple present tense Engage in simple face to face conversations using learned vocabulary and phrases Grammar Basic parts of speech Simple present and present progressive Verb to be Frequently used action verbs, adjectives and adverbs Possessive pronouns Plural and singular nouns Prepositions of time and place Simple declarative sentences Yes/No questions Basic wh-questions Basic imperative and exclamatory sentences Pronunciation Aspiration sounds /p,t,k/ Introduction to syllables

Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

Instructional Techniques

Lecture and discussion Oral and written practice Oral pair and group work Individual and small group listening, speaking, reading, and writing activities Teacher-directed class lessons and projects Pair and small group work Class and individual goal setting and follow-up

Reading Assignments

Students will spend approximately 2 hours each week reading textbooks, handouts and online resources.

Writing Assignments

Students will spend approximately 1 hour per week practicing writing short sentences and questions.

Out-of-class Assignments

Students will spend approximately 2.5 hours each week learning vocabulary, including verbs. Students will spend at least 2.5 hours per week completing various homework exercises, practicing target verb forms and use, vocabulary and sentence structures. Students will spend approximately 2 hours per week practicing various pronunciation elements.

Demonstration of Critical Thinking

Students will report on how they used skills taught in class in their daily lives, explaining successes and failures, and making recommendations for improvement.

Required Writing, Problem Solving, Skills Demonstration

Students will complete forms and write brief sentences focusing on personal information.

Eligible Disciplines

ESL: Master's degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelor's degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND master's degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Jenkins, R., Johnson, S.. Stand Out 1, 4th ed. Boston: National Geographic Learning, 2024 Legacy Textbook Transfer Data: This book provides English instruction of the four skills (listening, speaking, reading and writing) alongside the foundation for higher order skills in a context of the community and civics, which is suitable for adult learners. It also aligns with the National English Language Functioning levels and the ESL Standards for Adult Learners.