

ELL A026N: ENGLISH LANGUAGE LEARNING: BEGINNING B

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
Grading Policy	P/NP/SP Non-Credit (D)

Course Description

This course is the second in a sequence of five designed for adult English language learners wanting to improve their ability to communicate in English. In this high beginning course, students will continue to practice listening, speaking, reading, and writing in the context of everyday situations and U.S. culture while laying the foundation for higher order thinking skills. Noncredit. NOT DEGREE APPLICABLE. ADVISORY: ELL A016N or CASAS testing. Not Transferable.

Course Level Student Learning Outcome(s)

1. Students will participate in short conversations or written exchanges about familiar topics with an increased awareness of social expectations
2. With support, students will demonstrate comprehension of the main idea and few key details of short, simplified oral or written texts about familiar topics
3. Express original ideas using conventional grammar and level-appropriate vocabulary.

Course Objectives

- 1. recognize and use at least 400 of the most frequently used English words
- 2. use context clues in short texts about familiar topics to determine the meaning of new vocabulary
- 3. with support, distinguish between the stated main idea and explicit key supporting details in a short written or oral simplified text about a familiar topic
- 4. with support, gather information about familiar topics from at least two different provided sources
- 5. with support, compose short narratives and short informational and opinion oral presentations about familiar topics
- 6. with support, construct simple claims about familiar topics including an introduction, some support and concluding statement orally or in writing
- 7. orally and in writing, produce simple sentences about a familiar topic showing emerging awareness of the differences between formal and informal language and turn taking

- 8. with support, demonstrate developing understanding of the English stressed/unstressed-syllable system and a few key English sounds

Lecture Content

Topics Health Housing Shopping Technology Food Preparation Time Schedules Language functions Explaining a process Presenting events chronologically Asking for information/clarification Basic summarizing Vocabulary First 400 most frequently used English words With support, use context to help decode the meaning of words about a familiar topic Receptive Language Skills (Listening /or Reading) Answer questions about specific examples and details stated in short written and oral texts about familiar topics. With support, identify the main idea of a short written or oral texts about a familiar topic With support, use increased reading strategies such as scanning and use of visual aids to find answers about facts presented in short texts about a familiar topic Identify explicitly stated opinions and supporting facts in short oral and written texts about familiar topics Identify basic time transition words Respond appropriately to two-to-three step instructions, simple wh-questions and short conversations in controlled situations about familiar topics Productive Language Skills (Speaking Writing) With support, retell a sequence of at least three events with some detail With support, develop a claim, some support and a concluding statement With support, compose various basic writings including short emails, notes and rudimentary paragraphs Ask simple questions Engage in simple face to face conversations using mostly learned phrases With support, distinguish between formal and informal words and phrases With support, deliver short informative and opinion oral presentations Produce simple sentences and basic compound sentences about daily activities and familiar topics both orally and in writing Demonstrate some control of capitalization and end-of-the-sentence punctuation Grammar Count and non-count nouns Adjectives: simple, comparative, superlative Expansion of simple present and present progressive Simple past and past progressive There + "be" in negative, affirmative, declarative and interrogative sentences Expansion yes/ no and wh- questions Future tense: will and be going to Basic time clauses with "before," "after," and "when" Simple and basic compound sentences Pronunciation Sibilant sounds Long and short vowels Introduction to syllabic stress Final "-ed"

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 Use of computer software

Reading Assignments

Students will spend 1-2 hours per week reading the textbooks or other modified real-life materials such as handouts or simplified novels.

Writing Assignments

Students will spend 1-2 hours each week writing responses to reading/ listening assignments using specific grammar structures.

Out-of-class Assignments

Students will spend approximately 2 hours per week learning vocabulary. Students will spend approximately 2 hours per week learning irregular past verb forms. Students will spend approximately 2 hours per

week practicing target pronunciation sounds. Students will spend approximately 1 hour per week completing exercises to practice grammar the use and meaning of target forms.

Demonstration of Critical Thinking

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

Required Writing, Problem Solving, Skills Demonstration

After listening to stories, announcements, instructions and news articles, students will use handouts or guides to complete basic summaries both orally and in writing. Students will read stories, news articles, emails, letters from their texts and handouts. Students will edit basic sentences for correct use of target structures. Editing sentences and short paragraphs for grammatical correctness.

Eligible Disciplines

ESL: Masters 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 bachelors 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 masters degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Jenkins, R., Johnson, S.. Stand Out 2, 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.