

COURSE OUTLINE

ESL 1

English as a Second Language Literacy

Catalog Statement

ESL 1 is designed for students who need to acquire fundamental literacy and communicative skills in English to successfully participate in everyday situations. Instruction emphasizes recognizing, printing, and using the alphabet; learning sound/letter relationships to read, write and spell; developing basic vocabulary; recognizing, writing, and using the numbers 1-100; and acquiring the language structures and communicative skills necessary in basic life skills competencies. Instruction integrates listening, speaking, reading, and writing skills.

Total Lecture Units: 0.0

Total Laboratory Units: 0.0

Total Course Units: 0.0

Total Lecture Hours: 160.0-224.0

Total Laboratory Hours: 0.0

Total Laboratory Hours To Be Arranged: 0.0

Total Faculty Contact Hours: 160.0-224.0

Total Student Contact Hours: 160.0-224.0

Recommended Preparation: Placement is based upon performance on a division assessment, or referral by ESL 10 instructors, or student self-referral.

Course Entry Expectations

Prior to enrolling in the course, the student should be able to:

- demonstrate phonemic and phonics awareness in English or a foreign language;
- identify and use words and numbers to verbally communicate basic needs in English or in a foreign language;
- read simple words or signs in English;
- write basic personal information on standardized forms;
- follow instructions and commands given by the instructor.

Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- identify, print, alphabetize, and use uppercase and lowercase letters;
- identify, write, and use numbers 1-100;
- follow instructions and commands given by the teacher or text;
- demonstrate phonemic and phonics awareness (initial and final consonants and short and long vowels);

- use beginning decoding skills, and read a limited number of sight words as encountered in life skill exercises;
- initiate and respond to greetings and leave-takings, make introductions and show gratitude;
- ask for and give personal information in conversation and on forms;
- use a calendar, talk about time and describe daily routines;
- identify coins and bills, ask about prices, write a check, recognize identification and bank cards;
- ask for and give information about school;
- identify common foods, talk about the three basic meals, and dramatize how to order a meal in a restaurant;
- identify parts of the body, talk about health, make appointments, write absence notes, and make emergency phone calls;
- express feelings and relate likes and dislikes;
- identify common occupations, fill out forms related to work and job applications, and write signatures;
- identify signs with one word or symbol, such as restroom signs;
- read and comprehend simple sentences containing course vocabulary;
- compose simple sentences using correct punctuation, capitalization, and word order;
- choose correct grammatical forms and demonstrate usage in written and conversational forms;
- complete a test in scantron form.

Course Content

Total Faculty Contact Hours = 160.0-224.0

Grammar (28 - 40 hours)

Sentence structure - word order

Simple declarative statements

Yes/no questions and short answers

Information questions with what, where, when, who, what time, how much, and how many

Imperatives

Sentence elements

Nouns: common, proper, plural, and possessive

Subject pronouns

Verb tenses and modes

Simple present

Imperatives

Auxiliary: do/does

Existentials: there is/there are

Present continuous

Articles

Demonstratives: this, that, these, those

Prepositions: in, on, at, to, from

Personal pronouns

Possessive adjectives

Contractions

Listening (**32 - 44 hours**)

Recognition

- Sound discrimination of minimal pairs
- Syllabication and word stress
- Reductions, blends, and sentence stress

Comprehension

- Classroom vocabulary: instructions and requests
- Simple questions and answers
- Text material and related dialogues
- Controlled and free conversation

Speaking (**32 - 44 hours**)

Pronunciation

- Correct use of vocal organs in sound production
- Grapheme/phoneme (letter/sound) correspondences
- Reductions and blending
- Word and sentence stress
- Intonation patterns

Repetition of words and phrases for clarification and to improve pronunciation

Oral reading of words, text, and supplemental material

Oral exercises reinforcing grammar and vocabulary

Oral communication

- Dialogue recitation
- Asking simple questions
- Answering simple questions with yes/no, one word, or short-phrase responses
- Controlled and free conversation

Reading (**28 - 40 hours**)

Phonemic awareness and phonics knowledge

Sound-letter correspondence

- identification and manipulation of phonemes or sounds
- correlation between sounds and letters of the English alphabetic system

Beginning decoding skills

- Recognition and production of consonant sounds in text material and known vocabulary
- Recognition and production of long and short vowel sounds in text material and known vocabulary

Sight word recognition

Oral reading: pronunciation, intonation, and stress

Vocabulary building

Comprehension of words, phrases and simple sentences

Writing (**24 - 34 hours**)

Alphabetic knowledge

- Tracing and copying uppercase and lowercase letters
- Independent printing of uppercase and lowercase letters
- Automatic letter formation
- Cursive writing introduction

Mechanics of writing

Orientation of paper, direction of writing, and writing on a line

Capitalization in sentences and proper names

Punctuation: periods, question marks, exclamation points, commas, apostrophes

Copying familiar words, phrases and high-frequency expressions previously produced orally

Simple sentence writing: affirmative, interrogative, and imperative

Spelling

Forms

Writing checks

Addressing envelopes

Filling in personal information on general forms

Filling out job applications

Writing signatures

Life Skills Emphasis Areas (16 - 22 hours)

Names and personal information

Time and the calendar

Money

School

Family

Food

Health

Work

Numbers

Methods of Instruction

The following methods of instruction may be used in this course:

- lecture;
- multimedia presentations;
- first language support;
- visually related comprehension building (e.g. using pictures or photos to convey meaning);
- total physical response (e.g., using body movement or gestures to convey meaning);
- teacher modeling/student response;
- cooperative learning in pairs and small groups; oral and silent reading accompanied by pictures;
- spelling, pronunciation, and dictation activities;
- phonics lessons coordinated with known vocabulary;
- student-focused activities using language to relate personal experience;
- games, songs, and multi-sensory activities;
- grammar and vocabulary exercises and drills;
- penmanship practice;
- computer lab practice scheduled as needed.

Out of Class Assignments

The following out of class assignments may be used in this course:

- fill-in-the-blank written exercises (e.g. I ___ hungry. (am));
- vocabulary matching exercises (e.g. match the word to its definition);
- create simple sentences;
- respond to speaking prompts to practice conversational fluency (e.g. Tell me about yourself).

Methods of Evaluation

The following methods of evaluation may be used in this course:

- participate in conversations with the teacher to assess listening comprehension and speaking ability;
- complete quizzes and unit tests;
- involvement in group projects;
- present works-in-progress (i.e. evaluation of a project at a particular stage of production);
- complete an exit examination.

Textbooks

Bitterlin, Gretchen, et al. *Ventures Basic Student's Book and Workbook*. 2nd ed. New York: Cambridge, 2013. Print.

1st Grade Textbook Reading Level. ISBN # 978-1107687202

Molinsky, Steven J., and Bill Bliss. *Foundations Student Book and Activity Book*. 2nd ed. White Plains: Pearson, 2007. Print.

1st Grade Textbook Reading Level. ISBN # 978-0131352636

Nishio, Yvonne Wong. *Longman ESL Literacy*. 3rd ed. White Plains: Pearson, 2006. Print.

1st Grade Textbook Reading Level. ISBN # 978-0131951020

Nishio, Yvonne Wong., Kate Mueller and Jennifer Asp. *Future Intro Student Book and Workbook*. White Plains: Pearson, 2009. Print.

1st Grade Textbook Reading Level. ISBN # 978-0132455787

Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

- use Level 0 Literacy-level grammar structures to respond to questions about present situations in spoken English;

- fill out an information sheet about personal information.