

COURSE OUTLINE

ESL 5

English as a Second Language for Older Adult Learners

Catalog Statement

ESL 5 is designed for older adult learners at the low-beginning level of English acquisition. This course provides instruction in reading, writing, sentence structure, spelling and phonemic correspondences, verbal communication skills, and emphasizes oral and written activities. Students read and listen to dialogues and compose and practice original dialogs. Other activities include reading of short stories or paragraphs, writing sentences and short paragraphs, role playing of everyday situations, listening comprehension, dictation, and life skills competencies.

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 placement assessment, or completion of ESL 1, referral by ESL 10 instructors, or student self-referral.

Course Entry Expectations

Prior to enrolling in the course, the student should 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, write a signature in English, 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, and 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 Exit Standards

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

- interpret maps and graphs;
- count, convert, and use coins and currency and recognize symbols;
- interpret advertisements, labels, charts, and price tags in selecting goods and services;
- interpret food packaging labels;
- interpret operating instructions, directions, or labels for consumer products;
- interpret highway and traffic signs;
- use the telephone directory and related publications to locate information;
- ask for, give, follow, or clarify directions;
- identify the months of the year and the days of the week;
- describe symptoms of illness, including identifying parts of the body;
- interpret doctor's directions;
- identify information necessary to make or keep medical and dental appointments;
- interpret medicine labels;
- interpret product label directions and safety warnings;
- interpret nutritional and related information listed on food labels;
- write capital and lowercase letters legibly and demonstrate knowledge of alphabetical order and capitalization rules;
- pronounce basic English vocabulary, phrases, and sentences clearly and naturally after appropriate modeling and instruction;
- comprehend short dialogues and reading passages such as those presented in the textbooks;
- compose sentences and simple paragraphs using appropriate subject-verb agreement and other grammatical structures;
- demonstrate comprehension of spoken English and familiar everyday contexts within limited semantic discourse realms.
- 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 (31 - 43 hours)

Basic sentence structure-word order

Affirmative

Negative (including contractions with “n’t”)

Interrogative

Question words and phrases: who, what, where, when, why, how many, how much, how often, etc.

Yes/no questions (short answers and tag questions)

Imperatives

Sentence elements

Noun phrases: proper and common nouns, plurals, possessives, count vs. non-count nouns, pronouns, and articles

Noun modifiers (adjective phrases): comparatives, superlatives, numbers, colors, size, shape, quality, feelings, and mental states

Verb tenses and modes

Simple present, present progressive, simple past including common irregular forms, simple future (*going to*)

Imperatives

Modals: *may, can, could*

Existentials: *there is/there are*

Gerunds

Verb modifiers: adverbial phrases of time and frequency

Function words: interrogatives, prepositions, conjunctions

Listening Comprehension (16 - 22 hours)

Comprehend reductions which occur in natural speech

Understand inference

Decipher specific information through dictation

Understand simple situational dialogues and questions

Demonstrate comprehension of simple statements and instructions

Understand requests for simple clarification

Follow directions

Speaking (33 - 47 hours)

Pronunciation

Discrimination and production of sounds and intonation patterns contained in situational dialogues or other spoken texts

Word and sentence stress

Grapheme-phoneme (letter-sound) correspondence

Conversation: practicing communication skills through the use of dialogues and simple idioms and expressions while using correct grammar

Reading (33 - 47 hours)

Vocabulary building

Word families: affixes

Use of glossaries and vocabulary lists

Use of picture and/or simple monolingual ESL dictionaries
Use of deduction to determine word meaning from context
Parts of speech
Synonyms and antonyms

General reading

Pre-reading strategies: picture cues, titles, captions
Basic reading of written directions, schedules, newspapers, applications, forms, dialogs, reading passages

Comprehension

Factual recall of information
Main idea
Inference
Prediction
Compare/contrast
Fact/opinion

Oral reading

Phonetic analysis: vowels and consonants, blends
Intonation and sentence stress

Writing (31 - 43 hours)

Alphabet: recognize, name, write, and alphabetize

Mechanics of writing

Capitalization
Sentence punctuation: period, question marks, commas, and exclamation marks
Apostrophe in contractions and possessives
Spelling

Sentence and short paragraph writing and rewriting

Form: affirmative, negative, interrogative
Rhetorical mode: simple description and narration
Complete forms and applications

Writing letters

Personal
Letter of excuse

American Culture and Life Skills (16 - 22 hours)

Personal data, consumer education, survival vocabulary (telephone, employment, health, transportation, housing, public agencies)
Traditions, customs and holidays
Traditional and non-traditional family life
Classroom expectations in college and adult educational settings
Information diversity in society
Information regarding citizenship
Information about the American educational system

Methods of Instruction

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

- lecture;

- individual/partner/small group projects, activities, and presentations;
- multimedia presentations;
- whole-group interactive and communicative activities;
- guest speaker's/field trips.

Out of Class Assignments

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

- fill-in-the-blank written exercises (e.g. Mary _____ to the store. (goes));
- vocabulary matching exercises (e.g. match the word to its definition);
- create simple sentences;
- respond to speaking prompts to practice conversational fluency

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 1 Student's Book and Workbook*. 2nd ed. New York: Cambridge, 2013. Print.

1st Grade Textbook Reading Level. ISBN # 978-1107612303

Molinsky, Steven J., and Bill Bliss. *Side By Side Plus 1 Student Book and eText with Activity Workbook and Digital Audio*. 3rd ed. White Plains: Pearson, 2016. Print.

1st Grade Textbook Reading Level. ISBN # 978-0-13-434698-4

Saslow, Joan M., and Allen Ascher. *Top Notch 2 Student Book and Workbook*. 2nd ed. White Plains: Pearson, 2011. Print.

2nd Grade Textbook Reading Level. ISBN # 978-0132794879

Stempleski, Susan, Nancy Douglas, and James R. Morgan. *World Link: Developing English Fluency, No. 2*. 2nd ed. Independence, KY: Heinle-Cengage, 2010. Print.

2nd Grade Textbook Reading Level. ISBN # 978-1424068197

Student Learning Outcomes

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

- demonstrate comprehension of spoken English in familiar everyday contexts within limited semantic discourse realms;
- compose sentences and simple paragraphs using appropriate grammatical structures;
- demonstrate increased awareness of and functionality in the community in which he/she lives;
- demonstrate necessary survival skills specific to seniors related to health and safety.