

NCEL 410: LOW-BEGINNING ENGLISH AS A SECOND LANGUAGE

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Winter 2025
Units:	0
Hours:	72 lecture per quarter (72 total per quarter)
Advisory:	Designed for students whose native language is not English.
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course Basic Skills, 6 Levels Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability

Description

Low-beginning noncredit integrated skills course for learners of English as an additional language. Focus is on developing language for basic daily needs through listening, speaking, reading and writing.

Course Objectives

The student will be able to:

1. Demonstrate understanding of spoken English on everyday topics at the low-beginning level (described in section A of Course Content)
2. Communicate basic needs using low-beginning level English (described in section B of Course Content)
3. Read at the low-beginning level (described in section C of Course Content)
4. Write at the low-beginning level (described in section D of Course Content)
5. Demonstrate knowledge of low-beginning level grammar (described in section E of Content)

Course Content

1. Demonstrate understanding of spoken English on everyday topics at the low-beginning level
 - a. Complete listening tasks involving target language
 - i. Comprehend questions and follow directions from the instructor or other students
 - ii. Respond to listening tasks in the classroom
 - iii. Answer questions based on listening material used in class, e.g., CDs, internet sources, newscasts, movies, songs, etc.
 - b. Comprehend the alphabet, numbers, time, dates and addresses
 - c. Comprehend basic directions in the classroom and in a medical exam

- d. Comprehend introductions and conversations about daily life and activities, e.g., schedule, family, shopping, work, etc.
2. Communicate basic needs using low-beginning level English
 - a. Speak comprehensibly
 - i. Pronounce words with correct syllabification, including plural nouns and simple present third person singular
 - ii. Respond to listening tasks
 - iii. Answer questions based on listening material used in class, e.g., CDs, internet sources, newscasts, movies, songs, etc.
 - b. Pronounce the alphabet, numbers, time, dates and addresses
 - c. Take part in introductions comprehensibly
 - d. Pronounce parts of the body
 - e. Talk about common health ailments (e.g., headache, fever, pain)
 - f. Talk about daily life and activities, e.g., schedule, family, shopping, work, etc.
 - g. Talk about present experiences comprehensibly
 - h. Ask and answer questions in present and present progressive comprehensibly
3. Read at the low-beginning level
 - a. Read letters and numbers
 - b. Read high-frequency words, and simple sentences on everyday topics (e.g., shopping, school, work)
 - c. Read short passages on everyday topics (e.g., shopping, school, work)
4. Write at the low-beginning level
 - a. Write letters and numbers
 - b. Write high-frequency words, and simple sentences on everyday topics (e.g., shopping, school, work)
 - c. Write short personal passages on everyday topics (e.g., shopping, school, work)
5. Demonstrate knowledge of the low-beginning level grammar
 - a. Simple present with be verb - affirmative/negative statements, yes/no questions, and Wh-questions
 - b. Simple present and present progressive - affirmative/negative statements, yes/no questions, and Wh-questions
 - c. Nouns: singular and plural
 - d. Pronouns: subject (e.g., I, you, they)
 - e. Adjectives
 - i. Before a noun (e.g., a red dress)
 - ii. Possessive (your, my)
 - iii. Demonstrative (e.g., that, these + noun)
 - f. Verbs: contractions, subject-verb agreement
 - g. Modals: I'd like to (request), should (suggestions), can (ability)
 - h. Prepositions of time and place
 - i. Imperatives
 - j. Statements and questions with "there is" and "there are"

Lab Content

Not applicable.

Special Facilities and/or Equipment

None.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

In-class exercises
Homework exercises
Dictations
Speaking/pronunciation activities
Listening activities
Reading activities
Sentence writing
Short passages

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
Discussion
Cooperative learning exercises
Oral presentations
Demonstration

Representative Text(s) and Other Materials

Nishio, Yvonne Wong. Future Intro: English for Work, Life, and Academic Success, 2nd ed. (grammar textbook). 2019.

Adelson-Goldstein, Jayme, and Norma Shapiro. Oxford Picture Dictionary, 2nd ed. (dictionary textbook). 2016.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Read written conversations, short narrative paragraphs, explanations and instructions in the text
2. Read short texts and paragraphs
3. Write sentences and short passages about personal experiences

Discipline(s)

English as a Second Language (ESL) or English as a Second Language (ESL): Noncredit