

NONCREDIT ENGLISH AS A SECOND LANGUAGE

College Learning Outcomes Matrix: Rate each course from 1 to 5 with 5 being the most important.

NONCREDIT ESL	Year of SLO Review	1. Written, Oral and Visual Communication	2. Scientific and Quantitative Reasoning:	3. Critical Thinking / 4. Problem Solving	5. Information Literacy:	MAIN COURSE OF SEQUENCE
ESLN 010 Beginning ESL (combination of A-B-C below)	Every year	5	1	5	2	YES
ESLN 010A Beginning ESL A (not offered separately)		5	1	5	2	NO
ESLN 010B Beginning ESL B (not offered separately)		5	1	5	2	NO
ESLN 010C Beginning ESL C (not offered separately)		5	1	5	2	NO
ESLN 020L High Beginning ESL (combination of A-B below)	Every year	5	1	5	3	YES
ESLN 020 High Beginning ESL A	Every year	5	1	5	3	YES
ESLN 025 High Beginning ESL B	Every year	5	1	5	3	YES
ESLN 030 Low Intermediate ESL A	Every year	5	1	5	5	YES
ESLN 035 Low Intermediate ESL B	Every year	5	1	5	5	YES
ESLN 040 Credit ESL Preparation Course	Every year	5	1	5	5	YES
ESLN NCLAB ESL Noncredit Lab	Every year	5	1	5	3	YES
ESLN PRON Noncredit Pronunciation	Every year	5	1	5	5	YES
ESLV 001 ESL for Hotel and Restaurant Workers	Every year	5	1	5	1	VESL
ESLV 002 ESL for Housekeepers and Custodians	deactivated	5	1	5	1	NO
ESLV 003 Communication Skills for Healthcare Workers	deactivated	5	1	5	1	NO
ESLV 004 English for Childcare A	Every year	5	1	5	1	VESL
ESLV 005 English for Childcare B	Every year	5	1	5	1	VESL
ESLV 006 ESL-ECE Bridge Class A	deactivated	5	1	5	1	NO
ESLV 007 ESK-ECE Bridge Class B	deactivated	5	1	5	1	NO
ESLV 008 English as a Second Language for Gardeners	deactivated	5	1	5	1	NO

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Noncredit English as a Second Language Program Outcomes

To meet this overall mission, we have the following objectives for our students.

ESL students will be able to:

1. Effectively communicate in all English language skill areas (speaking, listening, reading, writing) in all aspects of their lives in the U.S. (at work, in college, in social settings, etc.)
2. Effectively navigate the U.S. college system and develop the skills and knowledge needed to bridge successfully to an academic or workforce path
3. Improve their connections and interpersonal skills in English
4. Build a foundation in English with which they can gain new job skills and obtain higher paying jobs

Noncredit ESL measures success by a variety of methods:

1. Persistence of students continuing in the program from one semester to another
2. Number of students remaining in class from the beginning of the semester to the end (Since it is open entry/open exit, students can leave at any time.)
3. Number of students moving from one level to another
4. Number of students who, at the end of fall and spring semesters, successfully pass faculty-written level-wide promotion tests based on course level SLOs
5. Number of students who successfully pass the credit placement test and/or transition into credit ESL classes

Please see next page for more details.

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Initial placement into Noncredit ESL is done in an orientation/testing/registration workshop.

We use the CELSA test. Placement once in the program is done through teacher recommendation backed up by level-wide promotion tests given at the end of each academic semester.

The level-wide promotion tests include reading, writing, grammar and listening sections.

The NC ESL faculty regularly does item analyses on selected parts of the test to evaluate how students are doing and to validate test items.

Selected parts of the tests have been revised as necessary. In Fall of 2011, the tests were analyzed against the stated SLOs for each level and we found that we were testing appropriately except in one instance the level 20/25 written part tested only the level 25 SLOs which explained the low scores from level 20 students. A separate level 20 writing test was created.

In class assessments are ongoing in every class. Students perform a variety of tasks in all skill areas (reading, writing, listening and speaking) through which the teacher can gauge their progress. The tasks that are given generally center around oral and written communication. Interacting in a second language requires constant critical thinking and problem solving just to decide the correct words and structures to use in writing or speaking and the proper pronunciation and intonation in speaking, or to decipher and respond appropriately to written and aural input.

With regards to information literacy, noncredit ESL classes have an opportunity to use a computer lab at least twice a month where they learn basic mousing and simple keyboarding skills while practicing their English. Levels 30 and above begin to use the internet to learn email skills or to do simple research assignments. They also may go to the library to learn how to find and check out books or to locate information they might need for a simple assignment.

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ESLN_010	Beginning ESL	Revise Course
Expected Outcomes for Student:		
ESLN 010A Students will be able to: ~ Be able to spell name with correct pronunciation of letters ~ Identify and write numbers 1-100 and alphabet ~ Respond to commands by pointing to visuals and or by doing the action (TPR) ~ Identify and respond orally to personal information questions with pictures ~ Fill out very simple identification forms ~ Recognize and write very basic survival vocabulary including numbers, place names, body parts ~ Use alphabet to spell their names and addresses ESLN 010B Students will be able to: ~ Demonstrate understanding of basic English vocabulary, expressions and instructions. ~ Be able to respond to basic personal information questions orally and in writing. ~ Recognize and use simple grammatical structures such as the imperative form of the verbs, the verb to be, WH-question words (who, what, when, where, why, how), subject pronouns, and prepositions of time and place. ESLN 010C Students will be able to: ~ Produce orally and in writing basic survival vocabulary and expressions. ~ Give personal information orally and in writing. ~ Produce and respond to simple yes/no and WH-questions (who, what, when, where, why, how) in the affirmative and negative using the present and present continuous tense. ~ Express basic wants and needs ~ Express abilities and obligations with can and have to.		

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ESLN_020/025	High Beginning ESL	Revise Course
Expected Outcomes for Student:		
ESLN 020: ~ Distinguish between simple and continuous present, simple past and future ~ Use subject and object pronouns and possessive adjectives correctly ~ Use prepositions of travel/movement to give or follow directions ~ Use infinitives with like, want and need. ~ Utilize spelling rules for plurals ESLN 025: ~ Recognize and be able to use correct word order (affirmative, negative statements and questions) 50% of the time. ~ Ask for and give information using simple and continuous present, simple past and future. ~ Produce simple and compound sentences with conjunctions including prepositional phrases and adverbs and adjectives. ~ Utilize spelling rules in verb conjugation. ~ Utilize spelling rules for plurals, comparatives and superlatives ~ Distinguish common count and non-count nouns and use their appropriate quantifiers. ~ Sequence 3-5 sentences with simple transition words. ~ Use past continuous and irregular past tense verbs. ~ Use modals in their simple form. ~ Leave messages and make appointments by telephone.		

ESLN_030	Low Intermediate ESL A	Revise Course
Expected Outcomes for Student:		
Students will be able to: ~ Use the correct verb forms in present tense, particularly in 3rd person singular. ~ Use comparative and superlative forms ~ Use present perfect with common regular and irregular verbs ~ Use all modals in simple form ~ Demonstrate ability to scan for specific information ~ Write complete affirmative and negative compound statements and questions in various tenses. ~ Write a simple paragraph with capitals and periods.		

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ESLN_035	Low Intermediate ESL B	Revise Course
Expected Outcomes for Student:		
Students will be able to: ~ Recognize and use the present perfect with 50% accuracy ~ Spell the most common irregular past tense and past participles correctly ~ Make and respond to tag questions ~ Use separable and inseparable two-word verbs ~ Follow multiple step directions ~ Discuss abilities and experience orally and in writing in paragraph format. ~ Give instructions to explain a process		

ESLN_040	Credit ESL Preparation Course	Revise Course
Expected Outcomes for Student:		
Students will be able to ~ Recognize and identify basic parts of speech ~ Recognize and correct basic errors in subject/verb agreement and word order ~ Use correct sentence boundary punctuation (capitals, periods, question marks) ~ Use basic modals, the present, past, future and present perfect tenses with 75% accuracy ~ Locate and report information by scanning short written passages ~ Demonstrate reading and listening comprehension orally or in writing ~ Express their opinions, describe present and past experiences, and future plans orally or in writing ~ Use the library resources and the internet ~ Use an English English Dictionary to get information about a new word		

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ESLN_ESL LAB	ESL Noncredit LAB	Revise Course
Expected Outcomes for Student:		
Basically students will have increased fluency. It will depend on what they focused on and what specifically they needed to improve. Studies show that the more a language student reads or listens, the better his or her fluency will be. The more interactive practice with the immediate feedback available from a computer program, the faster the student will internalize the language.		

ESLN_ESL PRON	Noncredit ESL Pronunciation	Revise Course
Expected Outcomes for Student:		
Students will be able to: ~ Recognize & produce letter names and the sounds of English phonemes (including clusters/blends and diphthongs). ~ Demonstrate oral reading knowledge of words according to basic spelling rules. ~ Link the final sound of a word with the following word. ~ Correctly pronounce words with voiced and voiceless consonant endings. ~ Recognize the number of syllables in a word. ~ Produce words with correct strong and weak syllable stresses ~ Recognize and produce a sentence with the correct rhythm. ~ Emphasize different words in a sentence according to meaning and sentence type. ~ Demonstrate aural recognition of different sounds by using pictures (ie: sack and shack). ~ Recognize and use dictionary pronunciation keys		

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The following courses were written for a Grant from the Marin Community Foundation. Of these ESLV 001, ESLV 004 and ESLV 005 have been folded into our allocations. ESLV 003 may come back occasionally. ESLV 002, ESLV 006, ESLV 007 and ESLV 008 did not work out so well and will not be offered after Spring 2012. This is reflected in the matrix above.

ESLV_001	ESL for Hotel and Restaurant Workers	New Course
Expected Outcomes for Student:		
Upon completion of this course students will be able to use hotel and restaurant specific English with confidence in a polite and thoughtful manner with guests, management, and fellow employees.		

ESLV_002	ESL for Housekeepers and Custodians	New Course
Expected Outcomes for Student:		
Upon completion of this course students will be able to: ~ use and understand housekeeping and janitorial specific English with confidence at their place of work. ~ interpret directions on labels ~ identify safe uses of specific chemicals ~ Match specific types of tasks with equipment and/or possible cleaning products		

ESLV_003	Communication Skills for Healthcare Workers	New Course
Expected Outcomes for Student:		
~ Demonstrate general understanding of healthcare settings, terminology and staff. ~ Demonstrate increased fluency in speaking and listening language skills in a medical/dental environment with an emphasis on social and cultural skills promoting patient comfort and support.		

ESLV_004	English for Childcare A	Revise Course
Expected Outcomes for Student:		
Use English confidently and intelligibly to: ~ Talk to infants and toddlers when performing daily routines ~ Read simple childrens books, play games, sing songs ~ Stop/redirect inappropriate behavior ~ Engage cooperation ~ Exchange and clarify information with co-workers and parent		

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ESLV_005	English for Childcare B	New Course
Expected Outcomes for Student:		
Use English confidently and intelligibly to: ~ Talk to infants and toddlers when performing daily routines ~ Read simple childrens books, play games, sing songs ~ Stop/redirect inappropriate behavior ~ Engage cooperation ~ Exchange and clarify information with co-workers and parent ~ Prevent and respond to accidents ~ Fill out job applications ~ Interview for childcare positions ~ Research other resources for continuing their education.		
ESLV_006	ESL-ECE Bridge Class A	New Course
Expected Outcomes for Student:		
~ Create glossaries of important ECE vocabulary in English ~ Describe child behavior in English ~ Read short samples of actual ECE textbooks in English ~ Identify important points and outline information ~ Write paragraphs with topic sentences and support in answer to questions from ECE textbook passages.		
ESLV_007	ESL-ECE Bridge Class B	New Course
Expected Outcomes for Student:		
~ Read longer samples of actual ECE textbooks in English ~ Identify important points and outline information ~ Keep a Running Record of observations (practice using videos) ~ Write paragraphs which analyze child behaviors using data from observations ~ Write paragraphs or essays which compare and contrast child behaviors using data from observations and information from class texts		
ESLV_008	ESL for Gardeners	Revise Course
Expected Outcomes for Student:		
~ Students will be able to use selected rules of phonetics and English pronunciation to correctly pronounce garden and landscape vocabulary items and phrases. ~ Students will, in English, be able to list commonly known plants by name and type. ~ Students will correctly use forms of address in the English-speaking world. ~ Students will be able to discuss common gardening and landscaping concepts and projects in English. ~ Students will convey basic urgent medical information to emergency care providers.		