Degree Applicable

Glendale Community College
November, 1994
Revised November 2012

COURSE OUTLINE

ESL 116
Reading and Vocabulary for ESL I Students

I. Catalog Statement

English as a Second Language 116 is designed to help beginning ESL students read simple passages. The course places heavy emphasis on basic vocabulary development and dictionary skills. Students study the relationships between sounds and spelling and practice, using various reading strategies to increase their reading comprehension.

Total Lecture Units: 3.0
Total Course Units: 3.0
Total Lecture Hours: 48.0
Total Faculty Contract Hours: 48.0

Prerequisite: Placement is based on a composite of test scores and academic background.

Recommended: Concurrent enrollment in an appropriate ESL listening and speaking course and an ESL grammar and writing course.

II. Course Entry Expectations

Skills Level Ranges: Reading 1; Writing 1; Listening/Speaking 1; Math 1

III. **Course Exit Standards**

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

1. decode short reading passages at the 1000-word vocabulary level;
2. deduce meanings of new words from the context;
3. reply to inference as well as basic recall questions on reading comprehension tests;
4. utilize an all-English dictionary to advantage;
5. paraphrase or summarize a written dialogue or short reading passage.

IV. **Course Content**

A. Vocabulary Building — 15 hours
   1. Word families
      a. synonyms, antonyms, homonyms
      b. mnemonic devices
   2. Phonetic analysis
      a. sound/symbol relationship
      b. consonants/vowels, diphthongs
      c. consonant blends
   3. Use of dictionary
      a. alphabetical order
      b. diacritical marks for pronunciation
      c. parts of speech
      d. definition
      e. abbreviations
      f. key words
   4. Use of context clues to determine word meanings

B. Reading — 15 hours
   1. Pre-reading strategies
   2. Basic reading
      a. written directions
      b. schedules
      c. newspapers
      d. dialogues
      e. reading passages from one to five paragraphs

C. Comprehension — 15 hours
   1. Factual recall of information
   2. Main Idea
   3. Inference
   4. Paraphrase and summary

V. Methods of Presentation

The following instructional methodologies may be used in the course:

1. Laboratory work will be assigned in the Learning Center using various audiovisual materials.
2. Sight vocabulary will be taught in context, rather than as lists of words.

VI. Assignments and Methods of Evaluation

1. A minimum of four graded tests on vocabulary, reading, and comprehension are administered in addition to the mid-term and a final examination.

VII. Textbooks

Required: At least one text from Group I and one text from Group II and a dictionary)

GROUP I

Flynn, Panorama 1, Oxford, 2006, ISBN 01943-05430

Kirn, Interactions 1 Reading, McGraw-Hill Higher Education, 5th Ed., 2006, ISBN 0-07-313811-8
Instructor's Manual ISBN 0-07-328396-7

Broukal & Murphy, All About the USA, Longman, 2nd Ed., 1999, ISBN Book 3 ISBN 013234-9698

Goodman, Chills, Jamestown, 1997, ISBN 0-89061-858-5-E

Select Readings, Oxford, 2002, ISBN 0-19-437700-8

Smith & Mare, Insights for Today 2, Thomson-Heinle, 2004, ISBN 0-883-77-111-X

GROUP II

Molinsky & Bliss, Word by Word Picture Dictionary, 2005, Prentice-Hall ISBN 013-2358387

Molinsky & Bliss, Word by Word Picture Intermediate Workbook, 1995, Prentice-Hall, ISBN 0-13-278458-0

Molinsky & Bliss, Beginning Vocabulary Workbook, Prentice Hall, ISBN 0-13-189229-0

RECOMMENDED:
Spears, Everyday American English Dictionary, National Textbook, Co., 2000, 2nd Ed., ISBN 0-6580-1008-5

VIII. **Student Learning Outcomes**

1. Students should be able to decode and comprehend reading passages at the 1,000 -word vocabulary level.

2. Students should be able to deduce meanings of new words from context and reply to inference as well as basic recall questions on reading comprehension tests.