

NCEL 411: ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE I

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	0
Hours:	10 lecture per week (120 total per quarter)
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
Formerly:	ESLL 200A

Student Learning Outcomes

- Produce simple sentences using appropriate forms of the simple present and present progressive.
- Ask and answer questions using the simple present and present progressive.

Description

Introductory advanced-beginning level integrated skills course for learners of English as an additional language. Focus is on developing a basic level of grammar and vocabulary through listening, speaking, reading, and writing, so that learners can communicate with other English speakers in and outside of the classroom.

Course Objectives

The student will be able to:

1. Demonstrate understanding of spoken English at the advanced-beginning I level (described in section 6 of Course Content)
2. Communicate using advanced-beginning I level English
3. Read sentences and paragraphs at the advanced-beginning I level
4. Use a basic dictionary for learners of English
5. Write sentences and short passages at the advanced-beginning I level
6. Demonstrate knowledge of the advanced-beginning I level grammar

Course Content

1. Demonstrate understanding of spoken English at the advanced-beginning I 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 on CD

- iii. Answer questions based on listening material used in class, e.g., internet sources, newscasts, movies, songs
2. Communicate using advanced-beginning I level English
 - a. Speak comprehensibly
 - i. Pronounce words with correct syllabification, including plural nouns and simple present third person singular
 - ii. Pronounce words with appropriate stressed and reduced vowels
 - iii. Pronounce phrases with appropriate intonation
 - iv. Pronounce sounds that make a difference in meaning, e.g., /l/ and /r/
 - b. Ask and answer questions comprehensibly
 - c. Talk about present experiences and past states (using be verb) comprehensibly
 3. Read sentences and paragraphs at the advanced-beginning I level
 - a. Demonstrate recognition of basic corpus of nouns, verbs, adjectives, and prepositions
 - b. Demonstrate ability to read for meaning and main idea
 4. Use a basic dictionary for learners of English
 5. Write sentences and short passages at the advanced-beginning I level
 - a. Write sentences that begin with a capital letter and end with a period
 - b. Capitalize proper names and the pronoun I
 - c. Use apostrophes for contractions and possessives
 - d. Connecting with and and but
 - e. Use time word connectors, e.g., first, next, then
 - f. Use correct spelling to write basic corpus of words presented in this course
 - g. Write sentences and short passages about personal experiences within the advanced-beginning level
 6. Demonstrate knowledge of advanced-beginning I level grammar
 - a. Be-verb in simple present, simple past, affirmative/negative statements, yes/no questions, and Wh-questions
 - b. Nouns: count nouns and proper nouns
 - c. Descriptive adjectives
 - d. Prepositions of place
 - e. Imperatives
 - f. Simple present affirmative/negative statements, yes/no questions, and Wh-questions
 - g. Use "there is" and "there are"
 - h. Possessives: nouns, adjectives, e.g., her/his, object pronouns, possessive pronouns, e.g., mine, questions with whose
 - i. Affirmative and negative statements in simple present and present progressive
 - j. Yes/no questions in simple present and present progressive and Wh-questions in simple present and present progressive
 - k. Simple present and present progressive; non-action verbs
 - i. Personal pronouns: subject, object, and possessives

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught online, ongoing access to computer with current internet browser, email software and capabilities, and current email address.

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
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

Schoenberg, Irene E.. Focus on Grammar 2: An Integrated Skills Approach, 5th ed. (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16 & 17). 2017.

Douglas, Nancy, and David Bohlke. Reading Explorer 1, 3rd ed.. 2020.

Adelson-Goldstein, Jayme, and Norma Shapiro. Oxford Picture Dictionary, 3rd ed.. 2020.

Although the Schoenberg text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

Note that the Language Arts division has purchased class sets of textbooks, which may be a previous version than those listed above.

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 paragraphs in a reading book
3. Write short passages about personal experiences

Discipline(s)

English as a Second Language (ESL): Noncredit