

NCEL 412: ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE II

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 200B

Student Learning Outcomes

- Writing - Write affirmative and negative statements and questions in simple present, present progressive, simple past, and future (be going to, will).
- Reading - Identify topics and main ideas in readings of two or three simple paragraphs.

Description

Continuation of the advanced-beginning level integrated skills course for learners of English as an additional language. Focus 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 II level (described in section 6 of Course Content)
2. Communicate using advanced-beginning II level English
3. Read sentences and paragraphs at the advanced-beginning II level
4. Use a basic dictionary for learners of English
5. Write sentences and short passages at the advanced-beginning II level
6. Demonstrate knowledge of the advanced-beginning level II grammar

Course Content

1. Demonstrate understanding of spoken English at the advanced-beginning II 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 II level English
 - a. Speak comprehensibly
 - i. Pronounce past tense forms correctly, including correct syllabification
 - ii. Pronounce sounds that make a difference in meaning
 1. Contrasting vowels, e.g., a and e, have vs. bed, and walk vs. work
 2. Contrasting consonants, e.g., j and y, and jet vs. yet
 - a. Pronounce unstressed of and link to a consonant
 - b. Pronounce compound nouns with appropriate stress
 - c. Pronounce reduction of going to
 - d. Linking between subject and will
 - b. Ask and answer questions comprehensibly
 - c. Talk about present, past, and future experiences comprehensibly
 3. Read sentences and paragraphs at the advanced-beginning II level
 - a. Demonstrate recognition of basic corpus of nouns, verbs, adjectives, and prepositions
 - b. Demonstrate ability to read for meaning and main idea—the same
 4. Use a basic dictionary for learners of English
 5. Write sentences and short passages at the advanced-beginning II 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 correct spelling to write basic corpus of words presented in this course
 - d. Use time sequence markers, e.g., in the morning
 - e. Use hyphens, exclamation points, and quotation marks
 - f. Write connected sentences
 - g. Write passages about personal experiences within the advanced-beginning level
 6. Demonstrate knowledge of advanced-beginning level II grammar
 - a. Affirmative and negative statements in simple past regular verbs
 - b. Affirmative and negative statements in simple past irregular verbs
 - c. Yes/no and Wh- questions in simple past
 - d. Gerunds and infinitives
 - e. Affirmative and negative statements in future (be going to and will)
 - f. Yes/no and Wh- questions in future (be going to and will)

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
Short writings

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 18, 19, 20, 21, 22, 23, 24 & 25). 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 paragraphs about personal experiences

Discipline(s)

English as a Second Language (ESL): Noncredit