

# NCEL 413: ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE III

## Foothill College Course Outline of Record

Heading	Value
<b>Effective Term:</b>	Summer 2023
<b>Units:</b>	0
<b>Hours:</b>	10 lecture per week (120 total per quarter)
<b>Degree &amp; Credit Status:</b>	Non-Degree-Applicable Non-Credit Course Basic Skills, 6 Levels Below Transfer
<b>Foothill GE:</b>	Non-GE
<b>Transferable:</b>	None
<b>Grade Type:</b>	Non-Credit Course (Receives no Grade)
<b>Repeatability:</b>	Unlimited Repeatability

## Student Learning Outcomes

- Writing - Write questions and answers using modals for ability, permission, possibility, advice, requests, desires, offers, and necessity.
- Vocabulary - Apply words learned by using them to write original sentences.

## Description

Final 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:

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

## Course Content

- Demonstrate understanding of spoken English at the advanced-beginning III level
  - Complete listening tasks involving target language
    - Comprehend questions and follow directions from the instructor or other students
    - Respond to listening tasks on CD

- Answer questions based on listening material used in class, e.g., internet sources, newscasts, movies, songs
- Communicate using advanced-beginning level III English
    - Speak comprehensibly
      - Stress in negative and positive verbs and verb + infinitive combinations, e.g., have to
      - Pronounce contrasting vowels that make a difference in meaning, e.g., a and e, lay vs. egg
      - Pronounce numbers with appropriate stress
      - Indefinite article schwa
      - /au/ pronunciation, e.g., how and flour
      - Voiced and unvoiced sounds of -t and -th
      - Reductions of:
        - Modals, e.g., would you, and negative modals, e.g., shouldn't
        - Than and as in comparatives
      - Superlative pronunciation
      - Pronounce phrases with appropriate intonation for emotion
    - Ask and answer questions comprehensibly
    - Talk about present, past, and future experiences comprehensibly
    - Talk about ability, permission, possibility, advice, requests, desires, offers, and necessity
  - Read sentences and paragraphs at the advanced-beginning III level
    - Demonstrate recognition of basic corpus of nouns, verbs, adjectives, adverbs, and prepositions
    - Demonstrate ability to read for meaning and main idea
  - Use a basic dictionary for learners of English
  - Write sentences and passages at the advanced-beginning III level
    - Write sentences that begin with a capital letter and end with a period
    - Use correct spelling to write basic corpus of words presented in this course
    - Capitalize proper names and the pronoun I
    - Use apostrophes, commas, periods, and question marks
    - Use time clauses with when
    - Formal letter writing
    - Express and support opinions
    - List adjectives in the correct order
    - Write short passages about personal experiences within the advanced-beginning level
  - Demonstrate knowledge of advanced-beginning III level grammar
    - Nouns: count/non-count
    - Articles
    - Quantifiers
    - Adjectives: comparative and superlative
    - Adverbs: frequency and manner
    - Modals
      - Can and could for ability
      - Can and may for permission
      - May and might for possibility
      - Should, ought to, and had better for advice
      - Would, could, and can for requests, desires, and offers
      - Have to and must for necessity

## 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  
Write 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. \(Chapters 13, 14, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35 & 36\).](#) 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

- a. Read written conversations, short narrative paragraphs, explanations, and instructions in the text
- b. Read paragraphs in a reading book
- c. Write short passages about personal experiences

## Discipline(s)

English as a Second Language (ESL): Noncredit