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

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

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:

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

Course Content

1. Demonstrate understanding of spoken English at the advanced-beginning III 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 level III English
   a. Speak comprehensibly
      i. Stress in negative and positive verbs and verb + infinitive combinations, e.g., have to
      ii. Pronounce contrasting vowels that make a difference in meaning, e.g., a and e, lay vs. egg
      iii. Pronounce numbers with appropriate stress
      iv. Indefinite article schwa
      v. /au/ pronunciation, e.g., how and flour
      vi. Voiced and unvoiced sounds of -t and -th
      vii. Reductions of:
         1. Modals, e.g., would you, and negative modals, e.g., shouldn't
         2. Than and as in comparatives
      viii. Superlative pronunciation
      ix. Pronounce phrases with appropriate intonation for emotion
   b. Ask and answer questions comprehensibly
   c. Talk about present, past, and future experiences comprehensibly
   d. Talk about ability, permission, possibility, advice, requests, desires, offers, and necessity
3. Read sentences and paragraphs at the advanced-beginning III level
   a. Demonstrate recognition of basic corpus of nouns, verbs, adjectives, adverbs, 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 passages at the advanced-beginning III level
   a. Write sentences that begin with a capital letter and end with a period
   b. Use correct spelling to write basic corpus of words presented in this course
   c. Capitalize proper names and the pronoun I
   d. Use apostrophes, commas, periods, and question marks
   e. Use time clauses with when
   f. Formal letter writing
   g. Express and support opinions
   h. List adjectives in the correct order
   i. Write short passages about personal experiences within the advanced-beginning level
6. Demonstrate knowledge of advanced-beginning III level grammar
   a. Nouns: count/non-count
   b. Articles
   c. Quantifiers
   d. Adjectives: comparative and superlative
   e. Adverbs: frequency and manner
   f. Modals
      i. Can and could for ability
      ii. Can and may for permission
      iii. May and might for possibility
      iv. Should, ought to, and had better for advice
      v. Would, could, and can for requests, desires, and offers
      vi. 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

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