

NCEL 421: INTERMEDIATE 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, 5 Levels Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability
Formerly:	ESLL 210A

Student Learning Outcomes

- Questions/answer - Ask and answer questions using the present, past and future tenses in a dialogue.
- Writing - Write a personal passage about a topic chosen by the instructor.

Description

Introductory intermediate level integrated skills course for learners of English as an additional language who already have a basic level of speaking, listening, reading, and writing. Focus assists learners to advance in their development of grammar and vocabulary through listening, speaking, reading, and writing.

Course Objectives

The student will be able to:

1. Demonstrate understanding of spoken English at the intermediate I level (described in section 6 of Course Content)
2. Communicate using intermediate I level English
3. Read sentences and paragraphs at intermediate I level English
4. Use a learner's dictionary of English
5. Write sentences and short passages at the intermediate I level English
6. Demonstrate knowledge of the intermediate I level English grammar

Course Content

1. Demonstrate understanding of spoken English at the intermediate 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 intermediate I level English
 - a. Speak comprehensibly
 - i. Pronounce regular past tense forms with correct syllabification
 - ii. Appropriate stress in present perfect and present perfect progressive verb phrases and reduction of contracted phrases
 - iii. Pronounce intonation changes in wh-questions, yes/no questions, and sentences with time clauses
 - b. Ask and answer questions comprehensibly
 - c. Talk about present, past, and future experiences comprehensibly (including the combination of the past and present using the present perfect)
 - d. Participate in conversations and small group discussions
 3. Read sentences and paragraphs at the intermediate I level
 - a. Demonstrate the ability to read for meaning
 - i. Use context clues to guess meaning
 - ii. Use a learner's dictionary to find the meaning of words
 - iii. Use knowledge of prefixes and suffixes to access meaning
 - iv. Look for main ideas
 - v. Look for supporting ideas
 - b. Demonstrate the ability to read critically
 - i. Express opinions about the reading
 - ii. Make inferences about the reading
 - iii. Relate readings to personal experiences
 4. Use a learner's dictionary of English
 - a. Determine a word's part of speech from its context
 - b. Find the meanings of a word based on the part of speech
 - c. Select the appropriate definition of a word
 5. Write sentences and short passages at the intermediate I level of English
 - a. Combine sentences with time words
 - b. Show order of events with time words
 - c. Use correct spelling to write basic corpus of words presented in this course
 - d. Write passages about personal experiences within the intermediate I level
 6. Demonstrate knowledge of the intermediate I level English grammar
 - a. Difference between the simple present and the present progressive
 - b. Difference between the simple past and the past progressive
 - i. Regular and irregular past tense forms
 - c. Difference between the "be going to" and the "will" future
 - d. Present and the future in future time clauses
 - e. Present perfect
 - i. Regular and irregular past participle forms
 - f. Difference between the present perfect and the simple past
 - g. Present perfect progressive
 - h. Wh-questions about the subject and the object
 - i. "Used to" and "would"

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
- Oral presentations
- Demonstration

Representative Text(s) and Other Materials

Fuchs, Marjorie, Margaret Bonner, and Miriam Westheimer. Focus on Grammar 3: An Integrated Skills Approach, 4th ed. (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 & 12). 2012.

Fuchs, Marjorie. Focus on Grammar 3 workbook, 4th ed. 2012.

Haugnes, Natasha, and Beth Maher. NorthStar Reading and Writing: Basic/Low Intermediate (Level 2). 2009.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading to learn reading skills and develop vocabulary
 - a. Read multi-paragraph texts of about 500 words
 - i. Identify main ideas and details, write reactions to readings, do vocabulary exercises
2. Guided writing
 - a. Personal narratives in the present and the past
 - b. Letters
 - c. Journal entries
 - d. Dialogues

Discipline(s)

English as a Second Language (ESL): Noncredit