

# NCEL 421: INTERMEDIATE ENGLISH AS A SECOND LANGUAGE I

## 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, 5 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
<b>Formerly:</b>	ESLL 210A

## Student Learning Outcomes

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

## 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