

# NCEL 422: INTERMEDIATE ENGLISH AS A SECOND LANGUAGE II

## Foothill College Course Outline of Record

Heading	Value
<b>Effective Term:</b>	Summer 2021
<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 210B

## Student Learning Outcomes

- Reading - Identify topics, main ideas, and supporting details in short readings.
- Modals - Use modals of ability, permission, request, and advice.

## Description

This is a continuation of the 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. The focus of this course is to help learners advance in their development of grammar and vocabulary through listening, speaking, reading and writing.

## Course Objectives

The student will be able to:

- Demonstrate understanding of spoken English at the intermediate II level (described in section F of Course Content)
- Communicate using intermediate II level English
- Read sentences and paragraphs at intermediate II level English
- Use a learner's dictionary of English
- Write sentences and short passages at the intermediate II level English
- Demonstrate knowledge of the intermediate II level English grammar

## Course Content

- Demonstrate understanding of spoken English at the intermediate II 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 intermediate II level English

- Speak comprehensibly
  - Pronounce words with appropriate stress and reduction
    - Unstressed can, stressed can't
    - Dropping unstressed vowels (hist'ry)
    - Stressing contrasting or new information
    - Reductions of "you" in requests ("couldja")
    - Reductions of "ought to" and "had better" ("oughta")
    - Reductions of "as" and "than"
  - Pronounce phrases with appropriate linking in comparative and superlative adverbs (as...as)
- Ask and answer questions comprehensibly
- Talk about present, past and future experiences comprehensibly (including the combination of the past and present using the present perfect)
  - Participate in conversations and small group discussions
  - Use modal verbs of ability, permission, requests, and advice
- Read sentences and paragraphs at the intermediate II level
  - Demonstrate the ability to read for meaning
    - Use context clues to guess meaning
    - Use a learner's dictionary to find the meaning of words
    - Use knowledge of prefixes and suffixes to access meaning
    - Look for main ideas
    - Look for supporting ideas
  - Demonstrate the ability to read critically
    - Express opinions about the reading
    - Make inferences about the reading
    - Relate readings to personal experiences
  - Use a learner's dictionary of English
    - Determine a word's part of speech from its context
    - Find the meanings of a word based on the part of speech
    - Select the appropriate definition of a word
- Write sentences and short passages at the intermediate II level of English
  - Develop a written passage with examples
  - Use descriptive adjectives
  - Write short passages about personal experiences within the intermediate II level
- Demonstrate knowledge of the intermediate II level English grammar
  - Modals
    - Ability
    - Permission
    - Requests
    - Advice
  - Nouns and quantifiers
  - Articles: indefinite and definite
  - Adjectives: comparatives, superlatives
  - Adverbs: comparatives, superlatives

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

None required.

## 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 passage writing

## 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

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

Grammar:

Fuchs, Marjorie, Margaret Bonner, and Miriam Westheimer. Focus on Grammar 3: An Integrated Skills Approach. 4th ed. White Plains, NY: Pearson Education, Inc., 2012. (Chapters 13, 14, 15, 16, 17, 18, 19, 20, 21, & 22)

Fuchs, Marjorie. Focus on Grammar 3 workbook. 4th ed. White Plains, NY: Pearson Education, Inc., 2012.

Reading:

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

Dictionary:

Longman Dictionary of American English. 6th ed. White Plains, NY: Pearson Education, Inc., 2015.

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

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

## Discipline(s)

English as a Second Language (ESL): Noncredit