

ELL A036N: ENGLISH LANGUAGE LEARNING: INTERMEDIATE A

Item	Value
Curriculum Committee Approval Date	12/06/2023
Top Code	493087 - English as a Second Language - Integrated
Units	0 Total Units
Hours	90 Total Hours (Lecture Hours 90)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Grading Policy	P/NP/SP Non-Credit (D)

Course Description

This course is the third in a sequence of five designed for adult English language learners wanting to improve their ability to communicate in English. In this low-intermediate course, students will continue to practice listening, speaking, reading, and writing in the context of everyday situations and U.S. culture. They will also begin preparation for a potential transfer to a work-related or academic path. Noncredit. NOT DEGREE APPLICABLE. ADVISORY: ELL A026N or CASAS testing. Not Transferable.

Course Level Student Learning Outcome(s)

1. With support, students will use an increasing set of strategies to more actively participate in conversations or written exchanges about familiar topics.
2. Students will demonstrate comprehension of the main idea and key details of oral or written texts about less familiar topics and of increased length.

Course Objectives

- 1. Recognize and use at least 600 of the most frequently used English words and some beginning academic vocabulary
- 2. Use context clues and morphology to determine the meaning of new vocabulary including basic general academic and content-specific words
- 3. Employ an increased set of strategies to distinguish between the main idea and key supporting details in written or oral texts about less familiar topics and of increased length
- 4. With support, gather information about varied topics from self-selected sources
- 5. Compose short oral informational and opinion-based presentations about less familiar topics
- 6. With support, construct claims about less familiar topics including an introduction, sufficient reasons and/or facts, and a concluding statement orally and in writing
- 7. Demonstrate control of capitalization and end-of-the-sentence punctuation

- 8. With support, employ a growing set of strategies to increase participation in conversations orally and in writing
- 9. Display an increased control of basic verb tenses and basic English phonemes

Lecture Content

Topic Healthy living Community resources Consumer smarts Entertainment Transportation problems Time management Vocabulary 600 first words on the Frys List Sublist 1 and 2 on the AWL Basic suffixes and prefixes Language Functions Comparing and contrasting Evaluating Expand on developing claims and narrating Summarizing Receptive Language Skills (Listening /or Reading) Answer questions about specific examples and details stated in written and oral texts about less familiar topics if vocabulary and grammatical structures are familiar Use reading strategies to distinguish between main idea and key supporting ideas in written and oral texts about less familiar topics and of increased length With support, determine whether there is sufficient support for a claim Comprehend and respond to everyday and business situations conversations and/or questions delivered at a slightly slower rate Follow multi-step oral or written instructions i >Demonstrate increased awareness of the speakers attitude toward the subject, listener, and social situation Foundational Research Skills: Gather information from multiple provided print sources to answer a question Understand the explicitly stated central messages and facts from multiple connected texts, including written, oral and visual texts Productive Language Skills (Speaking /or Writing) With support, provide at least three reasons and/or facts to support a claim With support, provide an introduction and conclusion for a claim orally and in writing Produce paragraph-length written or oral texts with a central claim about mostly familiar topics Summarize short passages With support, edit for tone, capitalization, end of sentence punctuation, and basic verb tenses Deliver short informative and opinion oral presentations about mostly familiar topics Ask questions to clarify misunderstandings Produce spontaneous utterances and responses in informal conversations, interviews, and common social situations Engage in conversations in mostly comprehensible manner despite possible intonation and stress errors With support, use social conversation strategies: building on ideas of others asking relevant questions adding relevant information restating some key ideas expressed, asking for clarification Grammar Conjunctive adverbs Common transitional words and phrases Beginning complex sentences Present Perfect Basic Modals : can/could, polite would/could/ can/will Separable and inseparable phrasal verbs Expanding simple sentences with prepositional phrases Pronunciation Consonant clusters at the beginning of words Introduction to diphthongs Introduction to thought groups and focus words Introduction to reductions, contractions, and linking sound i

Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

Instructional Techniques

Lecture and discussion Oral and written practice Oral pair and group work Use of computer software Class and individual goal setting and follow-up

Reading Assignments

Students will spend 1.5 hours each week reading textbooks and other required materials, including online sources.

Writing Assignments

Students will spend approximately 2 hours each week writing responses to reading assignments using targeted grammar structures. Students will spend at least 1 hour per week practicing various pronunciation elements.

Out-of-class Assignments

Students will spend approximately 1.5 hours per week learning new vocabulary and at least an additional 3 hours per week learning irregular past and past participle verb forms. Students will spend approximately 1 hour completing written and listening exercises.

Demonstration of Critical Thinking

Appropriate oral and written responses to questions, discussions, and reading assignments.

Required Writing, Problem Solving, Skills Demonstration

Listening for focused information. Writing sentences or paragraphs demonstrating comprehension of required readings. Editing sentences self-written or written by other students.

Eligible Disciplines

ESL: Masters degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelors degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND masters degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Jenkins, R., Johnson, S.. Stand Out 3, 4th ed. Boston: National Geographic Learning, 2023 Legacy Textbook Transfer Data: This book provides English instruction of the four skills (listening, speaking, reading and writing) alongside the higher order skills in a context of the community and civics, which is suitable for adult learners. It also aligns with the National English Language Functioning levels and the ESL Standards for Adult Learners.