

# ELL A046N: ENGLISH LANGUAGE LEARNING: INTERMEDIATE B

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 fourth in a sequence of five designed for adult English language learners wanting to improve their ability to communicate in English. In this high-intermediate course, students will continue to practice listening, speaking, reading, and writing in the context of everyday situations and U.S. culture while preparing for a potential transfer to a work-related or academic path. Noncredit. NOT DEGREE APPLICABLE. ADVISORY: ELL A036N or CASAS testing. Not Transferable.

## Course Level Student Learning Outcome(s)

1. Students will use various strategies to more actively engage in conversations or written exchanges about familiar and an expanding variety of topics.
2. Students will demonstrate increased ability to express ideas intelligibly in writing and orally.
3. With some support, students will analyze the development of a central idea in written or oral texts of familiar and unfamiliar topics.

## Course Objectives

- 1. Recognize and use 800 of the most frequently used English words and some academic words
- 2. Use context clues and morphology to determine the meaning of general academic, content-specific words and phrases, figurative and connotative language and a growing number of idiomatic expressions
- 3. Distinguish between main idea and key supporting details in written or oral texts about familiar and unfamiliar topics of increased length
- 4. With support, analyze the development of claims in oral and written texts about topics of general interest
- 5. With support, evaluate the reliability of various self-selected sources
- 6. Deliver short oral presentations about a variety of topics
- 7. Construct claims about a topic with sufficient and relevant reasons and/or facts including an introduction and a conclusion, integrating graphics or multimedia when useful

- 8. With support, engage in extended conversations about familiar and unfamiliar topics adjusting language choices according to purpose, task, and audience orally and in writing
- 9. Display an increased control of verb tenses, modals and English intonation and stress

## Lecture Content

Topics Health emergencies Housing rights Community problems and resources Popular culture Job application Certificate and Degree Programs Vocabulary 800 most frequently used English words Sublists 3 and 4 on the AWL Intermediate suffixes and prefixes Language Functions Cause and effect Analysis Expand on compare and contrast and evaluation Seeking and giving advice, permission and suggestions Receptive Language Skills (Listening /or Reading) Answer questions about the main idea and supporting ideas in written, oral and visual texts about less familiar topics With support, assess the development of the main idea in oral and texts about less familiar topics Use reading strategies to understand the content of unfamiliar topics including fictional and technical topics Comprehend and respond to natural speech in everyday and business situations conversations and/or questions with some repetition > With support, adjust language to address speakers attitude toward the subject, listener, and social situation Foundational research skills Use search terms to find sources about a topic Identify factors of reliability in various sources With support, apply the concept of reliability to select sources Productive Language Skills (Speaking /or Writing) With support, determine whether the support developing a claim is relevant Produce written or oral texts of with a central claim, and introduction, conclusion and at least two supporting paragraphs Determine whether a graphic or multimedia is necessary to develop a claim Summarize texts about familiar and unfamiliar topics With support, identify the needs of a given task, purpose and audience With support, edit writing for tone, verb use, spelling, capitalization, punctuation, sentence types and various grammar forms Deliver informative and opinion oral presentations about familiar and unfamiliar topics Produce spontaneous utterances and responses in informal conversations, interviews, and common social situations with only some errors or misuse of vocabulary, basic grammar, basic patterns of intonation and stress Employ conversation strategies to engage in a conversation Grammar Basic adverbial clauses and phrases Expansion of transition words: participial adjectives, adverbs, adverbial phrases and clauses and conjunctive adverbs Review and expansion of verb tenses Verbals: gerund and infinitives Expansion of modals: certainty and obligation Reported speech Basic articles: definite and indefinite Pronunciation Consonant clusters mid-word Expansion of diphthongs Expansion of intonation and rhythm

## 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 Class and individual goal setting and follow-up

## Reading Assignments

Students will spend approximately 2 hours each week reading textbooks, handouts, internet resources for information and as models of grammar and vocabulary use.

## Writing Assignments

Students will spend an average of 2 hours per week writing responses to reading assignments and/or short essays, including editing and revising their writings.

## Out-of-class Assignments

Students will spend approximately 3 hours per week learning new vocabulary and verbs that require gerund and/or infinitives. Students will spend approximately 2 hours per week practicing pronunciation and completing listening exercises. Students will spend an average of 1 hour per week preparing for oral presentations/essay writings.

## Demonstration of Critical Thinking

With some support, such as revision guide, students will revise writings and oral presentations to address the needs of the assignments rhetorical situation. With some guidance, such as an editing sheet, students will edit writings and oral presentations to correct grammar, vocabulary and pronunciation errors.

## Required Writing, Problem Solving, Skills Demonstration

Students will write multi-paragraph texts including short essays, work-related reports, and emails.

## 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 4, 4th ed. Boston: National Geographic Learning, 2024 Legacy Textbook Transfer Data: This book provides English instruction of the four skills (listening, speaking, reading and writing) alongside 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.