

ELL A056N: ENGLISH LANGUAGE LEARNING ADVANCED

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
Open Entry/Open Exit	Yes
Grading Policy	P/NP/SP Non-Credit (D)

Course Description

This course is the fifth in a sequence of five designed for adult English language learners wanting to improve their ability to communicate in English. In this low-advanced course, students will continue to practice listening, speaking, reading, and writing in the context of everyday situations and U.S. culture while developing skills and strategies for a successful transfer to a career development or academic preparation path. Noncredit. NOT DEGREE APPLICABLE. ADVISORY: ELL A046N or CASAS testing. Not Transferable.

Course Level Student Learning Outcome(s)

1. Students will engage in extended conversations or written exchanges about a variety of topics.
2. With some support, students will evaluate the development of a central idea in written or oral texts of familiar and unfamiliar topics.
3. Students will demonstrate increased ability to express ideas in writing and orally with minimal language disruptions.

Course Objectives

- 1. Use at least at least 1000 of the most frequently used English words and some of the most common academic words
- 2. Use various techniques 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
- 4. Analyze and evaluate the development of claims in oral and written texts about topics of general interest
- 5. Select and integrate reliable sources into oral and written text
- 6. With support, deliver persuasive and informational presentations about a variety of topics
- 7. Construct claims about a topic with sufficient, relevant and credible reasons and/or facts including an introduction and a conclusion, integrating graphics or multimedia when useful

- 8. 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 grammar, vocabulary and punctuation in written and oral texts
- 10. Display an increased control of English phonemes, intonation, and stress in oral presentations and conversations

Lecture Content

Topics Health-related policies Urban planning Local governments Popular culture influence Career advancement strategies Higher educational system Vocabulary 1000 most frequently used English words Sublists 1-6 on the AWL Grammatical tools to define terms: appositives, colon, relative clauses, dash, pronouns Language Functions Basic formal research Evaluation Problem solution Expand on cause and effect and analysis Receptive Language Skills (Listening /or Reading) Answer questions about the main idea and supporting ideas in written, oral and visual texts about familiar and unfamiliar topics Assess the development of the main idea in oral and texts about familiar and unfamiliar topics Use a variety of strategies to understand the content of unfamiliar topics including fictional and technical topics Use a variety of strategies to determine the meaning of unfamiliar words orally and while reading Comprehend and respond to natural speech with little need for repetition Adjust language to address speaker's emotional and intellectual attitude toward the subject, listener, and social situation Research skills Apply knowledge of reliability to select appropriate sources of information Productive Skills (Speaking /or Writing) With support, distinguish and refute a counterclaim Produce written short academic essays with a central claim, and introduction, conclusion and at least three supporting paragraphs that incorporate information from an outside source Research skills: With support, integrate information from reliable sources into a written or oral text With support, give credit to quoted sources Utilize cohesive devices to organize supporting points orally and in writing Summarize texts about academic and/or work-related topics Adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts With help, apply the writing process to various types of formal writing Deliver informative and opinion oral presentations about an academic or work-related topic Apply pronunciation rules of stress, intonation and problematic phonemic areas Engage in extended conversations for various purposes, about substantive topics, texts and issues expressing own ideas clearly and persuasively Grammar Noun clauses Expansion of adverb clauses Review and expansion of verb tenses Unreal conditionals Adjective clauses Active and passive voice Past Modals Review of punctuation Pronunciation Consonant clusters at the end of a word Review of intonation, rhythm and stress Review of problematic phonemes

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 3 hours per week reading unmodified academic and content-specific, work-related texts; answering

comprehension questions; and either write or record their response to the ideas and evaluation of the development.

Writing Assignments

Students will spend approximately 2 hours per week answering comprehension questions and writing their response to the ideas and evaluation of the development of unmodified academic and content-specific, work-related texts.

Out-of-class Assignments

Students will spend an average of 4 hours per week composing, revising and/or editing writings or oral presentations. Students will spend approximately 1 hour per week learning new vocabulary and completing pronunciation exercises.

Demonstration of Critical Thinking

Students will evaluate the development of their own claims and address counter claims. Students will evaluate the development of others' claims and provide counter claims.

Required Writing, Problem Solving, Skills Demonstration

Students will use the writing process to produce well-developed academic essays or other multi-paragraph nonacademic texts. They will apply their knowledge of rhetorical situation and the English language to revise and edit the content, vocabulary, style, grammar.

Eligible Disciplines

ESL: Master's 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 bachelor's 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 master's degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Jenkins, R., Johnson, S.. Stand Out 5, 4th ed. Boston: Cengage National Geographic, 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.