

AIBL ACHIEVEMENT SCALE

Each ESL program consists of 3 focus points: Reading/writing, grammar, and conversation. For each element, there are specific SLOs designed for that level that are focused on specific learning goals and preparation tools for the next level.

ENG100 – This level is for beginners, who will need basic instruction in all elements of the program. Elements such as verb tenses (simple present, progressive, BE words), noun types, basic punctuation and basic sentence construction.

These elements will be combined with the reading/writing section of the course to help students learn how to respond to simple reading assignments and also incorporate the reading discussion into the conversation portion of the course.

In addition, pronunciation and basic terms (greetings, responses, shopping) will be incorporated into the curriculum to introduce students to everyday jargon, along with short videos about life in the US, followed by a question and answer period.

The SLOs at this level should also culminate in a basic understanding of language, communication and the ability to gather and group basic information to allow students to progress to the next level.

ENG200 – This level is for the intermediate student who has a working knowledge of English in all three elements of the program, whether either from ESL100 or learned from previous experience and/or education. The SLOs for ESL200 focus more toward applying grammar and reading tools to communication skills. While the three elements are still a focus, more discussion within each section is encouraged, and the instructional method will begin a small transition to more student-centric teaching.

For the reading/writing section, more emphasis will be placed on students beginning to do light research, use a thesaurus and dictionary, and apply correct grammar and pronunciation to their discussions.

Attention will also be paid to flash fiction analysis and simple writing elements. (Themes, climax, etc.)

The conversation section will introduce the students to more interaction with each other and allow them to do short peer presentations, along with instructor-guided critiques.

In addition to prepping students for ESL300, this level is also designed to allow the students the ability to express themselves more in writing and communication.

ENG300 – Continuing with the student-centric approach introduced in ENG200, this level is designed for students who are on the road to becoming self-sufficient and have acquired the basic skills to begin communicating (verbally and literally) with not only their peers, but also their instructors on a comprehensive level.

The reading/writing section will be mostly focused on analysis and literary debates of short stories and new articles. Focus will also be placed on notetaking during peer presentations and writing informal letters. The semester will culminate in a composition, complete with a first draft.

For the grammar section, sentence structure and cohesive composition tools will be emphasized to help with the reading/writing assignments. The goal for this advanced grammar section is for the students to acquire writing skills that will help them get into a US college and/or teach basic English in their native country.

The conversation section will ask students to hone their person-to-person communication skills and finish off the course by delivering a comprehensive (and notes free) PPT presentation using as much of the learned elements from all three levels as they are comfortable with.