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PREFACE

The Lone Star College-CyFair English for Speakers of Other Languages (ESOL) program is pleased to present this ESOL Curriculum Guide. The purpose of this Guide is to provide resources that can enhance the learning experience of participants in the ESOL program. The content is compatible with generally accepted principles of language acquisition for adult learners of English. It includes a history of curriculum development at Lone Star College, discusses our curriculum philosophy, methodology, design and instructional resources available to you. Other contents of the guide include descriptions and outcomes for our credit and continuing education courses, student progress, and student assessment measures. Finally, the section on professional development provides the various activities and opportunities available at the college to enhance the performance and development of our ESOL faculty and instructors.

As you use the Guide, please make a conscious attempt to critique it and make suggestions for its improvement. Please send all suggestions to the Transitional Studies and Student Success Division.

Our challenge to each of you involved in the ESOL program is to do our best in making this a successful and rewarding year.

MISSION STATEMENT AND CURRICULUM

The mission of the LSC-CyFair English for Speakers of Other Languages Program is to provide a dynamic learning community, wherein excellence is distinguished by responsiveness and innovation, allowing non-native English speakers to acquire language and cultural adaptation skills necessary to function and succeed in a global society.

Goals of the ESOL program:
- Prepare learners for academic success in American college settings
- Develop communication skills in global workplace environments
- Enhance intercultural understanding

The curriculum meets the varying needs of non-native English speakers as it addresses the needs of both working professionals and students preparing for college study or vocational programs.

The curriculum emphasizes preparation for college study while at the same time teaching students about American culture and English for everyday living and communication with Americans. Instruction includes:
- Academic English and practical vocabulary development
- Pronunciation skill development
- Speaking activities: discussions, debates, role plays, oral reports and formal speeches
- Writing skills for academic purposes and practical needs: forms, letters, compositions, summaries, essay exams, and short research papers
- Listening skills for academic purposes and everyday needs: lectures, video and audio files
• Reading for academic purposes and everyday needs
• Grammar and usage for college and everyday needs
• TOEFL preparation, test-taking, and academic study skills
• Computer-assisted instruction

Instruction is highly individualized to meet learner goals, and group work is planned for maximum relevance to the audience. Skill building activities reinforce basic skills acquired in earlier instruction, and instructors plan programs to assist learners in meeting their goals. Discrete language points are presented by the instructor, followed by student practice and production of material presented. Students are encouraged to work in large and small group situations to foster problem-solving skills and self-confidence. Instruction includes reviews of earlier materials to determine student readiness to progress to additional skills. Some classes are designed as learning labs, using computer-assisted-instruction and other interactive instructional materials. These classes allow the instructor to work with students individually and in small groups to maximize the rate of student progress.

For Advanced ESOL students, academic subject areas serve as the content for English language practice in reading, writing, listening, and speaking activities. Educational skills necessary for passing college-entrance exams are presented, with primary focus on reading and writing skills. Reading skills (literal and inferential comprehension, application of ideas, and analytical skills) and test taking skills are explored. Writing is taught as a combination of grammar skills and writing process.

In addition, although the curriculum is designed to provide a clear and understandable entry into North American culture, it values all the cultures found in the ESOL classroom. Students have constant opportunities to become “culturally fluent” in US culture while they are learning English, but they also have the chance to think about the cultures of their classmates and even understand their home culture from different perspectives.
CURRICULUM HISTORY

The present ESOL program has grown out of the varying efforts of the Lone Star College System (LSCS) to provide English instruction to the increasing number of non-native English speakers in its service area. Since the late 1970s, LSC-North Harris has provided ESOL instruction through Continuing Education focusing on grant-supported adult education literacy programs. The curriculum was designed to address basic English and literacy needs through instructor-directed lessons of conversation and written work, with the primary focus on conversation. Students were encouraged to practice aural/oral lessons with the class as a whole and in small groups. Class work built language skills and personal confidence levels.

The Adult Education Program based its curriculum on the Competency-Based Mainstream English Language Training (MELT) Program, which was aligned with the Office of Refugee Resettlement (ORR) goals. The MELT materials, including the Student Performance Levels, the MELT Core Curriculum, and the Basic English Skills Test (BEST), reflect the competency-based ESOL approach to language training and the specific social and economic needs of refugees to learn the English necessary to obtain and maintain a job in the U.S. It is a performance-based process leading to the demonstrated mastery of basic and life skills necessary for an individual to function proficiently in society. In adapting this process to adult ESOL instruction, language concepts and skills are not considered to be ends in themselves but become integrated steps leading to the effective use of language in the performance of a specific life skill competency.

ESOL classes, therefore, were conversation based, and focused on life skills. Grammar was taught in combination with job, community and environment, and home units of study. Interaction with daily living was a primary goal. Level appropriate language skills were presented for practice. Written communication focused on applications and forms.

In 1996, the Adult Education program developed and piloted an English as a Second Language program through Continuing Education. The focus was on professionals, participants preparing to enter careers requiring English proficiency, and those seeking general broad-based English skill development without college entrance as a focus. The program was designed to teach participants how to communicate and function effectively in the world of work. It taught learners the language skills needed to get and keep a job, while also exploring safety issues relevant to the workplace.

The credit ESOL program developed along a similar chronological line emphasizing academic English for the college’s non-native English speakers whose goal was to enroll in one of the college’s associate degree, technical or certificate programs. In the late 1970s, one level of writing was being offered by adjunct faculty. In the mid-1980s, three reading courses and two additional levels of writing were added. Two listening and speaking courses were developed in the early 1990s. The first full-time ESOL faculty was hired in 1985.

In the fall of 1997, the LSC-North Harris Continuing Education Language Center and the academic credit ESOL department designed and implemented a concurrent credit/CE English as a Second Language program. The CE courses consisted of six listening/speaking courses and six grammar/writing ones. The credit courses consisted of two listening/speaking, four grammar/writing, and three reading/vocabulary courses. CE developed three reading/vocabulary courses to parallel the credit ones. However, if credit students scored at a Level 1 on the CELT test, they were placed in the first credit level, which was level 3 of the CE track. Nevertheless, in order to be eligible for financial aid, the students had to register in the
student, although they more than likely would not be successful at this level, and would need to retake the course one or more times. This was one of the main issues influencing the need for changes in the credit curriculum. Another reason was evidenced by the fact that the CE and credit learning outcomes for all the courses were different.

During FY 97-98, the director of the Language Center participated on a system-wide Developmental Studies Task Force. One of the charges of this task force was to define the relationship of ESOL course outcomes to developmental and/or college-level work. As a result of this task force, in the fall of 1998 the Language Center director was asked to chair a committee composed of ESOL faculty from North Harris, Kingwood, Tomball, and Montgomery Colleges. This was seen as an excellent opportunity to revisit the existing learning outcomes, course descriptions, and the addition of new courses to the credit ESOL inventory in light of the concurrent offerings between credit and CE.

Between September 1998 and January 1999, the ESOL Curriculum Team met eight times over four months to develop the course descriptions and outcomes reflected in the proposal: "Alignment of ESOL Curriculum." The committee's work was based on TESOL's ESOL Standards, which highlight the importance ESOL has acquired in the nation, examine the broader context of education for ESOL students, describe the general principles of second language acquisition, and establish the goals and standards for ESOL learners. It was deemed that an understanding of these national standards would help the System design, develop, and implement optimal programs for its ever-increasing ESOL population.

In addition, the committee examined the ESOL Proficiency Levels for the State of California. This document provides a description of ESOL student performance for six levels including the language skill objectives for listening, speaking, reading, and writing; the language forms targeted; and the language functions and competencies. The Committee adopted this document as a basis for a sequential design of the System's ESOL levels.

The proposed revisions specified the English language competencies students needed to acquire to have unrestricted access to appropriate instruction in challenging academic subjects, and ultimately to lead rich and productive lives. They articulated the developmental English language needs of ESOL learners and highlighted special instructional and assessment considerations that must be given them if they are to benefit from and achieve the high standards proposed for other subjects.

As a result of the curriculum revisions, two lower-level Listening/Speaking and two lower level Grammar/Writing courses were added to the offering as well as an advanced ESOL Language Skills Workshop to refine the use of listening, speaking and reading skills. The recommended curriculum revisions were sent to each college's Educational Program Council (EPC) for approval, and ultimately to the System's Council for Education and Student Development (CESD), where they were approved in February 1999.

Since 1997, all credit and CE ESOL courses have been linked. Credit courses were in compliance with the Academic Course Guide Manual (ACGM) and CE with the Workforce Education Course Manual (WECM). Most of the classes offered were collecting state funding as though they were workforce courses. However, in 2005 the Higher Educating Coordinating Board ruled that the linked CE ESOL classes no longer qualified as workforce classes. In addition, the number of courses in the ACGM was determined to be three for each of the three strands, plus three for ESOL Composition.
During 2006-2007, the ESOL curriculum team developed a new curriculum to maximize state funding and meet all THECB compliance issues. The proposal changed the six-level, 18-course program to a four-level, 12-course one. The curriculum revision included three strands: ESOL Reading, ESOL Writing, and ESOL Oral Communication. Contact hours for the Oral Communication and Writing courses were changed from 80 to 96 and the Reading courses went from 48 to 80, with the exception of the fourth level of Reading. ESOL Reading II (Advanced) students registered in special ESOL sections of ENGL 0305, which was a 64-hour developmental reading course. In addition, the acronym ESL (English as a Second Language) was replaced by ESOL (English for Speakers of Other Languages) to reflect the preferred term in the field today. The recommended curriculum revisions were sent to each college’s Educational Program Council (EPC) for approval, and ultimately to the System’s Council for Education and Student Development (CESD), where they were approved in September 2007 with an implementation date of spring 2008.

However, after two years of implementation, several issues arose that necessitated a restructuring of the program. First of all, beginning ESOL students could not succeed in the High Beginning level, but were required to take it if they were F-1 students. Although there were lower ESOL levels on the Continuing Education side, F-1 international students were not allowed to take CE courses. This concern was also expressed by the accreditation site visit made to one of the ESOL programs by the Commission on English Program Accreditation (CEA) at that time and could jeopardize the accreditation status of two of the programs. Second, it was difficult for evening students to take all three strands because the courses were too long, and it was unlikely to have students in classes that started before 6 p.m. since most evening ESOL students work till at least 5 p.m. Finally, embedded grammar instruction in Writing and Oral Communication, though well intended, presented challenges in terms of textbook selection and assessment. The new curriculum has separate Grammar courses offered through the Language Skills Workshop course, ENGL 0308, which was preserved and can be repeated as a separate strand for the Grammar components.

The revised curriculum allows for a five-level 20-course restructuring that maximizes state funding and meets THECB compliance. The allowable ESOL courses include four levels of ESOL Oral Communication, five levels of ESOL Writing, five levels of ESOL Reading, and a Language Skills Workshop. There were ESOL sections of ENGL 0304 Reading I and ENGL 0305 Reading II, to round out Reading levels four and five. In addition, there were ESOL sections of ENGL 0307 Writing II as the fifth writing level. All courses are 64 contact hours. The recommended curriculum revisions were sent to each college’s Educational Program Council (EPC) for approval, and ultimately to the System’s Council for Education and Student Development (CESD), where they were approved in January 2010 with an implementation date of fall 2010.

In December 2010, the LSCS Curriculum and Instruction Office requested that the ESOL Curriculum Team add two ESOL levels for Reading and one for Writing due to the fact that it was confusing for developmental and ESOL students to share the same course numbers. Since there were not any ESOL courses available in the ACGM, System advised ESOL to use the same approval numbers as those for ENGL 0304, ENGL 0305, and ENGL 0307 to be in compliance with the Coordinating Board. However, the System was able to number these courses so that they would follow the ESOL course numbering system. Therefore, ENGL 0304 became ENGL 0364, ENGL 0305 became ENGL 0365, and ENGL 0307 became ENGL 0375.

In 2018, the ESOL curriculum underwent slight restructuring to comply with state requirement regarding coding in the ACGM as well as with the co-requisite requirement for Developmental Education courses.
Grammar 1 and Grammar 2 become Non-Course Based Options (NCBOs) and are co-requisite of Writing 1 and Writing 2, respectively. The course number for Oral Communication 1 was also changed and is listed as ESOL 0308. Finally, several co-requisite courses were developed for Level 5 so that students can take college-level courses with the support of ESOL 0331 ESOL reading and writing course. The restructured curriculum started to take effect Fall 2019. A complete set of the updated course descriptions and learning outcomes can be found in Appendix A.

CURRICULUM PHILOSOPHY

The philosophy underlying the ESOL curriculum is that language, oral and written, is primarily a means of communication used by people in multiple and varied social contexts to express themselves, interact with others, learn about the world, and meet their individual and collective needs. Successful language learning and language teaching emphasize the goal of functional proficiency. It does not view language learning and teaching primarily as mastery of the elements of language, such as grammar and vocabulary, without reference to their functional usefulness. Therefore, what is most important for ESOL learners is to function effectively in English and through English while learning challenging academic, workplace, and social content.

In addition, language acquisition takes place as learners engage in activities of a social nature with opportunities to practice language forms for a variety of communicative purposes. It occurs during activities that are of a cognitive or intellectual nature where learners have opportunities to become skilled in using language for reasoning and mastery of challenging new information. This means that ESOL learners must have multiple opportunities to use English, to interact with others as they study meaningful and intellectually challenging content, and to receive feedback on their language use.

The following principles, therefore, underline the ESOL general curricular design:

- Curriculum and instruction are based on learner outcomes, are consistent with and supportive of adult learning theory, and are supported by research and knowledge of effective practice.
- Curricular and instructional processes reflect learner-centered and participatory approaches that are designed to meet individual learner needs.
- Curricular content and instructional practices are based on functional contexts within a holistic framework.
- Curricula and instructional processes contribute to the development of independent problem solvers and thinkers.
- Curriculum and instruction are adapted according to evaluation information.

The LSC-CyFair ESOL program provides an introduction to the language and culture of the English-speaking world. By the time the students complete the program, they have acquired a command to the key vocabulary, structures, and functions necessary for personal and business communication as well as an insight into American customs and values. The program features the best of what has come to be known as "communicative language teaching," including creating interactive, learner-centered classrooms. It provides students with natural, meaningful contexts in which to practice the communicative functions of the language.

We have adopted an eclectic approach and have purposely avoided relying on any single theory of language learning. Our guiding principle has been to present the material in a way that will elicit a high level of student participation in the learning process. To this end, we have evaluated a variety of
pedagogical techniques and have selected those which have given the best results both inside and outside the formal classroom. This interweaving and integration of techniques is at the heart of the ESOL Program. Teachers can adapt the program to their own teaching styles and to the needs of their students.

The course of study is based on an integrated approach with four levels of oral communication, five levels of reading, five levels of writing, and five levels of grammar. Fluency and accuracy in both spoken and written English are emphasized. Students can also enroll in additional Pronunciation, TOEFL Preparation, and Service Learning courses. Furthermore, depending on their needs and interests, students can choose from a wide variety of materials from our Language Labs for additional language study using computers, videos, and audio CDs.

The general curriculum is based on the view that authentic language often entails the simultaneous use of different language modalities, and acquisition of functional language abilities occurs simultaneously and interdependently, rather than sequentially. Thus reading activities may activate the development of speaking abilities, or vice versa. Additionally, listening, speaking, reading, and writing develop as learners engage with and through different modes and technologies, such as computers, music, film, and video. The curriculum, therefore, affords ESOL learners with learning environments that provide demonstrations of the interdependence of listening, speaking, reading, and writing as well as the opportunity to develop all of their language abilities through the use of varied modes and technologies.

Although the ESOL program is divided into classes labeled according to individual skills as dictated by the Texas Higher Education Coordinating Board (THECB), multi-skill learning is actively encouraged as related activities in several skills provide reinforcement and refresh the student’s memory. A given class may highlight listening and speaking, for example, but all other skills are also included to support and strengthen overall language development. In addition, the curricular design enables students to develop strong grammatical competence, as well as becoming socio-culturally sensitive and knowing what to do when they encounter a “language barrier.”

GENERAL METHODOLOGY

There is a dominant factor that has influenced our ESOL methodologies over the years. Many principles, theories, and approaches have come and gone, but this factor has remained constant: the Balanced Activities Approach as described by Jeremy Harmer in the Practice of English Language Teaching, Longman, 1987.

BALANCED ACTIVITIES APPROACH

“A Balanced Activities Approach sees the job of the teacher as that of ensuring that students get a variety of activities which foster acquisition and learning. The program is planned on the basis of achieving a balance between language input, practice, and communication output. In other words, our program stresses the need for language input and practice while seeing the necessity for an emphasis on communicative activities. The whole teaching process can be seen in the following diagram:
In the presentation stage, finely-tuned input, that is language that has been selected for conscious learning such as the simple present, the past continuous, the language of invitation, etc., is introduced to the students. During a presentation stage, the teacher acts as controller, selecting the language the students are to repeat and insisting on accurate reproduction of the new item. This means that students’ errors and mistakes will be dealt with when they occur. The teacher will start a presentation stage by trying to elicit the new language from the students. Where this is unsuccessful, she will then introduce the meaning and use of the new language and get students to work with their new knowledge. As soon as possible she will encourage immediate creativity where the students use the grammar they have just learned to create their own original sentences.

The teacher who has engaged students in conscious learning - that is the controlled repetition and practice of language items - will want to ensure that students can use this language and will do this by organizing activities that prompt its use. The aim of such activities will be to get students to use the language they have recently learned in a context that is different from that used for presentation. As far as possible the use of the language will approximate real life and will be as much like genuine communication as the limitations of the activity will permit. The practice stage marks a halfway stage between the presentation and the production stages. It will often be communicative in many ways, but the attempt to ensure that certain specific language is used will give it less communicative potential. In a teaching program, however, there need be no linear relationship between practice and communication output. The latter is not necessarily an end product of input and practice. Indeed, it may often be a starting point for an accurate reproduction stage. Practice output, then, is a way of encouraging students to use specific language they have recently learned in a realistic way, and often in combination with other less recently learned items.

The production stage refers to activities in which students use language as a vehicle of communication, and where the students' main purpose is to complete some kind of communication task. Because this task is of paramount importance, the language used to complete it takes, as it were, second place. It becomes an instrument of communication rather than being an end in itself. In most communicative activities, the students will be using any and/or all the language that they know. They will be forced to retrieve the English that they have in their language store, and they will gradually develop strategies for communication that an over-concentration on presentation and practice would almost certainly inhibit. Certain features of communication output will be exactly opposite to those we have mentioned for the presentation of finely-tuned input. Instead of a concentration on accuracy, the focus will be on fluency - that is on the success of communication. The teacher's attitude to error and mistake will therefore be completely different. If, for example, she stops students every time they make a mistake and points this out, then she will be destroying the fluency that she is supposed to be encouraging. Students will find it frustrating and demotivating if the teacher's reaction to their ability to communicate ideas is focused solely on their ability to get the grammar right. This does not mean, of course, that teachers should not be interested in accuracy, but it does imply that there are stages when communicative efficiency (which can occur despite inaccuracy) must be the focus in the classroom. This focus on communication implies,
too, that the role of the teacher should change. If she continues to act as a controller, then it is unlikely that any real communication can take place. Students must be allowed to take charge of their learning and their strategies for communication, and an over-dominant teacher will inhibit this. In our methodological approach, then, emphasis is placed on activities in which students use language for communicative purposes since it is felt that this is an integral part of successful language learning. A balanced activities approach has a more human aspect, however, which is bound up with concerns of intrinsic motivation. By presenting students with a variety of activities we can ensure their continuing interest in the language program. Classes which continually have the same activities are not likely to sustain interest. A program, however, that presents a variety of activities is far more likely continually to engage the students’ interest.

A final, but important, component of the balanced activities approach is the teacher’s ability to be both adaptable and flexible. Adaptability refers to the teacher’s ability to choose and adapt the program on the basis of the different groups she finds herself teaching. Motivational differences should have a powerful influence on the teacher’s use and choice of the activities and materials. Flexibility refers to the behavior of the teacher in the class and her ability to be sensitive to the changing needs of the group as the lesson progresses. In simple terms it means that her decisions, before the lesson, about what she is doing are not in some way sacred. She must be prepared to adapt and alter her plan if this proves to be necessary.

The concepts of adaptability and flexibility make the real difference between teaching and learning. The teacher who is flexible and is prepared to adapt is the teacher who carefully assesses her beliefs and plans in the light of the particular situation she is faced with, and whose main concern is that acquisition and learning should take place. The balanced activities approach, then, sees the students’ continuing interest and involvement in the learning process as being the dominant factor in language teaching.”

THE ESOL CURRICULUM

ESOL STRANDS

The program has integrated the skills in four strands: oral communication, reading, writing, and grammar. Each strand integrates the study of a grammatical point with related vocabulary and cultural information. Due to this integration of skills, language use inside the classroom more closely mimics language use outside the classroom, thereby motivating students. At the same time, the focus can shift back and forth from what is said to how it is said to the relationship between the two. Students are apt to use more of their senses, more of themselves. The link between the three strands is close enough to allow students to explore the themes and review grammar and reinforce vocabulary, yet it is distinct enough to sustain their interest. Furthermore, the syllabus is carefully graded, with a gradual progression of teaching items and frequent reviews. However, the program has been designed to incorporate the simultaneous use of different language modalities so that the acquisition of functional language abilities also occurs simultaneously and interdependently, rather than sequentially. Listening, speaking, reading, and writing develop throughout the program as learners engage with and through different modes and technologies, such as computers, music, film, video, and the Internet.

Materials are carefully chosen to move students from the basic level to an advanced one. Throughout each level, language is natural and authentic, and contextualized in lively, interesting situations with which students can easily identify. The program challenges students by capitalizing on what they know
or have learned, and by encouraging them to stretch just a little beyond their current stage of language development. With each new step, students are given a firm grammatical basis on which to build their communication skills. Grammatical structures are not presented as isolated patterns for analysis and rule memorization but within a functional and communicative context. As students’ progress through units that are grammatically sequenced, they also actually practice functional language that enables them to accomplish specific communication goals. In this way, students have a chance to use the language at the same time as they learn about its structures and functions. As students move from one level to another, they are presented with a wide range of opportunities for English language practice. This is achieved through student/teacher interaction and a great deal of pair and small group work in which students expand on structural and functional models and thus gradually learn to express themselves creatively in the language. Students are increasingly motivated to grasp the language acquisition process through their own involvement in a meaningful and communicative process, one which necessarily involves risk taking and trial and error.

Each level is guided by a comprehensive scope and sequence. However, underpinning the scope and sequence of the program as a whole is the belief that students need to use target structures many times in many contexts at increasing levels of difficulty. For this reason, new language is constantly recycled so that students will feel thoroughly comfortable with it.

Tests, teacher observations, and portfolios throughout the course allow for continual assessment of progress. In addition, diagnostic and final departmental exams provide an ongoing evaluation for each student.

LEVELS OF STUDY

Level 1 provides students with coping skills and cultural information to help them understand the contexts of language use. Students are taught how to function in a limited way in English to meet their immediate needs. They perform basic language functions, such as naming and asking for things, using polite expressions, expressing personal information, and giving directions. They acquire the most common vocabulary for everyday life, understand short conversations containing common words and phrases, picking out and responding to elements important to the meaning. They read and understand simplified versions of common material, such as signs, application forms, instructions on mailboxes and telephones, and medicine labels. Students are able to comprehend and use the basic structures of English including the simple tenses, nouns, adjectives, and the like. They perform simple writing functions, such as filling out a form, and learn paragraph structure and organization.

In Level 2 students move beyond a limited number of learned phrases and begin to function with some independence and creativity. They increase passive knowledge of vocabulary and understand fluent (though greatly simplified) speech with some tolerance for ambiguity. Students speak with less hesitation, attempting to use newly acquired vocabulary and sentence structures, and perform some basic language functions, such as making requests politely, describing problems, and asking for directions. They improve pronunciation - especially the clarity of vowel and consonant sounds. Students read simplified practical materials, with common vocabulary, scanning for useful information. Students master the use of the fundamental structures of the language, such as the verb be, the simple present, there is/there are, and nouns and pronouns, and begin to comprehend and use some of the other basic ones, such as the past tense, future and continuous forms, and modal verbs. They also perform simple writing tasks, with some guidance, such as filling out forms, writing invitations, and communicating with
short notes, and can write a well-organized paragraph.

Level 3 students master the use of the basic structures of the language, such as the present, past, and future tenses, infinitives after verbs, and comparative forms; and gain familiarity with some of the more sophisticated ones, such as simple clauses and the present perfect. They increase their knowledge of passive vocabulary and understand fluent (though clear and simple) speech with some tolerance for ambiguity. Students speak with growing degree of fluency, using newly acquired vocabulary with some degree of accuracy, and master basic language functions, such as making appointments, accepting or refusing invitations, and giving excuses. They improve their pronunciation especially sounds, intonation, and blending. It further provides exercises that teach reading skills through the use of “realia” -forms, newspaper ads, signs, and other examples of the reading materials that everyone encounters daily, and offers practice in the kinds of writing tasks that students encounter in everyday life such as forms, invitations, and short notes. At this level students can also write well organized, short essays.

At the end of Level 4, students can get along well in everyday life, are comfortable in most social situations in English, are employed if they want to be, and may be trying to ”move up” in the world of work. They master the use of the major structures of the language, such as the simple, continuous, and present perfect tenses (including tense contrasts); the modal verb system; articles; and gerunds and infinitives; and gain familiarity with some of the more sophisticated ones, such as the conditional, indirect questions, and the passive voice. They increase their knowledge of passive vocabulary and understand fluent (though clear) speech with a tolerance for ambiguity. Students can understand everyday speech and carry on conversations at a normal rate of speed with fluency. At this level, students understand the ”culture” of language use, learning how to ”use” language effectively in various situations. Students can read practical materials, including many that are not simplified without hesitation and are ready to scan and read materials written for native speakers, such as portions of newspapers and magazines. They incorporate increasingly sophisticated grammar and vocabulary into longer pieces of writing using process writing techniques and write short essays in such rhetorical modes as narration, description, and opinion.

In Level 5, students attempt using sophisticated grammar structures and rules of the language- such as the verb system in contrast: gerunds, infinitives, and verb complements; the passive voice; and noun, adjective, and adverb clauses-concentrating on self- and peer-correction of errors. They can understand the main ideas, the important details, and the organization of fluent native-speaker speech with a tolerance for ambiguity when necessary; concentrate on ”getting the point” of a story; make inferences and recognize some of the implications and subtleties of the language. They listen for and extract practical information from typical everyday conversations; speak fairly fluently and make appropriate use of language notions and functions, such as making small talk, requesting and giving advice, and giving opinions. Students improve their pronunciation by concentrating on the more sophisticated points of the sound and sentence system of English, such as stress, rhythm, sound linking, and sentence focus. Students use language effectively to complete communication tasks such as group problem solving and speech making, and express themselves accurately and effectively in different forms of writing, including letters and academic essays.
ESOL COURSE DESCRIPTIONS AND OUTCOMES
Each course in the ESOL program has a clear course description and a set of learning outcomes to guide instruction, learning, and assessment. Please see Appendix A for a complete course descriptions and learning outcomes.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS
Textbooks are selected based on a set of criteria. The ESOL department regularly review the fit of textbooks to the curriculum and student needs. Faculty’s feedback is solicited to determine the need to replace a title or supplement an exiting selection.

SAMPLE TEXTBOOK SELECTION CRITERIA

<table>
<thead>
<tr>
<th>Area of Evaluation</th>
<th>Standards</th>
<th>Material in Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Methodology</td>
<td>The general principle of the book shares the teaching approach of the department/program.</td>
<td>Yes / No /Partly</td>
</tr>
<tr>
<td>Course Learning Outcomes</td>
<td>The skills developed through the activities will help students meet the course learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Vocabulary is recycled throughout the book.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The activities will support students in developing the target skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The topics are suitable for adult learners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There are sufficient learning activities for me to pick and choose from.</td>
<td></td>
</tr>
<tr>
<td>Supplemental Components</td>
<td>There is an online workbook or learning management system to go with the book.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The online workbook is user friendly.</td>
<td></td>
</tr>
<tr>
<td>Look and Feel</td>
<td>Contents are organized so that it is easy to read.</td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td>Price is reasonable.</td>
<td></td>
</tr>
</tbody>
</table>

ACHIEVEMENT OF PROGRAM GOALS
The different types of instructional materials used in our program have one element in common— they are all highly communicative in nature creating opportunities for the students to use the language in the classroom, as a sort of halfway house before using it in real life. The selected textbooks emphasize the
communicative functions of language – the jobs people do using the language – not just the forms. They try to reflect the students’ needs and interests. They emphasize skills in using the language, not just the forms of language, and they are, therefore, activity-based. They usually have a good balance among the four language skills, although one or more may be emphasized. They tend to be very specific in their definition of aims so that students always know what is expected of them at every stage of study. Both content and methods reflect the authentic language of everyday life. They encourage work in groups and pairs, thereby teaching students team work and how to get along with people. Finally, they emphasize both fluency and accuracy.

However, in an attempt to provide both fluency and accuracy activities, not all of the language-learning activities in the program are real-life. Some obviously non-communicative class activities have been found to be very useful for language learners. For example, many students find exercises which require them to imitate sounds and structure of the language very helpful. Drills, therefore, are often used at a presentation stage. Consequently, we have attempted to balance our program between communicative activities such as listening to a recording of an airport announcement, finding information from a newspaper article, or writing a postcard to a pen pal together with more traditional exercises – dictation, grammatical explanations, and accuracy exercises such as blank-filling and sentence-completion. By combining both types of activities, the program is able to address different students’ learning styles – and also teachers’ teaching styles. Also, many of the non-communicative activities are necessary because of examination styles: many examinations test both the students’ ability to carry out various functions in the language, and their knowledge of the language as a system.

The use of visual aids is a vital part of our language program. Much of our learning outside the classroom is through visual media (TV, movies, billboards, magazines, etc.); therefore, we can capitalize on our students’ ability to learn with the help of visual aids. A well-chosen visual cue demonstrates how and why a student should use a particular type of language, and because the cue is visual, it stays in the students’ minds longer than a lengthy explanation. In addition, showing visuals focuses attention on meaning, and helps to make the language used in class more real and alive. Besides, having something to look at keeps the students’ attention and makes the class more interesting. Finally, visuals can be used at any stage of the lesson – to help in presenting new language or introducing a topic, as part of language practice, and when reviewing language that has been presented earlier.

Audio programs have also proven to be invaluable aids to the language learner and teacher. They allow students to listen to a variety of different accents and varieties of English as well as conversations and dialogues involving more than two speakers. Students can do pronunciation work by imitating a model. Audio programs introduce an element of variety and liven up non-communicative activities such as drilling. Finally, they permit students to listen to “authentic” material.

Video develops comprehension skills by modeling new language. It affords students the chance to see as well as hear language in context, thereby bringing slices of living language into the classroom. Students can analyze body language, gestures, and emotions and see the impact they have on the communication process. By hearing a variety of authentic speakers, students are given more exposure to the English language and culture and the many different ways it is used to communicate meaning. Video is also a powerful tool for introducing idiomatic phrases and expressions. Furthermore, video is used to give students the opportunity to put their own language into practice in a genuine effort to communicate. It provides situations where our learners really have something they want to say to each other. The vivid presentation of settings and characters can be used to set the scene for role play. Since we all make our own interpretations of what we see, video stimulates genuine communication in the classroom by
bringing out different opinions within the group. Finally, video helps us provide a richer and more varied language environment within which learning can take place. The combination of variety, interest, and entertainment students derive from video makes it an aid which helps develop motivation in learners.

**ASSESSMENT**

**ESOL PLACEMENT**

The ESOL department uses Accuplacer ESL to place students in the appropriate levels. The test consists of three sections: Reading, Listening, and Language Usage, plus a writing test. A section, Sentence Meaning, was originally offered as part of the Accuplacer ESL test but was deactivated by the ESOL curriculum Team in 2018 due to its poor reliability.

The Accuplacer ESL is adopted as it is based on the concept of linking specifically developed ESOL test scores and measurements to specific skill proficiency statements describing what the individual can currently do in each of these areas. With this information, the college can then efficiently and effectively guide the placement of the student into the appropriate ESOL courses related to student’s needs, as indicated by the proficiencies demonstrated by the individual student.

**STUDENT PROGRESS**

The academic standards of Lone Star College are based on a philosophy of maximizing student progress toward successful course and program completion. The academic standards criteria are designed to monitor student progress and to allow college staff to intervene and provide assistance to students who have difficulty meeting minimum requirements for successful course or program completion. Course goals are observed and measured in various ways. Students are assessed by tests, classroom observation, assignments, presentations, projects, and/or portfolios. Course outcomes are provided in the faculty member’s course syllabus to students at the beginning of each course. The evaluation of student course progress and the final grade is based on the degree of mastery of course outcomes. A final examination or evaluation activity is given in each course at the end of each session during the scheduled examination period. The grading system for credit students is determined by the following designations:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent Performance</td>
</tr>
<tr>
<td>B</td>
<td>Good performance</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable Performance</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
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<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>IP</td>
<td>Course in Progress</td>
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</table>

Please note that students in the ESOL program are not given D’s.
For the CE student, a cumulative score of 70% or higher in the course will award an S (Satisfactory). A cumulative score of 69% or lower will receive an N (Not Satisfactory). Courses carry 6.4 Continuing Education Units (CEUs). Since the outcomes for each level are sequenced, it is assured that students who successfully complete one level are prepared for the next one. Academic readiness is measured by students’ success on the ESOL Exit Exams, which permits them to register for English 1301: Composition and Rhetoric, by passing the TSI (Texas Success Initiative) test, which measures students’ readiness to enter college-level English and math courses. International students must score either 700 or higher on the TOEIC, 5.7 or higher on the IELTS 530 or higher on the paper version of TOEFL or 197 or higher on the computerized version or 71 on the internet-based version to enter college-transfer courses.

**FINAL ASSESSMENT**

Final exams are given the last week of class or as designated by the ESOL department. Exams for the credit classes are departmental to test language and skills set forth in the Curriculum Guide, and to cover material that the teacher has taught during the semester. Final exams are usually scheduled the week before classes end. The results of the final exam should be one of the factors used in determining the teacher evaluation score. The teacher has the responsibility of letting the students know how much of the final exam will figure into the teacher’s final recommendation concerning the students’ next level.

If a teacher recommends that a student repeat a level, there should be sufficient documentation to support the decision, and the student’s grades should indicate that the work is unsatisfactory. The student’s lack of progress should be noted early on and the teacher should inform him or her that there is a danger of having to repeat the level. The teacher should likewise advise the student concerning what should be done in order to improve, complete the level successfully, and progress to the next level.

The ESOL Achievement Scaled (Appendix B) can be used to advise students on what is expected of each level and course upon successful completion.

**PROFESSIONAL DEVELOPMENT**

Lone Star College System provides a variety of professional development offerings to its faculty and staff. Professional Development strives to provide employee training for excellence in current positions and development opportunities for professional and personal growth. The College encourages those activities and opportunities which enhance the performance and development of employees and provides support for professional development programs. All personnel are encouraged to participate in these programs and to be members of and take an active role in professional organizations.

The ongoing professional development of all ESOL faculty and staff receives the highest priority. The overall goal of staff development is to encourage the personal and professional growth of all staff members. The purpose of this growth for faculty is to improve teaching effectiveness and student learning through the delivery of student-centered instruction by professionals who know how to integrate the indicators of program quality and set realistic goals for themselves and their students in order to meet the objectives of this program.

Funding for professional development opportunities are written into the budget for all full-time administrators, faculty, and staff.
Professional Development and Educational Services by LSCS provides a host of resources, including: information on upcoming workshops, quick reference guides, as well as access to get involved and share your expertise. The goal is to provide exceptional professional development opportunities for success in your job and your career-related goals with LSCS. It offers programs such as The Leadership Academy and the Adjunct Certification Program.
## ESOL CURRICULUM REVIEW PROCESS (SYSTEM LEVEL)

<table>
<thead>
<tr>
<th>Process Flow</th>
<th>Summary of Process</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>1. Curriculum ideas and submission</td>
<td>Curriculum ideas are submitted by faculty and/or administrators to the System Curriculum Team. Faculty representatives need to discuss ideas submitted with discipline faculty and the Dean from their college to solicit feedback on the ideas submitted, and communicate Curriculum Team decisions and recommendations back to their discipline faculty, Department Chair, and Dean. The Deans are responsible for keeping their Vice Presidents informed.</td>
<td>Ideas are submitted throughout the year</td>
</tr>
<tr>
<td>2. Education Programs Council</td>
<td>The Program Coordinator for the Curriculum and Instruction department places all proposals received by the third Monday of the month on the EPC agenda. The agenda is sent to all six college EPC groups via the Vice President of Student Learning and their administrative assistants. The office of the VP of Student Learning sends the EPC agenda to the EPC members at that college for review during their monthly meetings. EPCs meet during the first week of each month to discuss curriculum proposals submitted and notify the Curriculum and Instruction department of their recommendations via the EPC minutes.</td>
<td>Proposals: Third Monday of month EPC: First week of following month</td>
</tr>
<tr>
<td>3. Vice Presidents’ agenda</td>
<td>The Curriculum and Instruction department places all EPC comments on the proposals on the Vice Presidents’ curriculum agenda for review and approval. The Vice Presidents usually meet on the second Tuesday of the month. All comments and concerns expressed by each college’s EPC and Vice President are directed to the Curriculum Facilitator by the Curriculum and Instruction department for response and possible proposal modification. Any proposals not agreed upon by the Vice Presidents are referred to the Executive Council.</td>
<td>Second Tuesday of each month</td>
</tr>
<tr>
<td>4. Curriculum proposals submitted to THECB</td>
<td>When necessary as per the requirements of the THECB, the approved proposals are submitted to the THECB twice a year for program revisions and three times per year for new workforce programs. Core curriculum submissions are submitted annually to the THECB after approval by the LSCS Board of Trustees. The facilitation of the proposals to meet these deadlines are handled by the Coordinator of Curriculum and Instruction and the Associate Vice Chancellor of Workforce.</td>
<td>Submitted twice a year</td>
</tr>
</tbody>
</table>
## ESOL CURRICULUM REVIEW PROCESS (CAMPUS LEVEL)

<table>
<thead>
<tr>
<th>Curricular Item Reviewed</th>
<th>Summary of Process</th>
<th>Timeline</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Review</td>
<td>All syllabi are reviewed by the Department Chair or Lead Faculty. They look for:</td>
<td>At the beginning of</td>
<td>Department Chair Lead Faculty</td>
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<tr>
<td></td>
<td>• Student Learning Outcomes</td>
<td>every semester</td>
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<td></td>
<td>• College, Department, and Class policies</td>
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<td></td>
<td>• Appropriate grade determination</td>
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<tr>
<td></td>
<td>• Instructional outline that includes objectives and active learning activities, which indicates Best Practice methodologies If not evident in syllabi, they are sent back for revision.</td>
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<tr>
<td>Teaching Materials</td>
<td>Textbooks and department supplemental materials are reviewed/evaluated by the Textbook Selection Committee (full-timers). If it is determined that changes need to made, they work to find the best textbooks that meet Student Learning Outcomes.</td>
<td>Once a year</td>
<td>Full-time Faculty</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Student Learning Outcomes are evaluated by the ESOL System Curriculum Team. Student Learning Outcomes are assessed on a rotating basis.</td>
<td>Throughout the year</td>
<td>LSC ESOL Curriculum Team</td>
</tr>
</tbody>
</table>
ESOL COURSE DESCRIPTIONS

(shortcut links below)

READING
WRITING
ORAL COMMUNICATION
GRAMMAR
SPECIAL TOPICS

READING

ESOL 0361 / ESOLC 3006101  ESOL Reading I

Course Description: In this course beginning English-language students develop basic reading and vocabulary skills. Materials are vocabulary-controlled and based on concrete topics. Students practice reading and comprehending simple short stories and articles, writing related sentences, and developing basic library skills. Focus is on literal comprehension and developing a personally relevant vocabulary base. Students who enroll in this course should have basic literacy skills in their native language and be familiar with Roman script. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. CIP Code: (3201085612)

Prerequisite: Placement by testing

Learning Outcomes  Upon successful completion of this course, students will be able to:
1. Identify the stated main idea of a short passage on a familiar topic.
2. Distinguish between general ideas and specific information
3. Extract basic information from simple illustrations such as graphs and charts.
4. Determine the meaning of unfamiliar vocabulary from context.
5. Use a monolingual ESOL learner’s or picture dictionary to develop basic dictionary skills and build basic vocabulary.

ESOL 0362 / ESOLC 3006201  ESOL Reading II

Course Description: In this course English-language students continue to develop the reading and vocabulary skills necessary for personal, academic, and professional purposes using materials based on high interest topics. The course includes practice in reading and comprehending multi-paragraph descriptive and narrative articles, stories, reports, and dictionary entries. Focus is on literal comprehension, word analysis, vocabulary expansion, dictionary skills, and the use of library resources. Writing is required to complement varied reading activities. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. CIP Code: (3201085612)

Prerequisite: ESOL 0361 or placement by exam

Learning Outcomes  Upon successful completion of this course, students will be able to:
1. Apply a variety of pre-reading strategies such as previewing, skimming, scanning, and predicting to set a purpose for reading and to increase reading comprehension.
2. Apply reading skills to identify the stated main idea, locate supporting details, identify a sequence of events, and distinguish between fact and opinion in a paragraph or simple multi-paragraph text.
3. Extract literal information from charts, graphs, photographs, and other illustrations.
4. Determine the meaning of unfamiliar words and phrases using context and word form clues.
5. Use a monolingual ESOL learner's dictionary to identify pronunciation, meaning, and part of speech of new vocabulary items.

ESOL 0363 / ESOLC 3006301  ESOL Reading III
Course Description: This course continues to develop English-language students’ reading and vocabulary skills for personal, academic and professional purposes using a wide variety of text types and topics. The course includes extensive practice in reading and comprehending multi-page articles, narratives, reports, editorials, opinion essays, and reference materials, and writing related responses. Focus is on interpretation of factual material, drawing inferences and conclusions, and paraphrasing and summarizing selected passages. Writing is required to complement reading activities. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. CIP Code: (3201085212)

Prerequisite: ESOL 0362 or placement by testing

Learning Outcomes Upon successful completion of this course, students will:
1. Identify stated or implied main ideas and supporting details in moderately demanding texts.
2. Outline and summarize passages and paraphrase ideas.
3. Extract both literal and inferential information from graphs, charts, diagrams, flowcharts, photographs, and other illustrations.
4. Determine the meaning of unfamiliar words or familiar words in new contexts by using context clues and word forms.
5. Use resource materials, such as a monolingual English dictionary, to identify meanings, pronunciation, grammatical forms, and appropriate use of unfamiliar vocabulary.

ESOL 0364 / ESOLC 3000401  ESOL Reading IV
Course Description: Development of reading and higher order thinking skills necessary for college readiness. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201085212)

Prerequisite: ESOL 0363 or placement by testing

Learning Outcomes Upon successful completion of this course, students will be able to:
1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Describe, analyze, and evaluate information within and across a range of texts.
4. Identify and analyze the audience, purpose, and message across a variety of texts.
5. Describe and apply insights gained from reading a variety of texts.
6. Use main idea and details from a variety of course-appropriate written texts to develop short responses, summaries, graphic organizers, and outlines.
**ESOL 0365 / ESOLC 3000501  ESOL Reading V**

**Course Description:** Develops English reading proficiency and vocabulary for academic, career, or personal purposes in speakers of languages other than English and prepares them to function in a multicultural, multilingual society. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. This course fulfills TSI requirement for Reading. CIP Code: (3201085612)

**Prerequisite:** ESOL 0364 or placement by testing

**Learning Outcomes**  
Upon successful completion of this course, students will be able to:
1. Comprehend and summarize texts, including the identification of main idea, supporting details, audience, and purpose of text.
2. Interpret and critically analyze author’s bias, purpose, and perspective in academic materials.
3. Make inferences and draw conclusions from a variety of college level texts.
4. Respond critically, orally and in writing, to various kinds of college level texts.
5. Understand and use academic vocabulary and linguistically complex structures across a variety of disciplines and genres.
6. Demonstrate knowledge of cultural and historical references to American society in written materials.

**WRITING**

**ESOL 0371 / ESOLC 3007101  ESOL Writing I**

**Course Description:** In this course beginning English-language students develop, practice and apply the basic structures of English to perform simple writing tasks. Students who enroll in this course should have basic literacy skills in their native language and be familiar with Roman script. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. CIP Code: (3201085412)

**Prerequisite:** Placement by testing

**Learning Outcomes**  
Upon successful completion of this course, students will be able to:
1. Write simple sentences.
2. Write simple descriptions and narrations about familiar topics.
3. Write a main idea sentence and several detail sentences about that main idea.
4. Follow basic conventions of capitalization and punctuation to demonstrate understanding of sentence boundaries.
5. Follow basic spelling conventions.

**ESOL 0372 / ESOLC 3007201  ESOL Writing II**

**Course Description:** In this course English-language students increase proficiency in the writing skills necessary for basic personal, academic, and professional communication. Students use process writing techniques to write simple paragraphs and gain mastery in the use of the basic structures of the language. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. CIP Code: (3201085412)
Prerequisite: **ESOL 0371** or placement by testing

**Learning Outcomes** Upon successful completion of this course, students will be able to:
1. Write simple and compound sentences.
2. Use pre-writing techniques (e.g., brainstorming, outlining, mapping) to generate and organize ideas.
3. Write a short, well-organized paragraph with topic sentence, support, and conclusion in several rhetorical modes such as descriptive, narrative, and process.
4. Revise paragraphs for content and organization.
5. Edit for vocabulary and sentence structure.

**ESOL 0373 / ESOLC 3007301  ESOL Writing III**

**Course Description:** This course continues to develop English-language students’ writing skills for personal, academic and professional purposes. Students use more sophisticated grammar structures in writing well-developed paragraphs and/or essays using process writing techniques. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. CIP Code: (3201085312)

Prerequisite: **ESOL 0372** or placement by testing

**Learning Outcomes** Upon successful completion of this course, students will be able to:
1. Write simple, compound, and complex sentences.
2. Use pre-writing techniques to generate and organize ideas.
3. Write paragraphs and short (three-four paragraph) essays that are well organized and developed with adequate support in a variety of rhetorical modes such as comparison/contrast, definition/example, and opinion.
4. Revise writing for content and organization.
5. Edit for vocabulary, sentence structure, and paragraph form.

**ESOL 0374/ESOLC 3007401  ESOL Writing IV**

**Course Description:** Development of college-level writing focusing on idea generation, drafting, organization, revision, and utilization of standard English. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201085312)

Prerequisite: **ESOL 0373** or placement by testing

**Learning Outcomes** Upon successful completion of this course, students will:
1. Write multi-paragraph essays that are well-organized and cohesive and contain adequate support in a variety of rhetorical modes such as comparison/contrast, cause/effect, and argumentative.
2. Use accurate idiomatic expressions, collocations, and fixed expressions to express ideas clearly.
3. Incorporate others’ ideas appropriately in writing
4. Write coherent sentences in a variety of patterns appropriate for academic writing
5. Edit for vocabulary, grammar, and mechanics.
6. Revise essays for content and organization.
ESOL 0375 / ESOLC 3000751  ESOL Writing V

Course Description: Focuses on strategies and techniques of writing and composition. Open only to non-native speakers. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. This course fulfills TSI requirement for Writing CIP Code: (3201085412)

Prerequisite: ESOL 0374 or placement by testing

Learning Outcomes  Upon successful completion of this course, students will be able to:
1. Write a clear, well-organized, multi-paragraph essay using a logical sequence in a prescribed rhetorical mode.
2. Demonstrate ability to use the writing process by generating ideas, drafting, revising, and editing.
3. Demonstrate functional vocabulary knowledge in a variety of contexts at a level appropriate for college level courses.
4. Write coherent and cohesive sentences in a variety of common patterns.
5. Recognize and use proper English mechanics.
6. Demonstrate proficiency in basic skills related to research-based academic writing, such as paraphrasing, summarizing, quoting, and citing sources according to prescribed style guidelines.

ORAL COMMUNICATION

OC1 (ESOL 0381) is no longer being offered as of Fall 2019. Students may take ESOL 0308 Language Skills Workshop (Oral Communication 1) instead as available. See outcomes below for that course.

ESOL 0308 / ESOLC 3000800  ESOL Language Skills Workshop* /Oral Communication 1

Course Description: This course refines the use of communication skills necessary for personal, academic, and business communication. It incorporates negotiated student/instructor-generated content and accommodates individual goals in a workshop format. Open lab available. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. CIP Code: (3201085712)

Prerequisite: Placement by testing

Learning Outcomes  Upon successful completion of this course, students will be able to:
1. Comprehend and produce oral and written language, including responding to basic spoken instructions, questions, and face-to-face conversations containing familiar vocabulary.
2. Improve specific language skills, such as pragmatics (e.g. apologizing, requesting complimenting, etc.) in various social, academic, and workplace settings.
3. Respond to written and spoken language in various formats, including asking and answering questions based on simple oral dialogues and passages or to clarify instructions.
4. Speak about familiar topics and daily activities using correct vocabulary, grammar, and pronunciation
5. Use and respond to common reductions and contractions.
ESOL 0382 / ESOLC 3008201  ESOL Oral Communication II
Course Description: In this course English-language students increase proficiency in the spoken language necessary for basic personal, academic, and professional communication. Students communicate with a growing degree of fluency, using newly acquired vocabulary with some degree of accuracy, and master basic language functions. Students acquire and practice strategies for comprehending statements and short spoken passages. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. CIP Code: (3201085512)

Prerequisite: ESOL 0308 or placement by testing.

Learning Outcomes  Upon successful completion of this course, students will be able to:
1. Respond to spoken conversations and short oral texts that use familiar vocabulary in new contexts.
2. Ask and respond to simple questions using basic question and statement intonation patterns.
3. Express possibility and necessity, give instructions, make requests, ask for clarification, and discuss plans.
4. Use level-appropriate grammar, pronunciation, reductions, and contractions.
5. Give a short oral presentation on a familiar topic.

ESOL 0383 / ESOLC 3008301  ESOL Oral Communication III
Course Description: This course continues to provide dynamic communicative practice for English-language students. Students increase their degree of fluency, accuracy, and comprehension in listening and speaking skills necessary for personal, academic, and professional communication. They develop skills at using functional language in a variety of relevant contexts. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. CIP Code: (3201085512)

Prerequisite: ESOL 0382 or placement by testing.

Learning Outcomes  Upon successful completion of this course, students will be able to:
1. Respond to short audio listening segments by summarizing main ideas and details, answering questions, and discussing the topic.
2. Participate in face-to-face conversations of routine questions, answers, and statements in familiar or unfamiliar contexts containing some unfamiliar vocabulary
3. Express abstract ideas, give advice and opinions, agree and disagree, express ability and possibility, and make comparisons and predictions.
4. Speak with few hesitations and pauses, using level-appropriate grammar, pronunciation, and intonation.
5. Give an oral presentation on an assigned topic.

ESOL 0384 / ESOLC 3008401  Advanced Listening and Speaking
Course Description: Develops listening and speaking skills in speakers of languages other than English and prepares them to function in educational, vocational and/or personal English-speaking contexts. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201085512)
Prerequisite: ESOL 0383 or placement by testing.

Learning Outcomes  Upon successful completion of this course, students will be able to:
1. Demonstrate understanding of authentic oral texts (e.g., lectures, news casts, pod casts) that contain sophisticated vocabulary and structures by successfully completing comprehension tasks, such as answering questions, note-taking, outlining, paraphrasing, summarizing, or evaluating the content, etc. [comprehension tasks such as identifying main, supporting ideas, and implied meaning are subsumed.]
2. Plan and deliver formal oral presentations using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, non-verbal cues, and appropriate volume and intonation, and respond appropriately to questions.
3. Speak with fluency, using complex and accurate language, clear pronunciation and prosodic elements (e.g., intonation, rhythm, word and sentence stress).
4. Demonstrate the ability to use a range of formal and informal language appropriate to context.
5. Participate in discussions in formal and informal settings using active listening skills and making appropriate and extended comments.
6. Assess own language production and use appropriate self-monitoring strategies such as rephrasing, re-directing, asking for clarification, and circumlocution.
7. Analyze and evaluate oral expression by listening critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view.
8. Demonstrate knowledge of a wide range of cultural conventions and references in oral and nonverbal communication.

GRAMMAR

ESOL 0391 / ESOLC 3000801  ESOL Grammar I
Course Description:  This course focuses on standard English grammar usage for academic purposes. Open only to non-native English speakers. Students develop control of fundamental structures including basic tenses, parts of speech and simple sentences. This course is designed to support success in ESOL 0371, Writing I, and must be taken concurrently as a corequisite. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201086612)

Prerequisite: Placement by testing; Corequisite: ESOL 0371.

Learning Outcomes  Upon successful completion of this course, students will be able to:
1. Use basic verb tenses and voice with proficiency: present, past, and future, including the use of “there is/there are” and imperatives.
2. Use simple, compound, and complex sentences structures including phrases and clauses with proficiency at the basic level, including forming YES/NO and WH-questions.
3. Use parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the basic level, with specific attention to: identifying and using count & non-count, subject pronouns, object pronouns, and demonstrative pronouns & possessive adjectives and possessive nouns.
4. Use appropriate word choice, word form, and word order with proficiency.
ESOL 0392 / ESOLC 3000802     ESOL Grammar II
Course Description: This course continues to develop English grammar skills by providing extensive and varied practice that encourages English language development for academic purposes. Emphasis is placed on the use of verb tenses, modal verbs, nouns, adjectives and adverbs. This course is designed to support success in ESOL 0372, Writing II, and must be taken concurrently with ESOL 0372, Writing II. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201086612)

Prerequisite: ESOL 0371 or Placement by testing; Corequisite: ESOL 0372.

Learning Outcomes     Upon successful completion of this course, students will be able to:
1. Use basic verb tenses and voice with proficiency in simple present, present progressive, simple past, past progressive and present perfect with for and since.
2. Use simple, compound, and complex sentences structures including phrases and clauses with proficiency at the low intermediate level.
3. Use parts of speech (nouns, pronouns, verbs, adjectives (including comparative & superlative adjectives), adverbs (including expressions of frequency and time), prepositions, interjections, conjunctions, and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the low intermediate level.
4. Use appropriate word choice, word form, and word order with proficiency.

ESOL 0393 / ESOLC 3000803     ESOL Grammar III
Course Description: This course continues to develop the existing knowledge of grammatical structures and helps students to acquire new ones. Emphasis is placed on the complex verb tenses, passive voice, and compound sentences. This course will help students apply grammatical accuracy to their writing and speaking. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201085712)

Prerequisite: ESOL 0372 or Placement by testing.

Learning Outcomes     Upon successful completion of this course, students will be able to:
1. Discriminate between the uses of simple present, present progressive, present perfect progressive, present perfect and simple past verb tenses.
2. Use basic infinitives and gerunds.
3. Use present and past participles.
4. Identify and use verbs in the passive voice.
5. Form sentences with simple time and conditional clauses.
6. Use a variety of modals.

ESOL 0394 / ESOLC 3000804     ESOL Grammar IV
Course Description: Students continue the study of grammatical structures required for quality oral and written academic communication. They develop skills in understanding form, meaning and usage of complex grammatical structures including gerunds and infinitives, conditionals and complex sentences with noun, adjective and adverb clauses. Students focus on Standard English grammar usage for
academic purposes. Open only to non-native speakers. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201085712)

**Prerequisite:** ESOL 0393 or Placement by testing.

**Learning Outcomes**  
Upon successful completion of this course, students will be able to:  
1. Use verb tenses and voice with proficiency, including discriminating between the uses of the past perfect, past progressive, past perfect progressive.  
2. Use simple, compound, and complex sentences structures including phrases and adjective, noun, and adverb clauses with proficiency at the high intermediate level.  
3. Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions) and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the high intermediate level.  
4. Use appropriate word choice, word form, and word order with proficiency.  
5. Use modals in present, past, and progressive tenses and passive voice.  
6. Identify and use verbals: participles, gerunds and infinitives.  
7. Identify and use causative verbs.  
8. Use conditionals and the subjunctive.  
9. Use direct and indirect speech.

**ESOL 0395 / ESOLC 3000805  ESOL Grammar for Writing V**  
**Course Description:** Students continue to focus on standard English grammar usage for academic purposes. This course focuses on the development of college-level writing focusing on idea generation, drafting, organization, revision and utilization of Standard English. Open only to non-native speakers. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201085312)

**Prerequisite:** ESOL 0394 or Placement by testing.

**Learning Outcomes**  
Upon successful completion of this course, students will be able to:  
1. Compose a variety of texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer’s purpose.  
2. Determine and use effective approaches and rhetorical strategies for given writing situations.  
3. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.  
4. Evaluate relevance and quality of ideas and information to formulate and develop a claim.  
5. Develop and use effective revision strategies to strengthen the writer’s ability to compose college-level writing assignments.  
6. Edit writing to conform to the conventions of standard English, including for syntactical errors such as subject-verb agreement, pronoun reference, parallel structure, and tense shifts.  
7. Use verb tenses and voice with proficiency.  
8. Use simple, compound, and complex sentences structures including phrases and clauses with proficiency at the advanced level.  
9. Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions) and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the advanced level.  
10. Use appropriate word choice, word form, and word order with proficiency.
SPECIAL TOPICS

ESOL 0308 / ESOLC 3000800     ESOL Language Skills Workshop*

Course Description: This course refines the use of communication skills necessary for personal, academic, and business communication. It incorporates negotiated student/instructor-generated content and accommodates individual goals in a workshop format. Open lab available. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. CIP Code: (3201085712)

Prerequisite: Placement by testing

Learning Outcomes
1. Students will comprehend and produce oral and written language.
2. Students will improve specific language skills or a set of skills for use in various social, academic, and workplace settings.
3. Students will respond to written and spoken language in various formats.

ESOL 0310/ESOLC 3003101     ESOL Integrated Reading/Writing

Course Description: Integration of critical reading and academic writing skills. The course fulfills TSI requirements for reading and/or writing. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201085912)

Prerequisite: ESOL 0364 and ESOL 0374 or instructor approval or placement by exam

Learning Outcomes  Upon successful completion of this course, students will be able to:
1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.
ESOL 0331  ESOL Integrated Reading/Writing CoReq with HIST 1301
Course Description: Integration of critical reading and academic writing skills. This course is taught as a co-requisite to a college-level course. Successful completion fulfills TSI requirements for reading and writing. CIP Code: (3201086012)

Prerequisite: ESOL 0364 and ESOL 0374 or placement by testing Corequisite: HIST 1301

Learning Outcomes  Upon successful completion of this course, students will be able to:
1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

ESOL 0332  ESOL Integrated Reading/Writing CoReq with ENGL 1301
Course Description: Integration of critical reading and academic writing skills. This course is taught as a co-requisite to a college-level course. Successful completion fulfills TSI requirements for reading and writing. CIP Code: (3201086012)

Prerequisite: ESOL 0364 and ESOL 0374, or placement by testing; Corequisite: ENGL 1301

Learning Outcomes  Upon successful completion of this course, students will be able to:
1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.

9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.

10. Recognize and apply the conventions of Standard English in reading and writing.
**ESOL Achievement Scale**

(course learning outcomes and their levels)

*Must master 70% of learning outcomes to proceed to next level*

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Oral Communication</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
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<tr>
<td>1. Identify the stated main idea of a short passage on a familiar topic.</td>
<td>1. Write simple sentences.</td>
<td>1. Comprehend and produce oral and written language, including responding to basic spoken instructions, questions, and face-to-face conversations containing familiar vocabulary.</td>
<td>1. Use basic verb tenses and voice with proficiency: present, past, and future, including the use of “there is/there are” and imperatives.</td>
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<tr>
<td>2. Distinguish between general ideas and specific information</td>
<td>2. Write simple descriptions and narrations about familiar topics.</td>
<td>2. Improve specific language skills, such as pragmatics (e.g. apologizing, requesting complimenting, etc) in various social, academic, and workplace settings.</td>
<td>2. Use simple, compound, and complex sentences structures including phrases and clauses with proficiency at the basic level, including forming YES/NO and WH-questions.</td>
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<tr>
<td>3. Extract basic information from simple illustrations such as graphs and charts.</td>
<td>3. Write a main idea sentence and several detail sentences about that main idea.</td>
<td>3. Respond to written and spoken language in various formats, including asking and answering questions based on simple oral dialogues and passages or to clarify instructions.</td>
<td>3. Use parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the basic level, with specific attention to: identifying and using count &amp;</td>
</tr>
<tr>
<td>4. Determine the meaning of unfamiliar vocabulary from context.</td>
<td>4. Follow basic conventions of capitalization and punctuation to demonstrate understanding of sentence boundaries.</td>
<td>4. Speak about familiar topics and daily activities using correct</td>
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<td>4.</td>
<td>Use appropriate word choice, word form, and word order with proficiency.</td>
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<tr>
<td>5.</td>
<td>Use and respond to common reductions and contractions.</td>
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</tbody>
</table>

- **vocabulary, grammar, and pronunciation**
- non-count, subject pronouns, object pronouns, and demonstrative pronouns & possessive adjectives and possessive nouns

*Must pass Writing 1*
<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th><strong>Writing</strong></th>
<th><strong>Oral Communication</strong></th>
<th><strong>Grammar</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 2</strong></td>
<td>1. Apply a variety of pre-reading strategies such as previewing, skimming, scanning, and predicting to set a purpose for reading and to increase reading comprehension.</td>
<td>1. Write simple and compound sentences.</td>
<td>1. Use basic verb tenses and voice with proficiency in simple present, present progressive, simple past, past progressive and present perfect with for and since.</td>
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<td></td>
<td>2. Apply reading skills to identify the stated main idea, locate supporting details, identify a sequence of events, and distinguish between fact and opinion in a paragraph or simple multi-paragraph text.</td>
<td>2. Use pre-writing techniques (e.g., brainstorming, outlining, mapping) to generate and organize ideas.</td>
<td>2. Use simple, compound, and complex sentences structures including phrases and clauses with proficiency at the low intermediate level.</td>
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<tr>
<td></td>
<td>3. Extract literal information from charts, graphs, photographs, and other illustrations.</td>
<td>3. Write a short, well-organized paragraph with topic sentence, support, and conclusion in several rhetorical modes such as descriptive, narrative, and process.</td>
<td>3. Use parts of speech (nouns, pronouns, verbs, adjectives (including comparative &amp; superlative adjectives), adverbs (including expressions of frequency and time), prepositions, interjections, conjunctions, and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the low intermediate level.</td>
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<td>4. Determine the meaning of unfamiliar words and phrases using context and word form clues.</td>
<td>4. Revise paragraphs for content and organization.</td>
<td>4. Use appropriate word choice, word form, and word order with proficiency.</td>
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<td></td>
<td>5. Use a monolingual ESOL learner’s dictionary to identify pronunciation, meaning, and part of speech of new vocabulary items.</td>
<td>5. Edit for vocabulary and sentence structure.</td>
<td>*Must pass Writing 2</td>
</tr>
<tr>
<td>Level 3</td>
<td>Reading</td>
<td>Writing</td>
<td>Oral Communication</td>
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<tr>
<td>1. Identify stated or implied main ideas and supporting details in moderately demanding texts.</td>
<td>1. Write simple, compound, and complex sentences.</td>
<td>1. Respond to short audio listening segments by summarizing main ideas and details, answering questions, and discussing the topic.</td>
<td>7. Discriminate between the uses of simple present, present progressive, present perfect progressive, present perfect and simple past verb tenses.</td>
</tr>
<tr>
<td>2. Outline and summarize passages and paraphrase ideas.</td>
<td>2. Use pre-writing techniques to generate and organize ideas.</td>
<td>2. Participate in face-to-face conversations of routine questions, answers, and statements in familiar or unfamiliar contexts containing some unfamiliar vocabulary.</td>
<td>8. Use basic infinitives and gerunds.</td>
</tr>
<tr>
<td>3. Extract both literal and inferential information from graphs, charts, diagrams, flowcharts, photographs, and other illustrations.</td>
<td>3. Write paragraphs and short (three-four paragraph) essays that are well organized and developed with adequate support in a variety of rhetorical modes such as comparison/contrast, definition/example, and opinion.</td>
<td>3. Express abstract ideas, give advice and opinions, agree and disagree, express ability and possibility, and make comparisons and predictions.</td>
<td>9. Use present and past participles.</td>
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<tr>
<td>4. Determine the meaning of unfamiliar words or familiar words in new contexts by using context clues and word forms.</td>
<td>4. Revise writing for content and organization.</td>
<td>4. Speak with few hesitations and pauses, using level-appropriate grammar, pronunciation, and intonation.</td>
<td>10. Identify and use verbs in the passive voice.</td>
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<tr>
<td>5. Use resource materials, such as a monolingual English dictionary, to identify meanings, pronunciation, grammatical forms, and appropriate use of unfamiliar vocabulary.</td>
<td>5. Edit for vocabulary, sentence structure, and paragraph form.</td>
<td>5. Give an oral presentation on an assigned topic.</td>
<td>11. Form sentences with simple time and conditional clauses.</td>
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<td>12. Use a variety of modals.</td>
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<td>Level 4</td>
<td>Reading</td>
<td>Writing</td>
<td>Oral Communication</td>
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<tr>
<td>1.</td>
<td>Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.</td>
<td>Write multi-paragraph essays that are well-organized and cohesive and contain adequate support in a variety of rhetorical modes such as comparison/contrast, cause/effect, and argumentative.</td>
<td>Demonstrate understanding of authentic oral texts (e.g., lectures, news casts, podcasts) that contain sophisticated vocabulary and structures by successfully completing comprehension tasks, such as answering questions, note-taking, outlining, paraphrasing, summarizing, or evaluating the content, etc.</td>
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<tr>
<td>2.</td>
<td>Comprehend and use vocabulary effectively in oral communication, reading, and writing.</td>
<td>Use accurate idiomatic expressions, collocations, and fixed expressions to express ideas clearly.</td>
<td>11. Use simple, compound, and complex sentences structures including phrases and adjective, noun, and adverb clauses with proficiency at the high intermediate level.</td>
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<td>3.</td>
<td>Describe, analyze, and evaluate information within and across a range of texts.</td>
<td>Incorporate others’ ideas appropriately in writing</td>
<td>12. Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions) and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the high intermediate level.</td>
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<td>4.</td>
<td>Identify and analyze the audience, purpose, and message across a variety of texts.</td>
<td>Write coherent sentences in a variety of patterns appropriate for academic writing</td>
<td>13. Use appropriate word choice, word form, and word order with proficiency.</td>
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<td>5.</td>
<td>Describe and apply insights gained from reading a variety of texts.</td>
<td>Edit for vocabulary, grammar, and mechanics.</td>
<td>14. Use modals in present, past, and progressive tenses and passive voice.</td>
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<td>6.</td>
<td>Use main idea and details from a variety of course-appropriate written texts to develop short responses, summaries, graphic organizers, and outlines.</td>
<td>Revise essays for content and organization.</td>
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<td>12.</td>
<td>Demonstrate the ability to use a range of formal and informal language appropriate to context.</td>
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<td>13.</td>
<td>Participate in discussions in formal and informal settings using active listening skills and making appropriate and extended comments.</td>
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<td>14.</td>
<td>Assess own language production and use appropriate self-monitoring strategies such as rephrasing, re-directing, asking for clarification, and circumlocution.</td>
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<td>15.</td>
<td>Analyze and evaluate oral expression by listening critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view.</td>
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<td>16.</td>
<td>Demonstrate knowledge of a wide range of cultural conventions and references in oral and nonverbal communication.</td>
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<td>17.</td>
<td>Identify and use verbals: participles, gerunds and infinitives.</td>
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<td>18.</td>
<td>Identify and use causative verbs.</td>
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<td>19.</td>
<td>Use conditionals and the subjunctive.</td>
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<td>20.</td>
<td>Use direct and indirect speech.</td>
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<td>Level 5</td>
<td>Reading</td>
<td>Writing</td>
<td>Oral Communication</td>
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<tr>
<td>1. Comprehend and summarize texts, including the identification of main idea, supporting details, audience, and purpose of text.</td>
<td>1. Write a clear, well-organized, multi-paragraph essay using a logical sequence in a prescribed rhetorical mode.</td>
<td>N/A</td>
<td>1. Compose a variety of texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer’s purpose.</td>
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<td>2. Interpret and critically analyze author’s bias, purpose, and perspective in academic materials.</td>
<td>2. Demonstrate ability to use the writing process by generating ideas, drafting, revising, and editing.</td>
<td>2. Determine and use effective approaches and rhetorical strategies for given writing situations.</td>
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<td>3. Make inferences and draw conclusions from a variety of college level texts.</td>
<td>3. Demonstrate functional vocabulary knowledge in a variety of contexts at a level appropriate for college level courses.</td>
<td>3. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.</td>
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<td>4. Respond critically, orally and in writing, to various kinds of college level texts.</td>
<td>4. Write coherent and cohesive sentences in a variety of common patterns.</td>
<td>4. Evaluate relevance and quality of ideas and information to formulate and develop a claim.</td>
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<td>5. Understand and use academic vocabulary and linguistically complex structures across a variety of disciplines and genres.</td>
<td>5. Recognize and use proper English mechanics.</td>
<td>5. Develop and use effective revision strategies to strengthen the writer’s ability to compose college-level writing assignments.</td>
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<td>6. Demonstrate knowledge of cultural and historical references to American society in written materials.</td>
<td>6. Demonstrate proficiency in basic skills related to research-based academic writing, such as paraphrasing, summarizing, quoting, and citing sources according to prescribed style guidelines.</td>
<td>6. Edit writing to conform to the conventions of standard English, including for syntactical errors such as subject-verb agreement.</td>
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<td>pronoun reference, parallel structure, and tense shifts.</td>
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<td>7.</td>
<td>Use verb tenses and voice with proficiency.</td>
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<td>8.</td>
<td>Use simple, compound, and complex sentences structures including phrases and clauses with proficiency at the advanced level.</td>
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<tr>
<td>9.</td>
<td>Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions) and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the advanced level.</td>
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<tr>
<td>10.</td>
<td>Use appropriate word choice, word form, and word order with proficiency.</td>
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Enjoy teaching!