

Level	Level Description	Goals	Learning Outcomes
Prep.	<p>Students placed in this level are novice learners with little or no knowledge of the alphabet of English and extremely limited vocabulary stock. While they might be able to list or read the letters of English, listing is typically not alphabetical and pronunciation is erroneous and can be heavily influenced by the sound system of the native language. The limited number of vocabulary the students may have will typically be names of concrete objects that are strictly related to the here and now and will also be characterized by mispronunciations and lack of knowledge of the morphological and grammatical form. The students have no ability to carry out a simple conversation or produce complete sentences. Their responses to simple familiar questions are telegraphic and involve short memorized responses.</p> <p>Listening skills are also limited to recognizing sounds and very familiar vocabulary related to the students' immediate context. The students have difficulty understanding words in context, but repeated listening may aid recognition of words, but not comprehension of meaning.</p>	<p>The main goal of this level is to establish a basic aural and oral foundation for learning English as a target language as well as for using English at the level of proficiency that is expected from a low novice ESL learner. That is to say, this course aims at enabling students to perceive and produce language at the level of individual sounds, individual words, and simple, short sentences.</p>	<p>By the end of the course, students will be able to demonstrate their ability to pronounce the consonants and pure vowels in English and perceive the differences between problematic sounds. They will also be able to demonstrate their ability to interact minimally by naming things, responding with simple sentences and asking simple questions about people and things in their immediate physical context.</p>
1	<p>Students at this level are able to recognize and produce the alphabets of English, to name and read names of family, numbers, colors, days, calendars, schedules, directions, maps, and to produce simple sentences. They are also able to ask and respond to simple questions related to concrete everyday events and activities with short sentences or fragments of sentences.</p> <p>Students at this level are able to identify and produce the consonants and some pure vowels of English. They are also able to recognize phrases and parts of sentences about their immediate context (and the topics listed above in the objectives section). They are unable to carry out simple conversations, even about topics from their immediate context. They are not able to fully comprehend short conversations even with repetition.</p>	<p>The goal of this course is to build on the students' existing listening and speaking proficiency to enable them to understand and produce language beyond the level of individual sounds, words and individual sentences. It aims at enabling students to engage in simple predictable dialogues on social and interpersonal topics.</p>	<p>After completing this course, students will be able to demonstrate their ability to perceive and produce individual sounds (consonants, pure vowels, and diphthongs) in isolation as well as in content. They will also be able to place stress correctly on appropriate syllables as well as on specific words in sentence-level contexts (per stress rules that have been covered in class).</p> <p>The students will also be able to engage in simple conversations that require performing everyday tasks and speech acts, such as introducing themselves and others, giving directions, making a call, leaving a voice message, taking a message, making requests, expressing an opinion...</p>

<p>2</p>	<p>Students at this level have fairly solid knowledge of the English consonants and vowels. They are also able to recognize stress placement on individual words with respect to stress placement rules that were covered in L1. The students are able to comprehend parts of a short conversation about familiar topics related to themselves and things around them, but comprehension of content is partial and requires repetition. Typically, students are not able to understand a conversation as a whole unit.</p> <p>Students are able to engage in simple responsive interactions and perform simple descriptions of daily events and activities. They are also able to ask simple questions about daily routine and tasks related to the students' immediate contexts. Output at this level goes beyond the level of phrases, but remains at the level of sentences. Producing several sentences is possible, but these are typically isolated lists of sentences.</p>	<p>The goal of this level is to enable students to perform interactive listening and speaking tasks and produce longer stretches of language in a variety of everyday functional situations.</p>	<p>By the end of this course, students will be able to demonstrate their ability to understand and produce suprasegmental features of spoken English, namely sentence stress, intonation in sentences and questions. They will also be able to demonstrate their ability to fairly comprehend and produce language at the level of discourse. They are able to comprehend and produce language used in a limited number of contexts and for a limited set of functions, such as making requests, giving advice, making suggestions, expressing an agreement/disagreement, making an offer, making a doctor's appointment, opening an account, renting a car, ordering food over the phone, asking for and giving directions, ... and giving basic past and future narratives.</p>
<p>3</p>	<p>Students at this level are able to understand information in everyday conversations and perform reactive and intensive listening tasks. They are familiar with word stress, sentence stress, and can identify types of intonation (falling and rising) in simple sentences and questions.</p> <p>They are able to engage in short interactions about personal and transactional topics, mainly relevant to themselves and things around them. They are also able to produce simple descriptions of things and people in their immediate contexts. Their spoken language is characterized by systematic grammatical inaccuracy and pronunciation problems. Generally, language output is chunks of loosely connected sentences.</p>	<p>The main goal of this level is for the students to be able to understand and respond to longer stretches of language (discourse-level) and to produce longer chunks of discourse orally. Speaking and listening tasks move beyond simple interpersonal and transactional to more selective and interactive ones such as longer conversations, short group discussions, and responses to ideas and opinions in texts.</p>	<p>By the end of this level, the students will be able to understand and produce at level discourse. They are able to listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and will be able to perform such tasks as identifying main ideas, supporting ideas, identifying contexts, reordering events, making conclusions, etc. Speaking skills will involve the ability to engage in longer conversations, short group discussions, and respond to ideas and opinions in given texts.</p>
<p>4</p>	<p>Students at this level are able to understand and respond to longer stretches of language (discourse-level) and to produce</p>	<p>The main goal of this level is to introduce students to more academic language</p>	<p>By the end of this class, students will be able to comprehend, analyze and talk</p>

	<p>longer chunks of discourse orally. Listening skills are characterized by the ability to comprehend short conversations and relatively longer texts from a variety of text types, including those that are not related to students' immediate context. Comprehension still requires repetition, especially for a full comprehension of content. Students demonstrate high accuracy in producing individual sounds, in recognizing and using primary stress and recognizing and, occasionally, using basic intonation patterns. Speaking abilities include identifying parts of a text (introduction, main idea, etc.) and producing connected language on personal and social topics. They can listen to and comprehend a variety of text types. They are able to engage in meaningful conversations and discussions on variety of non-academic topics.</p>	<p>through listening to and discussing topics and lectures that are usually used in academic settings. The students will become familiar with the structure and language of academic texts, lectures and will start to build more academic vocabulary to use in speeches.</p>	<p>about academic topics that are usually discussed in college. They are able to identify the purpose of academic texts, their organization, and specific features of academic genre in a lecture setting. Students can use language in academic contexts by giving oral presentations, expressing/explaining opinions, and participating in discussions on hypothetical situations. Students in this level demonstrate at level degree of fluency and comprehensibility, but may still have accuracy issues with respect to certain grammatical and phonological features.</p>
5	<p>Students at this level are able to understand texts from topics that are not related to their immediate contexts, such as education, travel, money, culture, etc. They are able to identify the purpose of a text, main ideas, and supporting ideas. They are also able to engage in conversations about these topics with relative ease and confidence. They can describe things and people and provide past, present and future narratives. Oral production in this level may involve grammatical inaccuracy but this inaccuracy does not generally hinder comprehension.</p>	<p>The main goal of this class is to fully engage students in academic discourse. The speaking ability includes producing long speeches, discussing, debating, summarizing and analyzing academic topics. Listening abilities include thematic and structural components of academic texts such as sequence, details, opinions, inferences, bias, audience, cause-effect, etc.</p>	<p>By the end of this level, students will be able to carry out a variety of aural, oral and analytical tasks that are required of students in college settings. The students are able to comprehend long academic texts and perform extensive listening and note-taking tasks. Their spoken language demonstrates an ability to use academic discourse, but may still involve patterns of inaccuracy and limited vocabulary and reasoning abilities, especially with respect to abstract topics.</p>
6	<p>Students at this level acquired necessary academic vocabulary to understand and engage in discussions on topics in academic settings. They have also acquired the necessary skills to understand and analyze the structure of an academic lecture.</p>	<p>The main goal of this class is to build oral communication and critical thinking skills necessary for success in the university setting. Such skills include problem-solution, argumentation, and defending opinion, making inference, comprehension, analysis and use of formal academic English.</p>	<p>By the end of this course, students will be able to comprehend and analyze academic texts as well as produce language used in academic settings. They are able to demonstrate these abilities through a variety of tasks and projects such as long presentations, small scale research, and in-class discussions of academic topics. Their spoken language is characterized</p>

			by advanced level of fluency, comprehensibility, and accuracy. They will also be able to use such critical thinking skills as problem solving, argumentation, defending an opinion, making inferences, responding to hypothetical situations, descriptions and interpretation of graphs.
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