



ESL CURRICULUM revision

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Main references for this revision:

Staff Handbook © 2013 University of Houston; WIDA ELP Standards; Long Star College System guidelines for ESL program curriculum; ECU Office of Institutional Resources, Arkansas Adult ESL Curriculum Guidelines.

The Atlantis Language Institute Mission is to provide

- local and international students seeking better understanding and use of the English language
- professionals seeking enhancement of their performance in the English language, and
- other non-native speakers of English who desire to break their language barrier

with the essential language tools to support their growth as global citizens.

COURSES and levels of proficiency

- ESL 1 Beginning
- ESL 2 Upper beginning
- ESL 3 Intermediate
- ESL 4 Upper Intermediate
- ESL 5 Advanced

LENGTH and STRUCTURE: Total (entire program) contact hours: **800** Weekly contact hours: **20** Daily contact hours: **4**

TERMS	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TOTAL
COURSE	ESL 1	ESL 2	ESL 3	ESL 4	ESL 5	5
Instructional hours	128	128	128	128	128	640
LAB-Conversation hours	32	32	32	32	32	160

The participants of this revision agree on the fact that an effective ESL curriculum provides a means of communication for people in multiple and varied social contexts to express themselves, interact with others, learn about a multi-cultural world, and meet their individual and collective needs.

What is most important for ESL learners at Atlantis Language Institute is to communicate effectively in English while challenging themselves within educational goals, gaining success at their workplace, or breaking the language barrier within a social context. These learners must have multiple opportunities to use English, must interact with others meaningfully as they progress, and get as much feedback as possible on their language use. Fluency and accuracy in both spoken and written English are emphasized.

ALI's program follows general principles for ESL adult learners as recognized on various institutional curricula consulted for re-stating ours

- ❖ Curriculum and instruction should align with adult learner outcomes, and supported by often research and knowledge of effective practice.
- ❖ Curricular and instructional processes should meet individual learner's needs through learner-centered approaches.
- ❖ Curricular content and instructional practices should be functional.
- ❖ Curricula and instructional processes contribute to the development of independent problem solvers and thinkers.
- ❖ Curriculum and instruction are adapted according to evaluation information

We created the ESL program at ALI considering the students' needs of communication involving the four main language skills: listening, speaking, reading and writing. ESL students' common needs were determined through discussion from creators' experience and education, and from the consideration of professionally published texts appropriate for IEP. The creators of the program met and selected core texts from different publishers, and agreed to choose the Oxford Press Q Skills for Success levels 1-5. This text also provides with tools of assessment conveniently articulated through each of the levels to measure the student's outcomes, including Placement Test, Unit evaluations, midterm test, and final test.

After completion of this program, the students will be able to demonstrate adequate understanding of the spoken language; talk and discuss effectively and respectfully; read with enhanced ability to comprehend and evaluate texts in areas of his/her personal interest, and develop essential communication in writing with a variety of purposes and audiences.

Class environment and teaching methodology

ALI's program aims its methodology to a "communicative language teaching," including interactive, learner-centered classrooms. Teaching strategies highlight the use of Active Learning where students are guided through the achievement/enhancement of their critical thinking skills as key ingredient in their practice during the learning process. A combination of lecture/laboratory, individual and teamwork leads this course. Motivational tools like movies, videos and audio tracks along with the textbooks will motivate and keep student's attention. Teachers can adhere to their own teaching styles and to the needs of their actual students at any time as convenient for the benefit of the SLO's achievement. Usually, the methodology used in the beginners' levels is focused on integrated skills. Throughout intermediate and advanced levels, instructors are free to mix and match different methodologies as appropriate for their courses and students.

The students' outcomes are measured consistently with assessment tools stated by the core and Lab software, and with frequent reviews from the teacher's own initiatives, as needed. Grammatical structures are not presented as isolated patterns for analysis and rule memorization, but within a functional and communicative context. As students move from one level to another, they face 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 spontaneously in the language.

ALI offers student's access to Burlington English software assigned for Lab practices and in-class activities at teacher's discretion. BE includes an effective training of the language domains conveniently guided by the teachers.

ALI Program/Course completion

Certificates of completion will be awarded after each level showing the student's accomplishment of ESL proficiency level as expected by our institution.

Diploma of completion. Those students successfully completing our five co

urses/levels will be awarded the ALI's Diploma of program completion. These students will get an on-site recognition for their accomplishment.

ALI Program Curricular Elements

Course	Course Goal	Course Objectives	Course Student Learning Outcomes
<p>ESL 1</p>	<p>This course is intended for students starting in a beginner level of proficiency. Through this course, the student should gain awareness of the essential skills of the language: listening and speaking, reading-comprehension, and essential writing.</p>	<p>The purpose of this course is to conduct learning opportunities in which students experience, practice, and acquire skills and knowledge on:</p> <p>Listening & Speaking:</p> <ul style="list-style-type: none"> -Essential pronunciation patterns -Understanding the spoken language -Basic grammar structures -Some verbs + infinitives such as <i>like, want, need</i> to address agreement or disagreement, likes, dislikes, preferences and feelings -Figuring out the meaning of some words in context <p>Reading:</p> <ul style="list-style-type: none"> -Words with similar meanings -Main idea in a paragraph -Parts of a letter -Sentence structure <p>Writing:</p> <ul style="list-style-type: none"> -Grammar structure of simple tenses, present and past -Topic, body, and concluding sentences -Idea sequence in a paragraph -Subject-verb relation -Basic parts of speech such as adjectives and connectors -Word choice 	<p>Listening & Speaking: (Oral interaction): Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate awareness of basic intonation patterns for questions and exclamations -Request repetition and/or clarification to confirm basic understanding -Follow basic instructions in academic settings -Address briefly to personal information such as needs, likes/dislikes, preferences and feelings using familiar phrases and facial cues -Predict a topic in audio visuals through its vocabulary <p>Reading: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Detect familiar words in academic texts. -Use a dictionary to distinguish between words with similar meanings -Scan paragraphs to recognize main ideas as possible -Recognize heading, body, and closing of a letter. <p>Writing: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate basic awareness of the structure of a paragraph -Edit simple sentences to ensure correct subject-verb agreement -Write brief accounts of experiences in simple present and simple past tenses. -Write basic description of people and places -Write short e-mails for personal purposes -Start using reference materials to expand word choice
<p>ESL 2</p>	<p>This course is intended for students starting in an Upper Beginner level of proficiency. The student should grow in the recognition and use of the four basic skills of the language: listening/understanding, speaking,</p>	<p>The purpose of this course is to conduct learning opportunities in which students experience, practice, and acquire skills and knowledge on:</p> <p>Listening & Speaking:</p> <ul style="list-style-type: none"> -Patterns for effective communicative intent -Speaker’s attitude -Grammar structures as suggested for this level -Word order and specific phrases to guide the listener -Referring to personal and familiar plans. -Taking notes 	<p>Listening & Speaking: (Oral interaction): Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate basic awareness of intonation appropriate to communicative intent -Determine the speaker’s attitude when expressing opinions by listening for intonation -Refer to: <ul style="list-style-type: none"> *events happening in present or past *events that happen or may happen in the future *planning of events

	<p>reading/comprehension, and basic writing.</p>	<p>Reading:</p> <ul style="list-style-type: none"> -Main and supporting ideas -Topic sentence in a multi paragraph composition -Prediction of content -Comprehension of essential information in a text <p>Writing:</p> <ul style="list-style-type: none"> -Planning before writing -Word order to facilitate the reader's understanding. -Idea sequence in a multi paragraph composition -Compound sentences -Addressing ideas -Critical thinking 	<ul style="list-style-type: none"> -Apply adequate word order to give basic instructions in academic and family settings -Take brief notes to prepare for a group discussion <p>Reading: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Scan paragraphs to recognize main ideas and some supporting details as possible -Use title and topic sentence to make basic prediction of content -Respond to basic comprehension questions about short informational texts <p>Writing: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Search, collect and organize brief information for a presentation -Write short accounts of personal and family plans. -Develop an opinion paragraph with topic, body and concluding sentences -Demonstrate awareness of longer sentences in academic writing -Write short notes and emails for personal purposes -Apply basic editing of a paragraph
<p>ESL 3</p>	<p>This course is intended for students moving on to an Intermediate level of proficiency. Through this course the students continue to develop language skills necessary to strengthen oral and written communication within their demanding social and professional environment.</p>	<p>The purpose of this course is to conduct learning opportunities in which students experience, practice, and acquire skills and knowledge on:</p> <p>Listening & Speaking</p> <ul style="list-style-type: none"> -Patterns for effective communicative intent -Keeping listeners' attention on the main idea -Addressing to diverse recipients -Idea sequence and types of sentences -Conversational turns -Tag questions -Informal communication -Maintaining the listener's interest -Present and past perfect tenses <p>Reading:</p> <ul style="list-style-type: none"> -Tips for comprehension of more complex texts -Recognition of beginning, middle, and end of a story -Critical thinking, fact and opinion -Timelines -Spelling of high frequency words -Recognition of pronunciation patterns in moderate texts <p>Writing:</p> <ul style="list-style-type: none"> -Planning academic presentations -Addressing requests and ideas -Structure of traditional essays 	<p>Listening & Speaking (Oral interaction): Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Apply intonation appropriate to communicative intent; keep the listener's interest by varying intonation and stressing important words -Draw listeners' attention to the main idea of the speech by using repetition and signal words -Demonstrate awareness of formal and informal communication while making requests -Sustaining short conversations and take turns attending and reacting in a culturally appropriate way -Refer to prior experiences and events adding basic complexity to the sentences as needed -Use tag questions to find out what someone thinks <p>Reading: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Locate desired information on longer texts. -Paraphrase as needed to check comprehension -Distinguish between facts and opinions in simple literary texts -Use prior knowledge to easily predict content -Determine the sequence of an event using a timeline -Apply correct spelling of high frequency words when required to read aloud. -Demonstrate moderate awareness of intonation with choices for thought groups while reading <p>Writing: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Search for, collect and organize more complex information for a

		<ul style="list-style-type: none"> -Chronological structure in a text -Idioms and slangs 	<p>presentation</p> <ul style="list-style-type: none"> -Make written requests and address ideas to diverse recipients with proper exposition of the message as intended -Draw topic, supporting, and concluding sentences for a multi-paragraph -Write sentences to tell or retell a story in chronological sequence.
ESL 4	<p>This level is intended for students in an Upper Intermediate level of proficiency that allows them to deliver stronger communication skills, but still need to add complexity to their performance in the oral and written language. It intends to guide the students through the recognition and adequate use of more complex structures of the English language in both oral and written forms</p>	<p>The purpose of this course is to conduct learning opportunities in which students experience, practice, and acquire skills and knowledge on:</p> <p>Listening & Speaking</p> <ul style="list-style-type: none"> -Patterns for effective communicative intent -Fluent and coherent oral interaction -Detecting the topic of a speech -Taking notes during a presentation -Expressing certainty and uncertainty -Pointing to important information -Keeping a conversation into a comfortable area -Word variety <p>Reading:</p> <ul style="list-style-type: none"> -Graphic organizers and organizational structures -Literary texts -Meaning through context -Recognition of pronunciation patterns in complex texts <p>Writing:</p> <ul style="list-style-type: none"> -Defining the audience before writing -Recognizing sensory language -Developing and editing essays -Parallel structure and complex idea sequence -Effective use of reference materials 	<p>Listening & Speaking (Oral interaction) Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Apply accurate word stress and intonation to communicative intent -Engage and take turns in conversations appropriately with full awareness of listener's perspective and ability to correct some of his/her own mistakes. -Listen for expressions and words that announce the topic of the speech they will hear -Demonstrate enhanced ability to participate in a group discussion after a presentation -Support certainty and uncertainty with clear point of view -Demonstrate enhanced ability to address intended messages by stressing key words throughout the speech. -Keep certain information out of discussion by avoiding questions or changing the topic -Demonstrate advanced use of word variety when addressing the oral message. <p>Reading: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate ability to understand the organizational structure of a text. -Demonstrate comprehension of main idea and supporting details in moderate literary texts -Detect and analyze text features that contribute to meaning and facilitate understanding of literary texts -Demonstrate full awareness of sentence rhythm, intonation and pauses for thought groups while reading <p>Writing: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate the degree of formality appropriate for the audience targeted and for the purpose of an essay -Help readers visualize intended information with effective descriptive language -Apply knowledge on organization, parallel structure and tense inconsistencies in simple, compound, and complex sentences when editing -Show advanced use of reference materials to enrich technical vocabulary
ESL 5	<p>This level is prepared for students who wish or need to perform with</p>	<p>The purpose of this course is to conduct learning opportunities in which students experience, practice, and acquire skills and knowledge on:</p>	<p>Listening & Speaking (Oral interaction): Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Apply pronunciation, word stress and intonation appropriate to

	<p>more advanced level of proficiency in the oral and written modes. It intends to guide the students through more sharpness in their listening-understanding skills, neater comprehension of complex readings, proper management of essential writing skills, and a more fluent speaking.</p>	<p>Listening & Speaking</p> <ul style="list-style-type: none"> -Patterns for effective communicative intent -Identifying topics of conversation -Extended speeches -Extended conversations -Expressions that can be or should not be used in adequate communication - presentations <p>Reading:</p> <ul style="list-style-type: none"> -Interacting with written language -Fluent recognition of pronunciation patterns in diverse texts -Features in Literary texts <p>Writing:</p> <ul style="list-style-type: none"> -Persuasive writing -Relate examples to main ideas -Making the written expression more believable and informative -Writing effectively -Technical vocabulary 	<p>communicative intent</p> <ul style="list-style-type: none"> -Formulate pre-listening questions to infer the topic of a conversation in diverse settings, as needed -Demonstrate comprehension of extended speech with sustained, interpersonal interaction. -Engage, take turns and close conversations appropriately. -Use formal and/or informal language in diverse settings as required -Use pace, visual aids, gestures, and appropriate degree of formality in presentations -Manage a wide range of accurate oral responses <p>Reading: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate adequate involvement and construction of meaning in texts of diverse types -Apply appropriate sentence rhythm, intonation with choices and pauses for thought groups while reading aloud -Demonstrate adequate understanding of literary forms with acceptable evaluation of points of view <p>Writing: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate enhanced ability to support opinions with facts -Gain reliability by citing reliable sources -Write coherent compositions with clear focus, well-developed paragraphs, and logical argumentation -Apply effective language when prompted to submit job application letters, thank you letter/notes, and letters addressing attention towards social affairs. <p>Demonstrate full awareness of technical vocabulary relevant to its purpose.</p>
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