

# English as a Second Language Student Learning Outcomes by Course

## ESL 2A – Conversation and Grammar Level I

Students will:

1. Demonstrate through face-to-face conversations comprehension of simple words and phrases used in common everyday context
2. Ask grammatically structured questions related to basic needs and respond appropriately using short phrases and sentences.
3. Use words that signal differences between present and past in simple statements related to common activities.

Assessment tool:

## ESL 3A – Reading and Writing Level I Reading

Students will:

1. Interpret isolated vocabulary words and phrases in familiar contexts
2. Predict meanings of unfamiliar words in familiar contexts using context clues.
3. Use learned strategies to identifying the topic, the main idea, and supporting details to interpret short narrative or descriptive passages on familiar topics.
4. Identify time sequence in a simple narrative passage. Assessment tool:

## Writing

Students will:

1. Generate simple sentences containing learned vocabulary and using appropriate grammatical structures.
2. Write a series of simple sentences on personal experiences or a familiar topic.
3. Use chronological order when writing about daily activities or narrative paragraphs.

Assessment tool:

## **ESL 2B – Conversation and Grammar Level II**

Students will:

1. Demonstrate through-to-face conversation understanding of simple questions and answers in standard English.
2. Participate in simple conversations dealing with basic survival needs and using Yes/No questions and Wh-questions, including questions about possessive nouns and possessive adjectives.
3. Describe a sequence of events in the past dealing with personal life.
4. Recognize basic constructions such as subject –verb agreement in simple present/ past or present progressive tenses and the appropriate use of pronouns such as *one, ones, or it* to avoid the repetition of singular/plural nouns/ noun phrases and making careless or inexact pronoun references.
5. Use specific modal auxiliaries to convey, to a limited degree, the different meanings of ability, possibility, or suggestion; use the imperative to give, to a limited degree, orders, advice, or warning.
6. Demonstrate understanding of the mood of a message containing the imperative and specific modal auxiliaries, determining to a limited degree, the different meanings of order, advice, or warning conveyed by the imperative and ability, possibility, or suggestion conveyed by specific modal auxiliaries.

Assessment tool:

## **ESL 3B – Reading and Writing Level II Reading**

Students will:

1. Scan for specific information in simple life-skill materials related to immediate needs.
2. Predict the meaning of unfamiliar vocabulary by analyzing words' prefixes and suffixes and using context clues.
3. Analyze simple narrative or descriptive passages on familiar topics to distinguish facts from opinions.
4. Use context clues in simple narrative or descriptive passages on familiar topics to make inferences.

Assessment tool:

## **Writing**

Students will:

1. Write related sentences to form a paragraph
2. Compose short narrative paragraphs to describe daily activities or past events using chronological order and simple past tense.
3. Develop a topic sentence and supporting sentences to write a paragraph on a familiar topic.

Assessment tool:

## **ESL 2C – Conversation and Grammar Level III**

Students will:

1. Demonstrate understanding of face-to-face speech in standard English at a normal pace and with some repetition.
2. Use prediction strategies to understand new vocabulary in context.
3. Participate in face-to-face conversations to tell about personal histories or describe places or people.
4. Ask and answer questions in the present, past, and future tenses.
5. Apply learned grammatical and idiomatic structures to self-monitor speech.

Assessment tool:

## **ESL 3C – Reading and Writing Level III Reading**

Students will:

1. Identify main ideas and supporting details or examples in familiar reading passages.
2. Use previously learned strategies of previewing and prediction on reading materials on familiar topics.
3. Use previously learned strategies of skimming and scanning to discover the general idea and to find specific information in a familiar text.
4. Draw meaning from familiar texts by using previously learned vocabulary skills of words' prefixes/suffixes and synonyms/antonyms.

Assessment tool:

## **Writing**

Students will:

1. Edit and proofread one's own reading to apply appropriate rules of grammar and mechanics of writing and make appropriate word choice.
2. Write related sentences to form paragraphs reflecting different patterns of organization: time, order of importance, and space, by using distinct groups of transition words and prepositions.
3. Expand and combine simple sentences by adding modifying words, clauses, and phrases.

Assessment tool:

## **ESL 2D – Conversation and Grammar Level IV**

Students will:

1. Demonstrate listening skills related to native speakers' utterances that contain some unfamiliar vocabulary without much difficulty.
2. Demonstrate understanding of the essential points when engaged in controlled conversation on topics such as narration of factual materials, description, or topics that involve familiar fields of knowledge with some lack of fluency.
3. Participate in face-to-face or telephone conversations on familiar topics containing complex grammatical structures such as perfect tenses, passive voice, or some adverbial clauses; search for appropriate word choice or grammatical accuracy may inhibit communication and limit fluency.

Assessment tool:

## **ESL 3D – Reading and Writing Level IV Reading**

Students will:

1. Use appropriate reading strategies for understanding unfamiliar reading texts or materials containing familiar fields of knowledge.
2. Apply the competency and fluency gained in basic reading to achieve academic success and test-taking success.
3. Identify main ideas and key points to unfamiliar reading passages and use syntactic clues and other context clues to interpret complex sentences and unfamiliar words.
4. Evaluate the reading content for facts or opinions; make inferences by analyzing the clues to interpret the author' point of view.

Assessment tool:

## **Writing**

Students will:

1. Apply the series of steps in the writing process to develop paragraphs of different organizations for future academic success.
2. Write short summaries of reading passages on familiar topics, take simple notes from lectures, and write informal letters using relevant signal words and punctuation but not without errors.
3. Use techniques of comparison/contrast and cause/effect to write short paragraph on familiar topics.

Assessment tool:

## **ESL 51A**

Students will:

- 1) Plan and deliver a 3-5 minute speech on a beginning-level topic
- 2) Use relatively comprehensible pronunciation and stress patterns
- 3) Respond appropriately to questions about a familiar topic.
- 4) Demonstrate comprehension of a beginning-level listening passage

Assessment tool: 3-5 minute speech on a beginning level topic

## **ESL 51B**

Students will:

- 1) Plan and deliver a 5-7 minute speech on an intermediate-level topic
- 2) Use relatively correct phonemes, stress, and intonation
- 3) Distinguish phonemic differences in words
- 4) Recognize the correct meanings of common American idioms
- 5) Demonstrate comprehension of an intermediate-level listening passage

Assessment tool: 5-7 minute speech on an intermediate-level topic

## **ESL 51C**

Students will:

- 1) Plan and deliver an 8-10 minute, well-organized speech on an advanced-level topic
- 2) Use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features
- 3) Select and retain salient information from advanced-level sources
- 4) Formulate questions and respond appropriately in academic and other advanced-level situations

Assessment tool: 8-10 minute, well-organized speech on an advanced-level topic

## **ESL 52A**

Given a low intermediate text, students will:

- 1) Identify main ideas and specific details.
- 2) Choose the correct definition of unfamiliar words based on the context.
- 3) Choose the correct word form to complete a sentence.
- 4) Explain plots, describe settings and characters.

Assessment tool: short academic essay

## **ESL 52B**

Given a high intermediate text, students will:

- 1) Interpret implied meaning or intent.
- 2) Identify main ideas and specific details.
- 3) Choose the correct definition of unfamiliar words based on the context.
- 4) Choose the correct word form to complete a sentence.
- 5) Analyze themes and plots, describe settings and examine characters.

Assessment tool: short academic essay

## **ESL 52C**

Given an advanced text, students will:

- 1) Use textual evidence to analyze themes and plots, describe settings and examine characters.
- 2) Identify and examine literary devices, such as metaphor, simile.
- 3) Define the meaning of unfamiliar words from the context.
- 4) Interpret implied meaning or intent.
- 5) Restate main ideas.

Assessment tool: short academic essay.

## **ESL 53A:**

Students will:

- 1) Write a summary of a low-intermediate text in their own words, including the title and source of the text and key points.
- 2) Write an effective response to a low-intermediate text, consisting of a personal narrative, opinion, or analysis.
- 3) Correctly use basic transition words, basic verb tenses, basic sentence structure, and paragraph format.

Assessment tool: short summary-response essay.

**ESL 53B:**

Students will:

- 1) Demonstrate basic organizing elements such as a thesis, topic sentences, and transitions.
- 2) Use textual evidence from a high-intermediate level text.
- 3) Use proper formatting and basic documentation of sources
- 4) Demonstrate correct grammar and sentence structure at the high-intermediate level.

Assessment tool: academic essay

**ESL 53C:**

Students will:

- 1) Demonstrate organizing elements such as a thesis, topic sentences, and transitions.
- 2) Use basic research skills and textual evidence from an advanced-level text.
- 3) Use proper formatting and MLA documentation
- 4) Demonstrate correct grammar and sentence structure.

Assessment tool: college-level academic essay