



ELI 101, Beginner Level Instructor's Pacing Guide

Core textbook: New Headway Plus, Beginner, Special Edition (Units 1-9, 11)

This guide is a tool for curriculum guidance, focusing on achievement of Student Learning Outcomes (SLOs). It is designed on a weekly basis, specifying available materials and providing instructors with a degree of flexibility, allowing ample class time for language practice, and for the incorporation of relevant supplementary materials to facilitate SLO achievement. It also emphasizes regular Learner Training as an essential component of the learning process.

Course Goal

The course aims at helping learners to achieve an overall English language proficiency of beginner Basic User defined as A1 level on the Common European Framework of Reference for Languages (CEFR), developing "generative language use" to interact in a simple way and ask and answer simple questions.

Course Objectives

The course is intended to accomplish its goal in one full academic module of 7 weeks through developing students' language skills to:

1. Read and understand basic expressions and short, simple texts. (READING)
2. Understand phrases and expressions related to areas of most immediate priority, provided speech is very slowly and clearly articulated. (LISTENING COMPREHENSION).
3. Engage in oral communications in very familiar situations, providing and obtaining essential information in simple mainly isolated phrases and sentences. (SPEAKING)
4. Write basic, simple sentences about people and places. (WRITING)
5. Demonstrate limited control of basic vocabulary* and essential grammatical structures. (USE OF ENGLISH)

* vocabulary from the word lists for units 1-9 and 11

Descriptions:

Student Learning Outcomes (SLOs): a description of what students will know or be able to do with the language as a result of instruction. A student learning outcome is written in terms of observable and measurable language skills.

Evidence of learning: being able to demonstrate that actual learning and actual performance, and hence SLOs achievement, has taken place. On a weekly basis this can be demonstrated by successful completion of teacher-generated short tests, quizzes, and by completion and accuracy of individual and group tasks and in-class and homework assignments covering all skills. Self and group evaluation of SLO achievement can be monitored by the use of the Can-Do statements that

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Robert R. Redfield



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