



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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Joacim Rocklöv



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Table of Contents Eli 10beginner Level Instructor Pacing Guide

1. Understanding the eBook Eli 10beginner Level Instructor Pacing Guide
 - The Rise of Digital Reading Eli 10beginner Level Instructor Pacing Guide
 - Advantages of eBooks Over Traditional Books
2. Identifying Eli 10beginner Level Instructor Pacing Guide
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Eli 10beginner Level Instructor Pacing Guide
 - User-Friendly Interface
4. Exploring eBook Recommendations from Eli 10beginner Level Instructor Pacing Guide
 - Personalized Recommendations
 - Eli 10beginner Level Instructor Pacing Guide User Reviews and Ratings
 - Eli 10beginner Level Instructor Pacing Guide and Bestseller Lists

5. Accessing Eli 10beginner Level Instructor Pacing Guide Free and Paid eBooks
 - Eli 10beginner Level Instructor Pacing Guide Public Domain eBooks
 - Eli 10beginner Level Instructor Pacing Guide eBook Subscription Services
 - Eli 10beginner Level Instructor Pacing Guide Budget-Friendly Options
6. Navigating Eli 10beginner Level Instructor Pacing Guide eBook Formats
 - ePub, PDF, MOBI, and More
 - Eli 10beginner Level Instructor Pacing Guide Compatibility with Devices
 - Eli 10beginner Level Instructor Pacing Guide Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Eli 10beginner Level Instructor Pacing Guide
 - Highlighting and Note-Taking Eli 10beginner Level Instructor Pacing Guide
 - Interactive Elements Eli 10beginner Level Instructor Pacing Guide
8. Staying Engaged with Eli 10beginner Level Instructor Pacing Guide
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Eli 10beginner Level Instructor Pacing Guide
9. Balancing eBooks and Physical Books Eli 10beginner Level Instructor Pacing Guide
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Eli 10beginner Level Instructor Pacing Guide
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Eli 10beginner Level Instructor Pacing Guide
 - Setting Reading Goals Eli 10beginner Level Instructor Pacing Guide
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Eli 10beginner Level Instructor Pacing Guide
 - Fact-Checking eBook Content of Eli 10beginner Level Instructor Pacing Guide
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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