



On the following pages, you can find the objectives, student learning outcomes, and promotion criteria for each skill and level. Objectives are the content taught in a class. A student learning outcome is what students must show they can do by the end of the class. Objectives are taught and student learning outcomes are assessed. The learning outcomes are based on the objectives.

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About the University of Florida English Language Institute

Established in 1954, the University of Florida English Language Institute (UF ELI) has been serving international students for almost 70 years. UF ELI is one of the oldest university intensive English programs in the U.S. and is a founding member of UCIEP and FIEC. The ELI Intensive English Program is accredited through CEA, the Commission on English Language Program Accreditation. Dr. Megan Forbes, the Director of the ELI, reports to the Chair of the Linguistics Department in the College of Liberal Arts and Sciences. The ELI is located in Matherly Hall, on the beautiful campus of No. 5 ranked University of Florida, where strong academic quality, excellent research opportunities, the powerful AI supercomputer HiPerGator, NCAA National Championship athletic teams, and a warm sunny climate attract more than 50,000 students who attend Florida's flagship university.

The ELI provides intensive academic English classes. Students are taught to write academic papers, read university-level research articles, speak more fluently, and function knowledgeably in North American culture. Regular, full-time take students take 23 hours of classes weekly. Classes include Listening/Speaking (8 hours per week), Reading/Writing (10 hours per week), and Grammar (5 hours per week). Classes are small, with a maximum of 15 per class and an average of 12 students per class.

The ELI has a vibrant Cultural Immersion Program that provides daily activities, weekend trips, volunteer opportunities and conversation partners. The CIP offers conversation partners and volunteering opportunities, daily afternoon activities, and weekend trips, including picnics, canoeing, and visiting Walt Disney World, Busch Gardens, and Florida's famous beaches. The CIP also provides two Language Assistants (LAs) per Listening/Speaking class. These LAs, usually UF students, help ELI students understand informal language, music, slang, and idioms. They accompany students on campus tours, welcome picnics, end-of-term barbeques, and to all afternoon and weekend activities.

The ELI also provides comprehensive housing, student life, academic, medical, and insurance orientations at the beginning of each semester, as well as ongoing academic advising. All faculty at the ELI hold a minimum of a Master's degree in TESL, Education, Linguistics, or a related field.

Learn the language, live the culture, love the Gators!

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Reading and Writing

RW10

<p><u>Reading/Writing 10 Goal:</u> <i>Reading:</i> Read basic passages with sufficient accuracy and fluency for comprehension <i>Writing:</i> Compose a brief paragraph of complete sentences on an accessible topic</p>
<p>RW10 Objectives to Teach</p>
<p><i>In order to achieve the SLOs for this level, students will need to:</i></p>
<p>Reading:</p> <ul style="list-style-type: none"> • Skim a text to identify the topic of a reading • Scan a text for specific details • Demonstrate knowledge of most sound to letter correspondence • Increase recognition and understanding of foundational vocabulary • Gain experience answering typical reading test items <p>Writing:</p> <ul style="list-style-type: none"> • Copy the text of a paragraph • Capitalize appropriate words in a sentence • Use indent and correct margins in paragraph writing • Apply the use of basic punctuation at the end of sentences • Increase foundational vocabulary to write about accessible, everyday topics • Write simple sentences using accurate sentence structure • Write a series of related sentences to create a basic paragraph • Edit written work, with an emphasis on accuracy in spelling, sentence structure, and punctuation
<p>RW10 Student Learning Outcomes to Assess</p>
<p><i>At the end of RW 10, students will be able to:</i></p>
<p>Reading:</p> <ul style="list-style-type: none"> • Read sentences aloud with emerging accuracy and fluency • Employ skim and scan strategies on basic readings • Demonstrate understanding of foundational vocab critical to comprehending a level-appropriate text • Identify the central topic and supporting details of a reading <p>Writing:</p> <ul style="list-style-type: none"> • Accurately copy text • Demonstrate emerging use of capitalization rules in writing

- Demonstrate emerging use of punctuation
- Use foundational vocabulary related to the writing topic
- Write sentences that express a complete idea
- Write a brief paragraph with appropriate formatting
- Edit a first-draft paragraph based on teacher feedback

RW 10 Requirements for Promotion to RW 20

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on the reading exam
 - ♦ Rating of Level 20 on paragraph rated by class instructor based on ELI checklist/rubric



RW20

Reading/Writing 20 Goal:

Reading: Read multi-paragraph passages crafted around a central idea with sufficient accuracy and fluency for comprehension

Writing: Compose basic paragraphs on accessible topics

RW20 Objectives to Teach

In order to achieve the SLOs for this level, students will to:

Reading:

- Skim a text for gist
- Scan a text to locate specific details
- Identify subject and object referent pronouns and their antecedents within a sentence or in the immediate context
- Use sentence-level context clues to guess the meaning of unfamiliar vocabulary
- Use basic strategies and resources to increase high frequency vocabulary
- Identify the main idea of a reading and distinguish it from supporting details

Writing:

- Apply formatting conventions to paragraph
- Understand rules for comma use in lists
- Write simple and compound sentences with correct sentence structure and punctuation
- Compose and organize sentences to create unity in paragraphs
- Use basic vocabulary to write about accessible topics related to personal experiences
- Write appropriate topic sentences for paragraphs
- Write appropriate supporting sentences for paragraphs
- Write appropriate concluding sentences for paragraphs
- Write narrative paragraphs using appropriate verb tenses
- Write descriptive paragraph using detailed description
- Write process paragraphs related to personal experience or knowledge
- Write a brief summary of approximately 3 to 5 sentences to demonstrate global understanding of a reading
- Edit written work to improve spelling, punctuation, word choice, sentence structure, and organization of content
- Write paragraphs with appropriate speed and accuracy for assignment/exam conditions

RW20 Student Learning Outcomes to Assess

At the end of RW 20, students will be able to:

Reading:

- Identify basic antecedents/referents within a sentence
- Using context clues to guess the meaning of unfamiliar words
- Demonstrate understanding of basic vocabulary critical to comprehending level-appropriate text
Identify the overall main idea and supporting details of a reading

Writing:

- Use simple and compound sentences in writing
- Demonstrate ability to use high-frequency vocabulary sufficient to write about familiar topics
- Write a unified narrative paragraph
- Write a unified descriptive paragraph
- Write a unified process paragraph
- Briefly summarize a text to demonstrate global understanding
- Revise first drafts for organization, coherence, and accuracy based on teacher feedback
Compose paragraphs under timed, exam conditions

RW 20 Requirements for Promotion to RW 30

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or better on a reading exam and a basic summary of up to 5 sentences of a second reading
 - ♦ Rating of level 30 on writing exam which includes a descriptive paragraph, narrative, and process paragraph, scored independently by two raters

RW30

Reading/Writing 30 Goal:

Reading: Read multi-paragraph narrative and informative passages with sufficient accuracy and fluency for comprehension

Writing: Compose structured paragraphs on a wide variety of topics and with a variety of structures

RW 30 Objectives to Teach

In order to achieve the SLOs for this level, students will need to:

Reading:

- Skim for gist
- Scan for specific information in a text
- Identify subject, object, possessive, and demonstrative pronouns and their noun or noun phrase antecedents
- Guess the meaning of word from immediate context
- Use information about prefixes and suffixes to understand word meaning and part of speech
- Use a variety of strategies and resources to increase high-frequency vocabulary
- Find patterns of information to help identify key relationships in a passage
- Identify the overall topic and main/controlling idea of body paragraphs
- Distinguish between the main idea and the supporting details related to it
- Identify the overall thesis of a reading passage and recognize its paraphrase

Writing:

- Use commas appropriately in lists and between clauses in compound and complex sentences
- Use simple, compound, and complex sentences in with correct sentence structure and punctuation
- Use a high-frequency vocabulary with accurate spelling to write about a range of topics and experiences
- Write topic sentences that include a defined topic and controlling idea appropriate for the paragraph type
- Write detailed supporting sentences
- Use compare/contrast phrases and transition signals in cause/effect paragraphs
- Use cause/effect phrases and transition signals in cause/effect paragraphs
- Compose a basic essay with basic structure of short introduction, body, and conclusion
- Use simple paraphrasing when summarizing
- Identify and organize the main ideas of a level-appropriate text into a brief summary of approximately 5 to 7 sentences
- Demonstrate an emerging understanding of what constitutes plagiarism in academic work
- Edit drafts for spelling, grammar and mechanics, paragraph structure, supporting details, and use of basic transition words
- Write paragraphs with appropriate speed and accuracy for assignment/exam conditions

RW 30 Student Learning Outcomes to Assess

At the end of RW 30, students will be able to:

Reading:

- Demonstrate understanding of high-frequency vocabulary critical to comprehending level-appropriate text
- Use context clues to approximate meaning of unfamiliar words and to aid in sentence comprehension
- Identify the overall thesis of a reading and the main idea of a paragraph
- Identify relationships among the main ideas and supporting details of a text

Writing:

- Employ and accurately spell high-frequency words related to a variety of topics
- Use simple, compound, and complex sentences in writing
- Write paragraphs that develop logical support for a controlling idea
- Write unified and coherent compare/contrast paragraphs
- Write unified and coherent cause/effect paragraphs
- Summarize a reading to demonstrate global comprehension
- Demonstrate emerging ability to compose an essay
- Use self-editing skills and teacher feedback to improve paragraph drafts for accuracy, coherence, and cohesion
- Compose paragraphs under timed, exam conditions

RW 30 Requirements for Promotion to RW 40

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on final reading exam with two readings and a brief summary (of up to 5 sentences)
 - ♦ Rating of level 40 or higher on final writing exam rated by class instructor based on ELI checklist/rubric

RW40

Reading/Writing 40 Goal:

Reading: Read adapted academic readings which develop a central idea with sufficient accuracy and fluency for comprehension

Writing: Compose basic essays

RW40 Objectives to Teach

In order to achieve the SLOs for this level, students will need to:

Reading:

- Skim a reading for overall gist
- Scan a reading for specific information
- Identifying a variety of referent types and their antecedent word or phrase
- Use a variety of context clues to approximate the meaning of unfamiliar vocabulary words and simple phrases
- Use prefixes and suffixes to identify the part of speech and meaning of a word
- Use various strategies and resources to increase high-frequency and core academic vocabulary
- Identify a statement that captures the overall central idea of a reading
- Identify main/controlling idea of paragraphs, even when a clear topic sentence is not provided
- Identify signal words and phrases that indicate a pattern of organization within a paragraph
- Identify direct evidence in a reading that allows the reader to infer unstated conclusions or predictions

Writing:

- Write a variety of sentence types with correct sentence structure and punctuation
- Write general to specific essay introductions that include an identifiable thesis statement
- Use a wide variety of high-frequency vocabulary with accurate spelling and emerging academic vocabulary related to compare/contrast, cause/effect, and problem/solution with increasing accuracy
- Write body paragraphs that contain a clear topic, an identifiable controlling idea that relates to the thesis, and detailed supporting sentences
- Understand the structure and purpose of a written summary
- Identify the most important ideas of a level-appropriate reading and organize them into a written summary of approximately 8 to 10 sentences
- Paraphrase in summary writing to avoid plagiarism
- Use acknowledgement phrases (author, title) in summary writing
- Use simple linking structures and transition signals appropriate to the essay type
- Use organizational structure appropriate for essay type
- Edit written work, with an emphasis on improving sentence structure, paragraph structure, word usage, essay structure, supporting details
- Write essays and summaries with appropriate speed and accuracy for assignment/exam conditions

RW40 Student Learning Outcomes to Assess

At the end of RW 40, students will be able to:

Reading:

- Demonstrate understanding of high-frequency and core academic vocabulary critical to comprehending level appropriate texts
- Approximate meaning of unfamiliar words and phrases
- Identify the overall thesis, main ideas, and supporting details of a reading
- Demonstrate ability to distinguish the most important ideas from minor details in a text
- Use inferences to make conclusions and predictions
- Identify patterns of organization to aid in comprehension

Writing:

- Accurately employ and spell a wide range of high-frequency vocabulary and an emerging use of core academic vocabulary
- Employ basic strategies to create cohesion within paragraphs and among multiple paragraphs of an essay
- Compose a 5-paragraph cause/effect essay that supports a central thesis
- Compose a 5-paragraph compare/contrast essay that supports for a central thesis
- Compose a 5-paragraph problem/solution essay that supports a central thesis
- Paraphrase ideas from a reading
- Summarize a level appropriate text
- Use self-editing skills and teacher feedback on essay drafts to improve accuracy, coherence and cohesion
- Compose essays under timed, exam conditions

RW 40 Requirements for Promotion to RW 50

1. Student must pass the class (D- or better)
2. Student must achieve 4 of 5 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on academic reading exam with one reading passage
 - ♦ Rating of level 50 or higher on essay, scored independently by two outside raters, using an ELI checklist/rubric
 - ♦ Rating of Level 50 on summary of simplified journalistic text using an ELI checklist/rubric

RW50

Reading/Writing 50 Goal:

Reading: Read adapted/unadapted passages which develop support for a central idea with sufficient accuracy & fluency for comprehension

Writing: Compose academic essays using source material

RW50 Objectives to Teach

In order to achieve the SLOs for this level, students will need to:

Reading:

- Skim for gist; skim to locate relevant information
- Scan for specific information in a text
- Identify a variety antecedents and referents type which refer to a noun, phrase, or clause
- Use a variety of strategies and sources to increase core academic vocabulary
- Use context clues in wider context to approximate meaning and connotation of unfamiliar words and phrases or words with multiple meanings
- Use understanding of prefixes and suffixes to identify the part of speech and meaning of a word; recognize related word forms
- Identify the patterns of organization used within a reading
- Use evidence in a passage to infer meaning and background context, and make conclusions and predictions
- Identify language or rhetorical techniques that signify an implied position, opinion, or bias
- **Analyze a reading to determine the writer's purpose and target audience**

Writing:

- Write four sentence types with accuracy: simple, compound, complex, and compound/complex
- Integrate and correctly punctuate direct quotes into essays
- Use core academic vocabulary and key vocabulary of cause/effect and argumentation with increasing accuracy
- Use linking structures and transition signals to connect ideas and describe relationships between information
- Compose a cause/effect essay with an identifiable thesis and substantial support information
- Compose an argument essay that includes an identifiable claim, supporting evidence, counterargument and refutation
- Understand how ideas and information from various sources are combined, or synthesized, to create a thesis and main/controlling ideas of a composition
- Identify incidences of plagiarism and understand consequences of plagiarism
- Avoid plagiarism through a variety of paraphrasing techniques and acknowledgment of sources
- Gain an emerging understanding of academic citations
- Respond to a text, demonstrating ability to read critically
- for interpretation, larger connections, relevance, analysis, agreement/disagreement

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- Edit written work, with an emphasis on improving sentence structure, paragraph structure, accuracy, vocabulary, supporting details, essay structure, logical flow and integration of information
- Write essays with appropriate speed and accuracy for assignment/exam conditions

RW50 Student Learning Outcomes to Assess

At the end of RW 50, students will be able to:

Reading:

- Demonstrate understanding of academic words critical to comprehension of level-appropriate text
- Use a variety of context clues to aid in comprehension of unfamiliar words or phrases
- Identify the central idea and its relationship to main ideas and supporting details
- Gather information on a topic by reading multiple texts that approach and develop the topic in different ways
- **Make inferences about the text and the author's purpose, position, and target audience**

Writing:

- Demonstrate ability to accurately spell and employ core academic vocabulary sufficient to write about a variety of academic topics
- Use varying sentence structures and punctuation to add variety, flow, and interest to writing
- Create cohesion at the sentence and paragraph levels and between paragraphs
- Write a cause/effect essay with well-developed support for a central thesis
- Compose an argument essay with detailed support for central claim
- Integrate material from academic sources to create detailed support for the central thesis
- Synthesize information from two or more sources in an essay
- Compose written summaries with a response component
- Paraphrase and acknowledge source material (formal citations optional)
- Use self-editing skills and teacher feedback to revise essay drafts for accuracy, coherence, and cohesion
- Compose essays, including essays incorporating outside sources, under timed, exam conditions

RW 50 Requirements for Promotion to RW 60

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on academic reading exam with one reading passage
 - ♦ Rating of level 60 or higher on argument essay synthesizing two or more sources and scored using an ELI checklist/rubric

RW60

Reading/Writing 60 Goal:

Reading: Read college-level passages with sufficient accuracy and fluency for comprehension; analyze and evaluate college-level reading passages

Writing: Produce college-level academic compositions supported by authentic sources

RW60 Objectives to Teach

In order to achieve the SLOs for this level, students will need to:

Reading:

- Skim a reading for relevance, purpose, genre
- Skim a reading for gist and topics covered
- Scan a reading to locate a topic, section, relevant details
- Annotate readings to enhance comprehension and for use as a source in writing
- Use various strategies and resources to increase academic and field specific vocabulary, collocations, and phrases
- Analyze the wider context clues to deal with unfamiliar vocabulary and phrases
- Use knowledge of prefixes, suffixes, and word roots to guess meaning of unfamiliar vocabulary
- Distinguish between literal and implied meanings
- Use knowledge of organizational patterns to interpret dense or confusing phrasing, information, and sentence structure
- Draw connections between data found in graphics or and larger concepts; make predictions or conclusions based on data
- Analyze and evaluate choices made by the writer, including tone, language use, supporting evidence
- Identify the thesis or central claim when not concisely or directly stated by the author
- Use evidence within the passage and about source-types to infer a variety of information about a passage and its author
- Locate and select sources through independent research

Writing:

- Use a variety of sentence structures with accuracy
- Show proficiency with advanced punctuation
- Use a variety of core academic and increase field-specific vocabulary
- Create cohesion through the careful use of linking structures, transition signals, repetition of key terms, and logical organization of ideas
- Purposely select and integrate direct quotes from scholarly sources
- Formulate ideas to support a claim and support those ideas with specific examples, information or explanations
- Integrate source material to support a clearly defined controlling idea
- Create original writings that employ the content, organization, vocabulary and language structures of an argument essay
- Create original writings that employ the content, organization, vocabulary and language structures of an analysis essay
- Show proficiency in integrating organizational patterns such as cause/effect, compare/contrast, process, description, narration, classification into original writing

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- Summarize, paraphrase source material within an academic composition to avoid plagiarism
- Acknowledge sources to avoid plagiarism
- Understand the overall purpose and usage of academic citation style (for ex. APA or MLA)
- Edit drafts to improve aspects such as clarity, idea development, integration of source material, grammar and mechanics, and accuracy in use of citation style
- Write with appropriate pre-planning strategies, accuracy and speed to produce essays within time constraints

RW60 Student Learning Outcomes to Assess

At the end of RW 60, students will be able to:

Reading:

- Employ reading and annotation strategies appropriate for the reading goal
- Demonstrate understanding of academic vocabulary, including academic collocations, critical for understanding unadapted texts
- Use strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Articulate the central thesis or claim of a reading, as well as supporting information, and counterclaims
- Evaluate the credibility of an author, claim, or a text
- Analyze how ideas and concepts related to the same topic are developed in different readings
- Interpret information presented visually or quantitatively
- Infer information about a text and the author

Writing:

- Use sentence structures and punctuation to create variety, emphasis, and clarity in writing
- Accurately employ and spell a sophisticated range of core academic words and phrases as well as field-specific vocabulary
- Create cohesion within and over multiple paragraphs
- Write argument and analysis essays (SLO) that synthesize information from sources
- Write a research paper based on independently-researched sources
- Substantially transform information taken from sources through paraphrasing
- Accurately employ an approved academic citation style
- Use self-editing skills and instructor feedback to revise drafts for accuracy, coherence, and cohesion
- Compose essays from sources under timed, exam conditions

*RW 60 Requirements to exit, in order to receive an ELI Exit Certificate and English test score waiver for the UF graduate school**

RW exit criteria are comprised of the following:

- ♦ Performance grade of B-minus or better in course
- ♦ Exit recommendation by class teacher, based on objectives, demonstrated through student learning outcomes and proficiency score
- ♦ Exit score analytical essay (assigned and rated by instructor using an ELI rubric, draft-driven/not timed)
- ♦ Exit score on argument essay (ELI-made; rated by outside raters using an ELI rubric; exam/timed conditions)
- ♦ Exit score on research paper (assigned and rated by instructor using an ELI rubric, draft-driven/not timed)
- ♦ 80% or higher on academic reading exam with one reading passage

*Refer to UF graduate catalog, and contact StudyEnglish@eli.ufl.edu for more information.



Grammar

GM10

Grammar 10 Goal: Introduce students to basic grammar forms in present tense verbs and subject/verb agreement.

GM 10 Objectives to Teach

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present tense, with extra attention given to 3rd person singular -s
- *Be* and *have* in the present tense
- *There + be*
- Yes/No questions and short answers
- Singular/plural forms of regular nouns
- Parts of speech
- Subject pronouns
- Possessive adjectives
- Basic use of indefinite article (*a/an*)
- Basic prepositional phrases of time (*in the morning; at night, etc.*)
- Introduction to *wh-* questions (not an SLO)

GM 10 Student Learning Outcomes to Assess

At the end of GM 10, students will be able to demonstrate understanding and use of:

- Simple present tense, with extra attention given to 3rd person singular -s
 - *Be* and *have* in the present tense
 - *There + be*
 - Yes/No questions and short answers
 - Singular/plural forms of regular nouns
 - Parts of speech
 - Subject pronouns
 - Possessive adjectives
 - Basic use of indefinite article (*a/an*)
- Basic prepositional phrases of time (*in the morning, at night, etc.*)

GM 10 Requirements for Promotion to GM 20

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on cumulative final



GM20

Grammar 20 Goal: Introduce students to high-beginning grammar forms of possessives, present continuous and past tense verbs, question formation, frequency adverbs, and locative prepositions.

GM 20 Objectives to Teach

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present tense, with explicit instruction given to negative form and use of auxiliary verbs in questions
- Present progressive, with explicit instruction given to negative form and use of auxiliary verbs in questions
- Simple past, with explicit instruction given to negative form and use of auxiliary verbs in questions
- *Wh-* question form in simple present, present progressive, simple past
- Adverbs of frequency and adverbial phrases of frequency: *always, sometimes, usually, often, never, every day, once a week, etc.*
- Pronouns:
 - Subject
 - Object
 - Possessive
- Possessive nouns
- Tangible count vs. non-count nouns
- Basic quantifiers: *some, any, (how) much, (how) many*
- Indefinite article (*a/an*) and basic use of definite article (*the*)
- Common prepositions of place

GM 20 Student Learning Outcomes to Assess

At the end of GM 20, students will be able to demonstrate understanding and use of:

- Simple present
- Present progressive
- Simple past
- *Wh-* question forms in simple present, present progressive, simple past
- Adverbs of frequency and adverbial phrases of frequency
- Pronouns:
 - subject
 - object
 - possessive
- Possessive nouns
- Tangible count vs. non-count nouns
- Basic quantifiers

- Indefinite article (*a/an*) and basic use of definite article (*the*)
- Common prepositions of place

GM 20 Requirements for Promotion to GM 30

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on cumulative final



GM30

Grammar 30 Goal: Introduce students to low-intermediate grammar forms in past progressive, future, and present perfect verbs, phrasal verbs, basic modals, article and quantifier usage, comparative and superlative forms, and time clauses

Grammar 30 Objectives to Teach

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present vs. present progressive (emphasis on non-action verbs)
- Simple past (emphasis on irregular past tense verbs)
- Past progressive
- Basic future forms: *will* and *be going to*
- Phrasal verbs, *focus on form* (separable and inseparable) *and meaning*
- Basic modals and modal phrases (present/future):
 - ability: *can, be able to*
 - permission: *can, could, may*
 - request: *can, could, would, would you mind*
- Article usage with count and non-count nouns
- Quantifiers: *(too) much, (too) many, a little, a few, a lot*
- Comparative and superlative adjectives and adverbs, including the following structures:
 - **more...than**
 - **less....than** and **fewer...than**
 - **(not) as....as**
 - *more* + nouns
- Basic present, past, and future time clauses with the following adverbs: *while, when, as soon as, after, before*

GM 30 Student Learning Outcomes to Assess

At the end of GM 30, students will be able to demonstrate understanding and use of:

- Simple present vs. present progressive (emphasis on non-action verbs)
- Simple past (emphasis on irregular past tense verbs)
- Past progressive
- Basic future forms: *will* and *be going to*
- Phrasal verbs, *focus on form and meaning*
- Basic modals and modal phrases (present/future):
 - ability
 - permission

- request
- Article usage with count and non-count nouns
- Quantifiers
- Comparative and superlative adjectives and adverbs
- Basic present, past, and future time clauses

GM 30 Requirements for Promotion to GM 40

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ◆ Performance grade of C-minus or better in course
 - ◆ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ◆ 80% or higher on cumulative final



GM40

Grammar 40 Goal: Introduce students to intermediate grammar forms in stative verbs, present perfect progressive and all future forms, modals, gerunds and infinitives as direct objects, and the function of adjective clauses

GM 40 Objectives to Teach

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple past vs. past progressive
- Future forms: simple present, present progressive, *will* vs. *be going to* and review of future time clauses
- Present perfect with emphasis on the following uses:
 - on-going conditions or actions with *for* and *since*
 - indefinite including use of: *yet; already; ever; never*
 - multiple past experiences (*twice; three times*, etc.)
- Present perfect progressive for habitual actions with *for* and *since*
- Modals and modal phrases of certainty, advice, obligation (present/future):
 - certainty: *could; might; may*
 - future certainty and expectation: *should; ought to*
 - advice: *could; should; ought to; had better*
 - obligation: *must; have to*
- Expanding usage of definite article:
 - geographical names
 - second mention
 - unique/specific entity
- Quantity expression with *of*: (*each/every*) *one of; many/much of; a lot of; several of; a great deal of*
- Gerunds and infinitives, including:
 - gerunds as subjects
 - gerunds and infinitives as direct objects
- Adjective clauses, including restrictive vs. non-restrictive
- Relative pronouns (*who, whom, whose, which, that*)

GM 40 Student Learning Outcomes to Assess

At the end of GM 40, students will be able to demonstrate understanding and use of:

- Simple past vs. past progressive
 - Future forms, including:
 - simple present
 - present progressive
 - *will vs. be going to*
 - future time clauses
 - Present perfect
 - Present perfect progressive
 - Modals and modal phrases (present/future):
 - present certainty
 - future certainty/expectation
 - advice
 - obligation
 - Expanding usage of definite article:
 - geographical names
 - second mention
 - unique/specific entity
 - Quantity expression with *of*
 - Gerunds and infinitives, including:
 - gerunds as subjects
 - gerunds and infinitives as direct objects
 - Adjective clauses, including restrictive vs. non-restrictive
- Relative pronouns



GM 40 Requirements for Promotion to GM 50

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ◆ Performance grade of C-minus or better in course
 - ◆ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ◆ 80% or higher on cumulative final

GM50

Grammar 50 Goal: Introduce students to low-advanced grammar forms in past perfect, past perfect progressive, past habitual, and future perfect verb tenses, perfect, progressive, and passive modals, conditionals, passives, gerunds as preposition objects, and adverb clauses

GM 50 Objectives to Teach

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Present perfect vs. present perfect progressive with emphasis on connection to the present (*just; recently*)
- Past perfect vs. past perfect progressive (*before; after; by the time*)
- *Used to, would, be used to*
- Passive voice
 - form and function of passive sentences
 - passive verb forms for simple, progressive and perfect tenses
- *Get-passive and participial adjectives*
- Past time modals/modal expressions (including negative forms):
 - regret: *should have; ought to have*
 - past conclusion: *could have; may have; might have; must have*
 - obligation: *had to*
 - ability: *could; was/were able to*
 - expectation: *was/were supposed to*
- Common verb/preposition combinations
- Common adjective/preposition combinations
- Gerunds and infinitives:
 - gerunds as objects of prepositions
 - infinitives of purpose with *in order to*
- Conditionals:
 - real/true (present, future)
 - unreal (present, future and past)
 - Use of *wish* and *hope* in conditionals
- Adverb clauses and related structures, emphasis on usage of subordinators:
 - time
 - cause and effect
 - contrast
 - direct contrast
- Adjective clauses, including:

- adjective clauses with expressions of quantity
- adjective clauses modified by *where/when*
 - use of *which* to modify whole sentence

GM 50 Student Learning Outcomes to Assess

At the end of GM 50, students will be able to demonstrate understanding and use of:

- Present perfect vs. present perfect progressive
- Past perfect vs. past perfect progressive
- *Used to, would, be used to*
- Passive voice
- *Get*-passive and participial adjectives
- Past time modals and modal phrases:
 - regret
 - conclusion
 - obligation
 - ability
 - expectation
- Common verb/preposition combinations
- Common adjective/preposition combinations
- Gerunds and infinitives:
 - gerunds as objects of prepositions
 - infinitives of purpose with *in order to*
- Conditionals:
 - real/true
 - unreal
 - use of *wish* and *hope* in conditionals
- Adverb clauses and related structures:
 - time
 - cause and effect
 - contrast
 - direct contrast
- Adjective clauses, including:
 - adjective clauses with expressions of quantity
 - adjective clauses modified by *where/when*
- use of *which* to modify whole sentence



GM 50 Requirements for Promotion to GM 60

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on cumulative final



GM60

Grammar 60 Goal: Review all grammar structures for contextualized use and introduce students to advanced grammar form and use in future perfect progressive, noun clauses and reported speech, reduced participial phrases, and parallelism

GM 60 Objectives to Teach

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- General review of all English verb tenses:
 - simple present (including future meaning)
 - present progressive (including future meaning)
 - simple past
 - past progressive
 - present perfect/present perfect progressive
 - past perfect/past perfect progressive
 - *will* and *be going to*
 - future progressive
 - future perfect/future perfect progressive
- Causative verbs
- Progressive and passive forms of modals (present/future and past—including negative forms):
 - advisability
 - certainty/conclusion
 - obligation
- Passive infinitives and passive gerunds
- Conditionals, including:
 - Mixed conditionals
 - Replacing *if* with ***only if; provided; even if; whether...or not; unless; in case***
 - Omitting *if*
- Reduced adjective clauses (adjective phrases)
- Reduced adverb clauses:
 - Time
 - Reason
 - contrast
 - concession

- Noun clauses
- Reported Speech
- Parallelism with correlative conjunctions

GM 60 Student Learning Outcomes to Assess

At the end of GM 60, students will be able to demonstrate understanding and use of:

- General review of all English verb tenses:
 - simple present
 - present progressive
 - simple past
 - past progressive
 - present perfect/present perfect progressive
 - past perfect/past perfect progressive
 - *will* and *be going to*
 - future progressive
 - future perfect/future perfect progressive
- Causative verbs
- Progressive and passive forms of modals:
 - advisability
 - certainty/conclusion
 - obligation
- Passive infinitives and passive gerunds
- Conditionals, including:
 - Mixed conditionals
 - Replacing *if*
 - Omitting *if*
- Reduced adjective clauses
- Reduced adverb clauses:
 - time
 - reason
 - contrast
 - concession
- Noun clauses
- Reported speech
- Parallelism with correlative conjunctions



*GM 60 Requirements to exit, in order to receive an ELI Exit Certificate and English test score waiver for the UF graduate school**

Student must achieve all of the following

- ◆ Performance grade of B-minus or better in course
- ◆ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
- ◆ 80% or higher on cumulative final

*Refer to UF graduate catalog, and contact StudyEnglish@eli.ufl.edu for more information.



Listening and Speaking

LS10

Listening/Speaking 10 Goal:	
<p><i>Speaking:</i> Expose students to university classroom behaviors and daily interactions, including introductions, asking and answering questions about personal details, and interacting in basic conversation. Introduce informal presentation skills.</p> <p><i>Listening:</i> Introduce students to familiar everyday expressions and basic phrases related to themselves and their surroundings.</p> <p>Develop students' comprehension of simplified spoken interactions adapted for beginning learners.</p>	
LS10 Objectives to Teach	LS10 Language Assistant Objectives
<i>In order to achieve the SLOs for this level, students will need to:</i>	<i>Students will practice these skills with LAs:</i>
<ul style="list-style-type: none"> • Understand and respond to simple instructions regarding everyday and classroom behaviors • Understand and respond to simple <i>yes/no</i> and <i>wh</i>-questions • Understand and use the letters of the alphabet when speaking or spelling out basic words • Share essential information such as their names, addresses, telephone numbers, nationalities, and majors/professions • Understand and use basic functional vocabulary such as: days of the week, months of the year and dates, vocabulary for performing basic tasks • Pronounce the basic sounds of English comprehensibly with practiced words • Understand the main points and key details of short, informal passages • Recognize the present and past tenses in contextualized speech • Recognize the singular/plural in contextualized speech • Recognize basic prepositions in contextualized speech • Recognize the days of the week and the months of the year 	<ul style="list-style-type: none"> • Answer simple <i>yes/no</i> and <i>wh</i>- questions • Give and respond to simple imperative commands and warnings • Give their birthday in month + ordinal number and date of birth in month/date/year • Introduce themselves • Give an appropriate compliment with basic noun and adjective • Understand and engage in appropriate classroom behavior and expectations using imperatives • Use simple ordering phrases with basic food nouns • Ask and answer questions related to telling time

LS10 Student Learning Outcomes to Assess	
<i>At the end of LS 10, students will be able to:</i>	
<p>Speaking:</p> <ul style="list-style-type: none"> • Interact appropriately in a variety of common classroom situations by asking and answering simple questions, speaking to classmates, and responding to the teacher • Make a simple self-introduction providing basic personal details • Give a 1-2 minute informal presentation about biographical information using familiar vocabulary and practiced phrases <p>Listening:</p> <ul style="list-style-type: none"> • Identify the main ideas and key details of brief conversational or informal listening passages about everyday topics 	
<i>LS 10 Requirements for Promotion to LS 20</i>	
<ol style="list-style-type: none"> 1. Student must pass the class (D- or better) 2. Student must achieve 4 of 5 of the following: <ul style="list-style-type: none"> ♦ Performance grade of C-minus or better in course ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score ♦ Rating of level 20 on an informal 1-2 minute presentation scored by class instructor using an ELI checklist/rubric ♦ 80% or better on the ELI listening exam using simplified passages at a beginning level ♦ EOT Listening Test score > 6 	

LS20

Listening/Speaking 20 Goal:

Speaking: **Develop students' ability to communicate about familiar topics and in simple and routine tasks, describe aspects of their background using practiced vocabulary, and participate in classroom conversations.** Familiarize students with informal presentation skills and structures.

Listening: Familiarize students with common phrases, requests, responses, and frequently used expressions related to daily and **university classroom interaction. Develop students' ability to understand the main points of conversational listening passages** adapted for high-beginning learners. Introduce note-taking concepts in modified activities.

LS20 Objectives to Teach	LS20 Language Assistant Objectives
<i>In order to achieve the SLOs for this level, students will need to::</i>	<i>Students will practice these skills with LAs:</i>
<ul style="list-style-type: none"> • Make and respond to simple requests related to their daily lives in the U.S • Ask questions/request information • Understand and use common everyday and classroom expressions including polite forms of greeting and address and responses to instructions • Express simple conversational concepts, such as feelings, thanks, and likes and dislikes using practiced language structures • Make and respond to simple invitations and apologies • Give simple locational directions using basic prepositions and common nouns • Recognize and use prepositions of place in contextualized speech • Recognize and use ordinal and cardinal numbers in everyday interactions (dates, time, money) • Understand the pronunciation rules for past tense form, final -ed, and plural and third person final -s • Tell a story about a biographical experience • Use the past and present tenses appropriately 	<ul style="list-style-type: none"> • Make and respond to imperatives in simple present with please and thank you • Ask and respond to simple yes/no and wh-questions using complete sentence • Ask for clarification • Describe family members and belongings with simple adjectives • Use cardinal numbers, ordinal numbers, and digits in appropriate contexts • Complete transactional conversation at grocery store using count and non-count food vocabulary and conversation at register on total cost • Give directions, ask for directions, and describe locations using prepositions (in, on, by, at) • Politely interrupt • Call 9-1-1 in an emergency • Talk about the weather using appropriate weather-related adjectives • Tell a chronological story about a recent event without transitions in simple past tense • Give simple invitations and responses

<ul style="list-style-type: none"> • Understand the main points of short, highly-contextualized passages • Differentiate main ideas and details • Recognize present and past tense forms 	
LS20 Student Learning Outcomes to Assess	
<i>At the end of LS 20, students will be able to:</i>	
<p>Speaking:</p> <ul style="list-style-type: none"> • Participate in short conversations in routine contexts on topics of interest • Ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations with guidance • Give a 2-3 minute informal presentation on a biographical topic in class using the past/present tenses <p>Listening:</p> <ul style="list-style-type: none"> • Identify the main ideas and key details of brief informal or conversational listening passages about topics that have been discussed in class • Select and/or note key words, phrases, or short sentences from a short passage • Retell the main points of a simple conversation 	
<i>LS 20 Requirements for Promotion to LS 30</i>	
<ol style="list-style-type: none"> 1. Student must pass the class (D- or better) 2. Student must achieve 5 of 6 of the following: <ul style="list-style-type: none"> ♦ Performance grade of C- or better in course ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score ♦ Rating of level 30 on speaking assessment scored independently by two raters using an ELI checklist/rubric ♦ Rating of level 30 on a 2-3 minute informal presentation scored by class teacher using an ELI checklist/rubric ♦ 80% or better on the ELI listening exam using simplified passages at a high-beginning level ♦ EOT Listening Test score > 12 	

LS30

Listening/Speaking 30 Goal:

Speaking: Introduce students to academic presentation skills, including the ability to discuss familiar or personal interest topics in a connected way. Introduce methods to narrate a story, describe experiences and events, and briefly explain processes in presentational contexts.

Listening: **Develop students' ability to understand the main points and details of clear, standard conversational speech, brief and simplified academic talks, informational passages, and news adapted for low-intermediate learners.** Develop note-taking skills with support.

LS30 Objectives to Teach	LS30 Language Assistant Objectives
<i>In order to achieve the SLOs for this level, students will need to:</i>	<i>Students will practice these skills with LAs:</i>
<ul style="list-style-type: none"> • Ask questions and make requests appropriately in context using basic modals • Ask permission (ex. To turn a paper in late, to re-do an assignment) • Understand and give instructions and directions that use prepositions, imperatives, and suggestions • Express and respond to feelings using descriptive adjectives (ex. surprised, happy, sad, interested, bored) • Express personal opinions on more abstract, cultural topics (films, books, music etc.) • Explain a process/tell a story that has a particular ordering sequence (beginning, middle, end) • Use appropriate transitional markers in formal speech • Pronounce the past tense form, final <i>-ed</i>, and plural and third person final <i>-s</i> correctly • Introduce basic academic vocabulary and expand knowledge of common contextualized idioms and phrasal verbs • Recognize and use ordinal and cardinal numbers in interactions and general academic contexts (dates, basic measurement, process description) • Understand the main points of short formal and academic passages • Differentiate main ideas and details • Use strategies to take notes about key points in a listening using a guided outline or organizer • Use basic paraphrasing techniques to summarize 	<ul style="list-style-type: none"> • Ask for permission using a modal • Give suggestions using a modal • Make and respond to polite requests using modals • Apologize with <i>sorry</i> and offer alternatives • Initiate a conversation and ask/answer questions about yourself and other speakers • Give a how-to on a process and explain instructions step by step using transitions and modals • Tell informal stories chronologically with time clauses • Make plans using ordinal numbers and be going to or present progressive • Use measurements and units to describe size/amount • Talk about family members and other people using adjectives for physical appearance and personality • Discuss emotional states in themselves and others • Conduct a transactional conversation at the doctor's office describing body parts and symptoms • Call a friend on the phone, leave a voicemail • Make promises and offers with <i>will</i>

LS30 Student Learning Outcomes to Assess
<i>At the end of LS 30, students will be able to:</i>
<p>Speaking:</p> <ul style="list-style-type: none"> • Ask questions and make requests politely • Begin and maintain a conversation or discussion on a common everyday topic • Participate in classroom discussions about general academic topics that have been introduced with text support • Give a 4-5 minute formal process-style presentation using imperatives and the past and present tenses <p>Listening:</p> <ul style="list-style-type: none"> • Identify the main ideas and distinguish relevant supporting details of a brief academic passage about topics that have been discussed in class • Identify the main ideas and key details expressed in a brief conversational passage • Utilize notes on a short passage to demonstrate comprehension • Summarize a short passage on a topic that has been discussed in class
<i>LS 30 Requirements for Promotion to LS 40</i>
<ol style="list-style-type: none"> 1. Student must pass the class (D- or better) 2. Student must achieve 5 of 6 of the following: <ul style="list-style-type: none"> ♦ Performance grade of C- or better in course ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score ♦ Rating of level 40 on a 4-5 minute formal presentation scored by class teacher using an ELI checklist/rubric ♦ 80% or better on the ELI listening exam using simplified passages at a low-intermediate level, using notes ♦ ELT Listening Test score > 18

LS40

Listening/Speaking 40 Goal:	
<p>Speaking: Develop students' academic presentation skills on topics that are familiar and incorporate supporting ideas based on outside knowledge. Practice classroom discussion skills to develop students' capacity for spontaneous and sustained speaking on previously introduced topics.</p> <p>Listening: Develop students' ability to comprehend the main ideas and details of listening passages regarding academic and current events, which have been modified for high-intermediate learners. Expose students to more advanced note-taking skills with minimal support.</p>	
LS40 Objectives to Teach	LS40 Language Assistant Objectives
<i>In order to achieve the SLOs for this level, students will need to:</i>	<i>Students will practice these skills with LAs:</i>
<ul style="list-style-type: none"> • Lead a formal class discussion on a controversial and/or academic topic • Appropriately participate in conversations demonstrating knowledge of varying interactional styles and formality • Give a 6-8 minute cause/effect-style presentation showing evidence of research, providing proper spoken citations • Identify the main ideas and distinguish relevant supporting details of an unmodified academic passage for which they have some background knowledge • Identify main ideas, viewpoints, and key details in a group discussion listening passage of an academic discussion or conversation • Demonstrate comprehension of relationships between ideas in brief academic passages • Utilize notes from lectures and academic passages to demonstrate comprehension Summarize an academic passage without in-class preparation 	<ul style="list-style-type: none"> • Participate, articulate opinions and interrupt politely in an informal group discussion • Interact in group conversation settings: entering, exiting, changing topics, catching up • Use common non-verbal gestures considering factors like personal space and touching • Order and pay for food at a restaurant using appropriate ordering phrases • Make an excuse with a sudden action • Invite someone to an event with reductions • Use reductions to indicate decisions or indecision • Tell informal stories chronologically with background information and sudden actions • Exaggerate with comparatives/superlatives • Compare and contrast people's experiences using comparatives/superlatives • Talk about errands and chores with have to • Provide a polite rejection to a request with an excuse and possible raincheck • Have an appropriate phone conversation with an English speaker • Talk about interests, likes, and fears with gerunds • Summarize what happened in a movie, TV show, or recent class • Paraphrase a short statement in their own words

LS40 Student Learning Outcomes to Assess

At the end of LS 40, students will be able to:

Speaking:

- Demonstrate understanding of appropriate conversation skills in varying levels of formality and contexts
- Respond and participate in a formal class discussion that students have prepared for with support from other sources
- Give a 5-7 minute comparison/contrast-style academic presentation using formal transition markers

Listening:

- Identify the main ideas and distinguish relevant supporting details of a brief formal or academic passage about general topics
- Utilize notes on a formal or academic passage to demonstrate comprehension
- Identify main ideas and key details expressed in a group discussion listening passage about a general or conversational topic
- Summarize the main points of a brief academic passage

LS 40 Requirements for Promotion to LS 50

1. Student must pass the class (D- or better)
2. Student must achieve 5 of 6 of the following:
 - ♦ Performance grade of C- or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ Rating of level 50 on speaking assessment scored independently by two raters using an ELI checklist/rubric
 - ♦ Rating of level 50 on a 5-7 minute formal presentation scored by class teacher using an ELI checklist/rubric
 - ♦ 80% or better on the ELI listening exam using modified passages at a high-intermediate level, using notes
 - ♦ ELI Listening Test score > 25

LS50

Listening/Speaking 50 Goal:

Speaking: **Develop students' knowledge of academic requirements of presentations and in class discussion, including research,** appropriate academic vocabulary, spoken citations, and formal markers equivalent to expectations in a university setting. Expose students to discussion leading skills and methods of objectively eliciting peer comments.

Listening: **Develop students' ability to comprehend the main ideas and details of unmodified academic listening passages.** Introduce note-taking skills without support. Develop listening skills necessary to interact appropriately in discussions as both participant and leader.

LS50 Objectives to Teach	LS50 Language Assistant Objectives
<i>In order to achieve the SLOs for this level, students will need to:</i>	<i>Students will practice these skills with LAs:</i>
<ul style="list-style-type: none"> • Participate appropriately and actively in a class discussion • Elicit meaningful participation of all students when leading a class discussion • Express agreement and disagreement appropriately • Begin to speak with appropriately linked thought groups • Present information in a cause/effect structure with a formal thesis, support, and conclusion • Use cause/effect language and transitions appropriately • Use formal spoken citations in summaries and presentations • Begin to learn techniques to recognize and modify own pronunciation and intonation problems for improved comprehensibility • Recognize and use numbers in interactions and academic contexts • Listen to and discuss unmodified academic passages of varying topics and lengths • Understand the main ideas and supporting details of a brief, unmodified academic passage • Take organized notes on an academic passage • Understand verbal cues in speaker attitude and tone • Paraphrase effectively when speaking 	<ul style="list-style-type: none"> • Moderate a group discussion with phrases for balancing speaking time • Engage in small talk on a variety of appropriate topics • Paraphrase and summarize a listener's words for clarification or restatement. • Schedule an appointment, cancel or change a service, request a refund, and complain over the phone • Make a joke and express sarcasm • Compliment appropriately considering factors like gender, age, relationship • Apologize formally with explanation and plan for future correction • Express nostalgia and past habits using <i>used to</i> and <i>would</i> • Respond to hypothetical situations with <i>if</i> • Express future hopes • Express regret over a past action with reduced modals • Address an issue politely with a roommate • Use formal introductions and salutations • Tell a story with informal reported speech using <i>like</i> • Summarize what happened in a movie, TV show, or recent class • Provide a critique on movies/books/TV with summary and opinion

LS50 Student Learning Outcomes to Assess

At the end of LS 50, students will be able to:

Speaking:

- Lead a formal class discussion on a controversial and/or academic topic
- Appropriately participate in conversations demonstrating knowledge of varying interactional styles and formality
- Give a 6-8 minute cause/effect-style presentation showing evidence of research, providing proper spoken citations

Listening:

- Identify the main ideas and distinguish relevant supporting details of an unmodified academic passage for which they have some background knowledge
- Identify main ideas, viewpoints, and key details in a group discussion listening passage of an academic discussion or conversation
- Demonstrate comprehension of relationships between ideas in brief academic passages
- Utilize notes from lectures and academic passages to demonstrate comprehension
- Summarize an academic passage without in-class preparation

LS 50 Requirements for Promotion to LS 60

1. Student must pass the class (D- or better)
2. Student must achieve 5 of 6 of the following:
 - ♦ Performance grade of C- or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ Rating of level 60 on speaking assessment rated by class instructor based on ELI checklist/rubric
 - ♦ Rating of level 60 on a 6-8 minute formal presentation scored by class teacher using an ELI checklist/rubric
 - ♦ 80% or better on the ELI listening exam using authentic audio or video appropriate for a low-advanced level, using notes
 - ♦ EOT Listening Test score > 33

LS60

Listening/Speaking 60 Goal:

Speaking: Introduce students to academic debate and further develop academic presentation skills, including research, appropriate academic vocabulary, spoken citations, and formal markers at a level equivalent to expectations in a graduate school setting. Familiarize students with variations in formality based on context of situations.

Listening: Develop students' ability to fully comprehend unmodified academic listening passages and take notes, which will aid them in recalling the main ideas and significant details. **Expand students' ability to understand authentic uses of English and rapid speech. Familiarize students with** listening skills required to interact successfully in a formal debate.

LS60 Objectives to Teach	LS60 Language Assistant Objectives
<i>In order to achieve the SLOs for this level, students will need to:</i>	<i>Students will practice these skills with LAs:</i>
<ul style="list-style-type: none"> • Present information in an argumentative structure with a formal thesis, support, and conclusion • Conduct research using available resources and synthesize appropriately into academic speech • Appropriately integrate verbal and written source citations during a presentation • Elicit and respond to comments and discussions on presentation • Understand and use language required to effectively participate in academic debates, such as agreement/disagreement, concession, and counterargument • Respond to prompts with minimal preparation (“impromptu” speaking) • Identify and understand bias in research • Recognize and correctly use numbers in formal speech, including citations and data description • Summarize information from listening passages and sources to integrate into speech • Listen to and discuss unmodified academic passages of varying academic topics and lengths • Understand the main ideas and supporting details of an academic passage • Infer meaning of new vocabulary and relationships between ideas in listening passages • Distinguish relevant and irrelevant details when listening and taking notes 	<ul style="list-style-type: none"> • Use appeals (ethos, logos, pathos) in persuasive speech • Dialogue on a culturally sensitive topic • Participate and moderate in a debate • Plan meetings, delegate roles, and balance workloads in college group projects • Resolve a conflict with a classmate • Give advice using direct, indirect, and implied methods • Give feedback and criticisms with hedging • Make a formal request with hedging to a professor or manager • Express gratitude • Express condolences • Participate in different types of interviews (elevator pitch, phone, in-person, group) • Reference sources to support an argument using reporting phrases • Summarize video on current event and discuss opinion • Tell a story with appropriate tense switching including historic present and prior knowledge using past perfect

This document is for informational purposes only. Current students and faculty should refer to the current student guide and class syllabi, or contact Associate Director, Patricia Moon.

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, March 2022

<ul style="list-style-type: none"> • Take organized and accurate notes on an academic passage • Identify and understand verbal cues in speaker attitude and tone (e.g., sarcasm, humor, sincerity, and neutrality) • Utilize strategies to recognize and modify own problems in pronunciation for improved comprehensibility, including speaking with appropriately linked thought groups and accurate intonation • Understand cultural effects on communication, including interactional styles among professors & students, norms for showing respect, and the US intellectual value system 	
<p>LS60 Student Learning Outcomes to Assess</p>	
<p><i>At the end of LS 60, students will be able to:</i></p>	
<p>Speaking:</p> <ul style="list-style-type: none"> • Give a 8-10 minute academic, argumentative-style presentation showing evidence of research, with specific academic source references and a visual data reference • Participate appropriately in academic conversations demonstrating knowledge of varying interactional styles and formality • Respond to comments and participate in discussions on academic presentations in class • Participate and interact in a formal academic debate <p>Listening:</p> <ul style="list-style-type: none"> • Identify the main ideas and relevant details of an unmodified academic passage • Identify main ideas, supporting points, and interpret viewpoints in academic debate listening passages and formal discussions • Demonstrate comprehension of relationships between ideas in academic passages • Utilize notes from lectures and academic passages to demonstrate comprehension • Summarize and respond to an academic passage without in class preparation 	
<p><i>LS 60 Requirements to exit, in order to receive an ELI Exit Certificate and English test score waiver for the UF graduate school*</i></p>	
<p>Students must achieve all the following:</p> <ul style="list-style-type: none"> ♦ Performance grade of B- or better in course ♦ Exit recommendation by class teacher, based on objectives and proficiency score ♦ 80% or better on listening and note-taking exam based on an authentic, academic lecture, using notes ♦ Exit score on an 8-10 minute academic presentation, scored independently by two ELI faculty members, using an ELI checklist/rubric ♦ Exit score on interview, scored independently by two ELI faculty members, using an ELI checklist/rubric 	

*Refer to UF graduate catalog, and contact StudyEnglish@eli.ufl.edu for more information.

The primary mission of the Intensive English Program (IEP) is to prepare international students for successful study at the graduate or undergraduate level in institutions of higher learning in the US. This is accomplished through a skills-based curriculum. The IEP improves student English proficiency through the development of their listening, speaking, reading, writing, and grammar skills. In addition, the IEP prepares students for the academic culture of the US and supports greater cultural understanding through its Cultural Immersion Program (CIP) and established student services.

The IEP also provides the same language instruction and cultural programming to individuals already practicing within their professions and any others who wish to improve their level of English proficiency and cultural awareness.



Our vision is to create a world of trust, peace, and international understanding through developing communication and friendships between people of different cultures and languages.

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