

TASIS England Summer School

TASIS English Language Program (ESL)

Description of Levels and Key Learning Objectives



THE AMERICAN SCHOOL IN ENGLAND

ESL Level Descriptions

There are 5 levels of instruction, ranging from A1 to C1 of the Common European Framework. Students are tested and placed upon their arrival at TASIS. A placement test consisting of a writing sample, oral interview, and short grammar/vocabulary-based test on a computer (Oxford Quick Placement Test) is used.

All ESL classes are taught following a topic-based and communicative approach, giving students an opportunity to explore the English language in meaningful context. Communicative activities involve the students working in pairs or small teams allowing them to maximise their opportunities to produce English. Topics vary from year to year in order to maintain freshness and relevance. In recent years topics have included amongst many others: International Gastronomy, A History of Graffiti, Wonders of the Sea, Fashion, Blogs and Reality TV.

A weekly lesson plan template is due every Monday to the ESL director. For each day, instructors must list the objectives, activities, and homework given. A detailed lesson plan is required when the ESL director schedules to formally observe a lesson, which occurs once per session. Formal written feedback will be given to each teacher using an observation rubric issued to teachers at the beginning of the summer.

The language lab on campus is available for ESL teachers one hour a week; a schedule is distributed to all teachers. The computers have internet access for online activities and projects. The classrooms are also equipped with smart boards and in-class research can also be carried out on MacBooks.

Students are given homework to do during study hall (Sunday-Thursday, 7:00-8:00pm). Teachers must ensure that students have enough material to keep them engaged for the duration of the study hall. The ESL director checks lesson plans to ensure students have a sufficient amount of homework each evening.

Grammar and vocabulary introduced at each level correspond to the parameters set out in the Common European Framework. The following key learning objectives are a general guide of what teachers should be achieving with students at each level. Student's performance is assessed throughout the course and those students who are not performing to the best of their abilities will be brought to the attention of the ESL Director. An internal mid-session report is also completed for each student .

At the end of each session, a grade report is sent to parents. Students are given a letter grade (A-F) based on their performance and an effort grade (1-4). Grade reports also include a paragraph course description/summary of the course and a paragraph on each student's overall performance, strengths, and future needs.



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Level A1 (Elementary)

Key Learning Objectives

Writing	Speaking	Listening	Reading
Write simple sentences (inc. negative)	Basic range of words and simple phrases	Understand general (simple) everyday vocabulary	Understand <u>short, simple</u> adapted material with basic vocabulary
Write short, basic composition on familiar topic (with vocabulary clues)	Word, sentence stress; intonation in questions	Understand <u>short</u> basic conversations	Can understand very simple sentences, familiar names, words (i.e. posters, notices)
	Use functional expressions appropriately	Understand <u>very short</u> repeated narrative passages at a slow speed	
	Can ask and answer simple questions about self		

These learning objectives are based on those of the Common European Framework (CEF) and the Center for English Language and Orientation Programs (CELOP) at Boston University.



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Level A2 (Pre-intermediate)

Key Learning Objectives

Writing	Speaking	Listening	Reading
Compose a basic paragraph	Intonation (requests, permission)	Understand basic conversations	Understand <u>simple</u> adapted material with basic vocabulary
Write a letter, notes, messages	Pronunciation (word stress), work with minimal pairs	Understand main point in short, simple messages/announcements	
Basic editing (revise work based on teacher's comments)	Can answer questions and respond to simple statements/commands		
	Has sufficient vocabulary for basic communicative needs		

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Level B1 (Intermediate)

Key Learning Objectives

Writing	Speaking	Listening	Reading
Write a well-organized paragraph	Speak with good grammatical accuracy, though pauses are common	Good understanding of everyday vocabulary	Understand and interact with lengthy adapted material
Combine paragraphs on the same topic	Some self-correction of errors	Good range of vocabulary	Understand <u>short</u> authentic texts
Some self-revision and editing skills	Circumlocution on familiar topics	Understand conversations (with a sympathetic native speaker)	

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THE AMERICAN SCHOOL IN ENGLAND

Level B2 (Upper-Intermediate)

Key Learning Objectives

Writing	Speaking	Listening	Reading
Write an organized essay (one page)	Moderate degree of fluency; mostly natural rhythm/intonation	Understand a wide range of topics	Fair comprehension of authentic material
Write a summary	Circumlocution on familiar topics	Engage in discussions with multiple participants	Solid comprehension of adapted material
Spelling and punctuation: good accuracy	Some idiomatic language/collocations	Understand main points, details in natural speech	Wide range of vocabulary
	Good level of grammatical accuracy		

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THE AMERICAN SCHOOL IN ENGLAND

Level C1 (Advanced)

Key Learning Objectives

Writing	Speaking	Listening	Reading
Write a well-organized and developed essay, providing sufficient rationale for opinions	High degree of fluency	Understand conversations with multiple participants at native speed	Comprehension of wide range of lengthy, complex adapted texts
Independent revision, editing	Natural rhythm, intonation	Understand <u>most</u> of what is said in discourse with a native speaker	Solid comprehension of lengthy authentic texts
Ability to summarize, paraphrase	Can initiate natural discourse with a native speaker		Wide range of vocabulary

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