

ENGLISH PROFICIENCY AND OBJECTIVES FOR TRAINERS

Karabasappa Channappa Nandihally

Assistant Professor Of English

Government First Grade College, U.G.&P.G.Centre

Dental College Road,Vidyanagar,Davanagere.

Abstract

Since 1995, its inaugural year, the Language Center has implemented assessment and a curricular model based on the most current research in second-language illiteracies. Target objectives were developed in each language program, following a prototype crafted in 1997 by Spanish and Portuguese (comprising the largest enrollments) and respectful of the unique features of each language (Bernhardt, Valdés & Miano, 2009)¹. These documents, now available in their revised versions at language.stanford.edu, all have as their foundation the original National Standards for Foreign Language Learning (1996) (updated and re-published in 2015 as the World-Readiness Standards for Learning Languages)², with particular emphasis on the interpersonal, interpretive, and presentational modes of communication. In contrast to more traditional curricula which are often textbook- or four-skill driven, these objectives lay out concrete developmental goals by detailing what students should be able to do with the language within each of these three modes and within and across courses that form a year-long sequence. Writing, in parallel to speaking, is integrated specifically within the presentational or interpersonal mode according to the type of task, purpose, and audience; and like other skills, is articulated developmentally throughout the course sequence as it becomes progressively more complex and demonstrates features of increasing proficiency. Students may take the English Proficiency Test on campus on the dates designated in the AIIAS academic calendar, normally shortly before the beginning of every term. The test consists of listening, comprehension, grammar, vocabulary, reading, and written composition. Students who need to take the proficiency test outside of the scheduled dates will be required to pay an additional expediting fee equal to the regular to the regular English Center application fee in order for their placement to be determined.

Key Words : graphic organizers , speedbuild academic, contextual clues context summarize and predictions based on comprehension .

Introduction

English is the most commonly spoken language around the world. It is the language that encompasses science, technology and business globally. By learning English, one can develop their communication skills and general language competency, thereby building confidence and increasing awareness. Knowing and understanding the English language will open doors to a world of opportunities, leading to better performance and career advancement. Description The English Language Enhancement Preparatory Programmed (ELEPP), offered at CMR, provides quality language training to enable speakers of other languages from various backgrounds, needs and purposes to communicate effectively and proficiently. Participants undergo an intensive English curriculum that helps them attain the required standard to pursue further academic and/or professional programmers. At CMR, we know how to help one learn successfully, and we understand the needs of the participants and the challenges they face. Most importantly, we believe in teaching English as a life skill, so that participants of the programmer become independent learners and thinkers who will continue to develop their awareness and English language competency by building on their successes in the classroom, even after the course concludes. All our teachers are professional English speakers with years of training and experience. Class sizes are small, offering an ideal environment for personalized learning and customized instruction.

The English language program offered on the campus of AIIAS has been developed by professionals to give students intensive and personalized instruction in the English language in an English speaking environment. The courses have been designed to help students learn English in line with well recognized English language programs. The curriculum for the intensive English course has been divided into four levels, and a student may begin at any level, depending on the results of an entrance placement test. Additional special interest classes may be arranged if there is a large enough group of students and a qualified teacher is available. All foreign students who are not covered by an AIIAS scholar 47(a)2 visa are required to secure a Special Study Permit (SSP).

English Proficiency

AIIAS is an English-speaking institution, and English is the language of instruction for all on-campus and online courses. Because of its international nature, however, AIIAS courses bring together both teachers and students who speak different primary languages. Given the nature of graduate work, proficiency in reading, writing, and speaking English is important for successful student experience. For this reason, all on-campus and online applicants need to be proficient in English.

Demonstrating English proficiency is much like other proficiency tests, but has some additional regulations. English proficiency can be demonstrated in one of the following ways:

- The student's primary language is English.
- The student holds either a baccalaureate degree or a graduate degree in which English was the medium of instruction for the degree conferred.
- An acceptable score on a standard test of English proficiency sent directly from an official testing center. A score of 79 on the TOEFL iBT, or a Band score average of at least 6.5 with a minimum band of 5.5 in writing on the International English Language Testing System (IELTS) Test. Note that the MA Education,

TESOL emphasis requires a score of 7.0 with no band below 6.5 (see TESOL program requirements).

English test results are valid for **2** years.

If English proficiency is found to be insufficient in practice for academic purposes in one or more areas, even after demonstrating it in one of the above ways for admission, the academic department or program's committee may refer the student to the English Center for further evaluation. All applicants who need a test as proof of English Proficiency will be required to submit, at the time of application, a standardized English test score for an estimation of time for degree completion unless the sponsor signs a waiver. Students may take the English Proficiency Test on campus on the dates designated in the AIIAS academic calendar, normally shortly before the beginning of every term. The test consists of listening, comprehension, grammar, vocabulary, reading, and written composition. Students who need to take the proficiency test outside of the scheduled dates will be required to pay an additional expediting fee equal to the regular to the regular English Center application fee in order for their placement to be determined.

Only students who meet English proficiency standards will be allowed to register for Seminary or Graduate School courses. Students who have not met English proficiency requirements are expected to retake a standardized English examination, or to take instruction in English as a Second Language, such as that offered on the AIIAS campus. Students in the English Center are expected to make adequate progress in their coursework in order to qualify for an AIIAS-sponsored visa. English students will be treated in the following ways based on their test scores:

Level 1

A student who receives a score of 53 or below on the English Proficiency Exam will work full time on English and register for Elementary' English (Level 1). If at the end of the term, a student has fulfilled the course requirements by demonstrating in coursework the ability to communicate in basic English in everyday experiences, the student may register for Intermediate English (Level 2). Note: Students who enter Level 1 with a score of less than 30, will find it difficult to satisfactorily complete Level 1 within one term, and are likely to need to repeat the class.

Level 2

The student who receives a score of 54-61 on the English Proficiency Exam will work full time on English and register for Intermediate English (Level 2). If at the end of the term a student has fulfilled the course requirements by demonstrating in coursework the ability to communicate in English at an intermediate level, the student will proceed to Level 3.

Level 3

The student who receives a score of 62-69 on the English Proficiency Exam will study English full time and register for Advanced Intermediate English (Level 3). If at the end of the term the student has fulfilled the course requirements by demonstrating in coursework an advanced ability to communicate in everyday experiences and to communicate successfully in basic academic contexts, the student will proceed to Level

Level 4

The student who receives a score of 70-76 will study English full time and register for Advanced English (Level 4). If at the end of the term the English course has been satisfactorily completed with a **B** grade or above, the student may proceed to take the end-of-term English Proficiency Examination (EPE). A score of 550 on the TOEFL ITP and a 6.5 on the internal speaking and writing test with a minimum band of 5.5 in writing is necessary to enter graduate work.

Transition

Students who are very close to reaching the English proficiency score required for entering a graduate program at AIIAS will be allowed to take a graduate class, plus 8 hours in the English Center, which will be prescribed based on the student's test scores and abilities. Academic advising for students in the transition period should favor prerequisite courses or practical courses that do not require extensive writing or theoretical conceptualization. Students who receive an English Proficiency Exam score of 80-100 will have passed the English proficiency requirement for AIIAS. The English language program offered on the campus of AIIAS has been developed by professionals to give students intensive and personalized instruction in the English language in an English speaking environment. The courses have been designed to help students learn English in line with well recognized English language programs. The curriculum for the intensive English course has been divided into four levels, and a student may begin at any level, depending on the results of an entrance placement test. Additional special interest classes may be arranged if there is a large enough group of students and a qualified teacher is available. All foreign students who are not covered by an AIIAS scholar 47(a)2 visa are required to secure a Special Study Permit (SSP).

English Proficiency

AIIAS is an English-speaking institution, and English is the language of instruction for all on-campus and online courses. Because of its international nature, however, AIIAS courses bring together both teachers and students who speak different primary languages. Given the nature of graduate work, proficiency in reading, writing, and speaking English is important for successful student experience. For this reason, all on-campus and online applicants need to be proficient in English.

Demonstrating English proficiency is much like other proficiency tests, but has some additional regulations. English proficiency can be demonstrated in one of the following ways:

1. The student's primary language is English.
2. The student holds either a baccalaureate degree or a graduate degree in which English was the medium of instruction for the degree conferred.
3. An acceptable score on a standard test of English proficiency sent directly from an official testing center. A score of 79 on the TOEFL iBT, or a Band score average of at least 6.5 with a minimum band of 5.5 in writing on the International English Language Testing System (IELTS) Test. Note that the MA Education, TESOL emphasis

requires a score of 7.0 with no band below 6.5 (see TESOL program requirements). English test results are valid for 2 years.

If English proficiency is found to be insufficient in practice for academic purposes in one or more areas, even after demonstrating it in one of the above ways for admission, the academic department or program's committee may refer the student to the English Center for further evaluation. All applicants who need a test as proof of English Proficiency will be required to submit, at the time of application, a standardized English test score for an estimation of time for degree completion unless the sponsor signs a waiver.

Students may take the English Proficiency Test on campus on the dates designated in the AIIAS academic calendar, normally shortly before the beginning of every term. The test consists of listening, comprehension, grammar, vocabulary, reading, and written composition. Students who need to take the proficiency test outside of the scheduled dates will be required to pay an additional expediting fee equal to the regular to the regular English Center application fee in order for their placement to be determined. Only students who meet English proficiency standards will be allowed to register for Seminary or Graduate School courses. Students who have not met English proficiency requirements are expected to retake a standardized English examination, or to take instruction in English as a Second Language, such as that offered on the AIIAS campus. Students in the English Center are expected to make adequate progress in their coursework in order to qualify for an AIIAS-sponsored visa. English students will be treated in the following ways based on their test scores: language objectives are directly correlated to content objectives. Once a teacher determines the lesson topic from the appropriate content standards, the teacher will want to begin thinking about the academic language necessary for English learners to complete the tasks that support the content objectives. This identification of the academic language embedded in the lesson's content will become the basis for the lesson's language objectives. You can use the following guidelines to start thinking about appropriate language objectives for the lesson:

1. Decide what **key vocabulary, concept words, and other academic words** students will need to know in order to talk, read, and write about the topic of the lesson. Those words might be taught as a language objective. They should include technical terms, such as *ecosystem*, and terms like *distribution* that have different meanings across content areas. Other terms to highlight are those that language learners may know in one context, such as family (as in parents, siblings, etc.), but that have a different use in science (e.g., family of elements in the periodic table).
2. Consider the **language functions** related to the topic of the lesson (e.g., will the students describe, explain, compare, or chart information). See the WIDA English Language Proficiency (ELP) standards for examples of these functions for English language arts, math, science, and social studies for all English proficiency levels and grade-level clusters.
3. Think about the **language skills** necessary for students to accomplish the lesson's activities. Will the students be reading a textbook passage to identify the stages of mitosis? Are they able to read a text passage to find specific information? Will they be reporting what they observe during a scientific demonstration to a peer? Do they know how to report observations orally? Acquiring the skills needed to carry out these tasks might be the focus of a language objective.

4. Identify **grammar or language structures** common to the content area. For example, many science textbooks use the passive voice to describe processes. Additionally, students may have to use comparative language to analyze two related concepts. Writing with the passive voice or using comparative phrases might be a language objective.
5. Consider the **tasks** that the students will complete and the language that will be embedded in those assignments. If students are working on a scientific investigation together, will they need to explain the steps of the procedure to one another? The language objective might focus on how to explain procedures aloud.
6. Explore **language learning strategies** that lend themselves to the topic of the lesson. For example, if students are starting a new chapter in the textbook, the strategy of previewing the text might be an appropriate language objective. Developing appropriate language objectives for lessons involves becoming familiar with a state's content area and ELP standards. Whereas the content standards will provide the topic of the lesson and what exactly the students should be doing with that topic (e.g., solving problems, creating models, ranking ideas), the English language proficiency or development standards help to identify language skills and functions that students should be working on to achieve academic language fluency. These ELP standards can help to identify:
 - communicative tasks (e.g., retelling, asking clarification questions)
 - language structures (e.g., sequential language, past-conditional tense)
 - types of texts students need to understand (e.g., informational text versus literature).

English Language Arts (ELA) standards

Other resources in addition to the ELP standards are a state's English Language Arts standards or the Common Core State Standards for English Language Arts and Literacy in History, Social Studies, Science, and Technical Subjects (CCSS). The English Language Arts and Literacy CCSS might be especially useful to teachers of English learners due to its attention to literacy across the content areas. Additional resources to consult, especially if a state is a member of the WIDA consortium, are the Model Proficiency Indicators (MPIs) outlined in their ELP standards. The MPIs outline what an English learner at a specific level of English language proficiency can do in a language domain (e.g., listening) by addressing the language functions embedded in an example topic for that content area with appropriate scaffolds or support (Gottlieb, Cranley, & Cammilleri, 2007). Classroom texts and other materials (e.g., science investigations, primary source documents) are other good sources to consult when preparing a lesson

Course Objectives for Reading

- skim for main idea(s)
- scan for details
- use graphic organizers to better understand a text
- develop reading speed
- build academic vocabulary
- make use of contextual clues to infer meanings of unfamiliar words from context
- summarize and paraphrase information in a text

- distinguish main ideas from specific details
- distinguish facts from opinions
- make inferences and predictions based on comprehension of a text
- identify author's purpose and tone
- discuss and respond to content of the text orally and in writing
- utilize digital literacy tools to develop reading and vocabulary skills
- reflect on and evaluate learning and performance, and set goals for progress
- demonstrate behavior and attitudes appropriate to a university environment (work collaboratively, manage time, be prepared, comply with academic integrity rules)

Student Learning Outcomes:

- identify the main idea(s) in the text;
- identify specific details;
- distinguish main idea(s) from supporting detail;
- distinguish fact from opinion;
- make inferences and predictions based on information in the text;
- infer meanings of unfamiliar words;
- identify author's purpose and tone;
- transfer information in the text into a graphic organizer;
- produce academic vocabulary appropriately orally and in writing; and
- summarize/paraphrase information in a text.

Writing



Course Objectives Writing and Grammar

- write effective and coherent paragraphs
- comprehend the overall and internal organization of an academic essay
- write an effective thesis statement
- use pre-writing strategies to plan writing
- generate ideas from sources to develop content
- develop coherent content and support with relevant details
- write a 4-5 paragraph expository/take-a-stand academic essay
- give critical peer feedback
- use peer and teacher feedback to edit writing
- build academic vocabulary
- use a variety of accurate sentence structures
- use grammatical structures accurately
- utilize digital literacy tools to develop writing and grammar skills

- reflect on and evaluate learning and performance, and set goals for progress
- demonstrate behavior and attitudes appropriate to a university environment (work collaboratively, manage time, be prepared, comply with academic integrity rules)

Student Learning Outcomes:

- write a paragraph with a topic sentence, support, and concluding sentence;
- produce coherent and unified paragraphs with adequate support and detail;
- write an effective introduction and conclusion;
- write a thesis statement that addresses the writing prompt;
- produce a well-organized academic essay;
- produce appropriate vocabulary and correct word forms;
- use a variety of accurate sentence structures;
- produce accurate grammatical structures; and
- demonstrate control of mechanics.

Listening

Course Objectives for Listening

- take organized notes on lectures and listening passages
- identify and distinguish main ideas from supporting details
- make use of contextual clues to infer meanings of unfamiliar words from context
- identify speaker's purpose and tone
- make inferences and predictions about spoken discourse
- discuss and respond to content of a lecture or listening passage orally and/or in writing
- utilize digital literacy tools to develop listening skills
- reflect on and evaluate learning and performance, and set goals for progress
- demonstrate behavior and attitudes appropriate to a university environment (work collaboratively, manage time, be prepared, comply with academic integrity rules)

Student Learning Outcomes:

- take notes and make use of them in answering questions about the passage;
- distinguish relevant from irrelevant information;
- identify the topic and main idea;
- comprehend relationships between ideas; and
- make inferences and predictions about spoken discourse.

Speaking

Course Objectives for Speaking and Oral Presentation

- discuss and respond to content of a reading or listening passage
- use communication strategies to participate in group and class discussions
- select, compile, and synthesize information for an oral presentation
- use search tools to locate appropriate sources
- evaluate and select sources for relevance
- paraphrase and cite sources
- use vocabulary appropriately
- use grammatical structures appropriately
- deliver an effective oral presentation
- present information using digital tools
- reflect on and evaluate learning and performance, and set goals for progress
- demonstrate behavior and attitudes appropriate to a university environment (work collaboratively, manage time, be prepared, comply with academic integrity rules)

References

1. Short, D., Himmel, J., Gutierrez, S., & Hudec, J. (2012). *Using the SIOP Model: Professional development for sheltered instruction*. Washington, DC: Center for Applied Linguistics.
2. Echevarria, J., Vogt, M.E., & Short, D. (2010). *The SIOP Model for teaching mathematics to English learners*. Boston: Allyn & Bacon.
3. Echevarria, J., & Short, D. (2011). *The SIOP Model: A professional development framework for a comprehensive school-wide intervention*. Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) Brief.
<http://www.cal.org/create/resources/pubs/professional-development-framework.html>
4. Himmel, J., Short, D., Richards, C., & Echevarria, J. (2009). *Using the SIOP Model to improve middle school science instruction*. Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) Brief.
<http://www.cal.org/create/resources/pubs/siopscience.html>
5. Short, D., Vogt, M., & Echevarria, J. (2010a). *The SIOP Model for teaching history-social studies to English learners*. Boston: Pearson/Allyn & Bacon.
6. Short, D., Vogt, M., & Echevarria, J. (2010b). *The SIOP Model for teaching science to English learners*. Boston: Pearson/Allyn & Bacon.
7. Vogt, M.E., Echevarria, J., & Short, D. (2010). *The SIOP Model for teaching English language arts to English learners*. Boston: Pearson/Allyn & Bacon.