

**My English Journey**  
Tulane EAPP  
English Language Goals

**This packet belongs to:**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Introduction**

Start with the language standards below, and decide which descriptors at the end of this packet should be your target this semester. Which one will you focus on this week?

### **Step 1: Identification of a feature**

The first step is identifying that you have an English issue. You would not be reading this if you did not want to improve your English, so take a few minutes and write a paragraph about what you want your English to look like ideally:

Did you write that you want to be like the American students? If so, remember that there is no ideal “American” student though they may have many traits in common.

Did you write that you want something to be easier? If so, easiness comes from practice, doing something over and over again. If you practice the wrong form, then it becomes easier to make that mistake over and over.

Take your ideal that you wrote above, and evaluate where you are now based on the English Language Goals at the end of this packet.

### **Step 2: Commitment**

It takes a lot of work to improve anything, so you should expect to devote some time to this. You learn language much better by doing a little bit each day rather than a lot in one sitting.

Write here how much time each day you are going to devote to this goal:

Write here the time and place each day where you are going to accomplish this work:

### **Step 3: Appropriation in isolation**

Now that you know what you want to be able to do and you have decided to actively work on this English feature, how do you improve that English feature?

While you usually can describe a English issue or communication problem well, usually you need someone to help you figure out how to improve the issue or solve the problem. The Tulane EAPP course walks you through the process. Sign up at [English.Tulane.Edu](http://English.Tulane.Edu).

### **Step 4: Mastering in context**

Ultimately, your English goal is to be able to use English in your life. The last step in our process is to apply your skills back to the original situation in a limited context.

## **English Language Goals**

### **Incoming Tulane students generally self-assess themselves at the following level:**

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

### **At the end of the first year of study at Tulane, students should meet the following language descriptors:**

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and independent disadvantages of various options.

### **At the end of the third year of study at Tulane, students should meet the following language descriptors:**

Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

**The ultimate goal for the students is to eventually describe themselves this way:**

Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing, arguments, and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.