

English As A Second Language

English Language Institute

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Overview

**Not a baccalaureate degree program*

The English as a Second Language program at the English Language Institute (ELI) helps international and domestic students whose first language is not English develop the academic language skills necessary for success at UB. Undergraduate students may enroll in credit-bearing English as a Second Language (ESL) writing courses to satisfy the General Education Writing requirement.

Students whose first or dominant language is other than English may satisfy the General Education Writing requirement by successfully completing two ESL courses: Written English I ([ESL 407](#)) and Written English II ([ESL 408](#)). Students are advised to complete these courses during their first and second semesters of academic study at UB.

Acceptance Information

All international students who are applying to undergraduate programs at the University at Buffalo and whose first or dominant language is not English should contact International Admissions for details about required English test scores for standard and conditional admission, or to apply to the university.

International undergraduate students who do not meet the university's English requirements for admission are welcome to apply to the Intensive English Program instead. The Intensive English Program is a non-credit, full-time program offered by the English Language Institute. See <http://www.buffalo.edu/eli> for more information.

Transfer Policy

Students required to take ESL courses to meet conditional admission requirements may be able to substitute transfer courses. Written English I ([ESL 407](#)) may be waived based on the transfer with a satisfactory grade of an equivalent course from another accredited U.S. institution. Courses considered equivalent are those which satisfy the regular composition requirements at that institution rather than courses that are prerequisites for composition courses.

Written English I ([ESL 407](#)) may be waived based on a TOEFL score. Both the total score and the individual section scores will be analyzed before a waiver can be considered. A minimum score of 600 on the paper-based version is required for consideration of a waiver. Waivers based on iBT scores are also possible (minimum total score of 100 for consideration.)

ESL 407: Written English I

Credits: 3
Semester(s): Fall, Spring
Type: LEC

Introduction to academic writing. Covers various methods of organizing paragraphs and essays, effective use of grammatical structures, editing and revising, and strategies for efficient reading. For those undergraduates whose first or dominant language is other than English, successful completion of [ESL 407](#) and [ESL 408](#)

meets the General Education Writing requirement. Students may not receive credit for both [ESL 407](#) and [ENG 101](#).

ESL 408: Written English II

Credits: 3
Semester(s): Fall, Spring
Pre-requisites: [ENG 101](#) Or [ESL 407](#)
Type: LEC

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Continues the development of academic writing. Covers rhetorical patterns in formal writing, critical reading, paraphrasing, citation, and the completion of a library research paper. For those undergraduates whose first of dominant language is other than English, successful completion of [ESL 407](#) and [ESL 408](#) meets the General Education Writing requirement. Students may not receive credit for both [ESL 408](#) and either [ENG 102](#) or [ENG 201](#).

ESL 411: Spoken English

Credits: 3

Semester(s): Fall

Type: LEC

Speaking skills for the university context. Topics include preparation and delivery of individual and group presentations, understanding and practice of American idiomatic speech, and improvement of pronunciation. Reviews of students' videotaped presentations provide feedback.

ESL 412: Spoken English

Credits: 3

Semester(s): Spring

Type: LEC

Speaking skills for the university context. Topics include preparation and delivery of individual and group presentations, understanding and practice of American idiomatic speech, and improvement of pronunciation. Reviews of students' videotaped presentations provide feedback.