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ACT



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AES



# ACT EDUCATION SOLUTIONS, LTD. 2012-2013 BROCHURE

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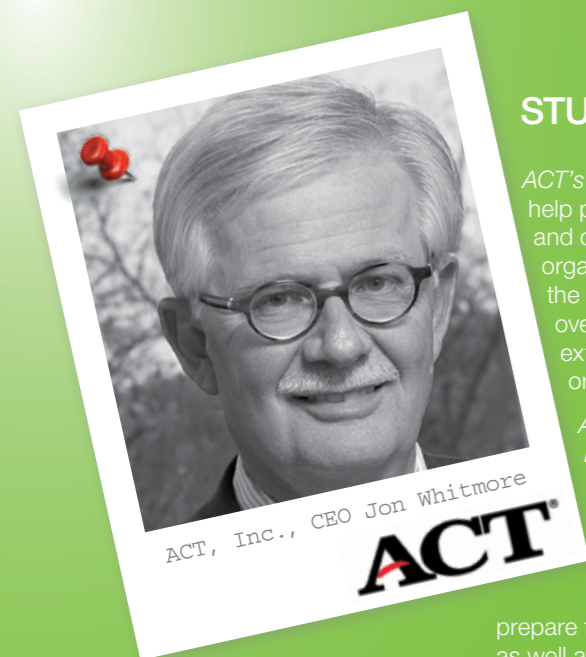


**ACT**

**ACT**  
EDUCATION SOLUTIONS, LIMITED



## MESSAGE FROM THE CEO OF ACT, INC.



### STUDENTS, PARENTS, AND FRIENDS,

ACT's mission has always been to help people achieve their education and career goals. Our international organization enables us to build on the services we have developed over the past five decades and to extend them to individuals and organizations throughout the world.

ACT's subsidiary *ACT Education Solutions, Limited*, is headquartered in Hong Kong. The company's head office is in Sydney, Australia, and focuses on the needs of educational institutions by helping students prepare for university-level study overseas as well as providing universities with information about, and access to, students ready for matriculation. Our field offices in Shanghai, Singapore, and Jakarta

support our clients and partners in their respective regions and work to develop new opportunities for our organization.

*ACT Education Solutions, Limited*, currently concentrates its efforts on growing and supporting student and institutional participation in the *Global Assessment Certificate™* program (GAC) and a suite of *English Language Programs (ELP)*. The GAC is a university preparation program, taught and evaluated in English, that helps students who speak English as a second language develop the skills they need to obtain admission to, and succeed at, colleges and universities that teach in English.

**JON WHITMORE**  
CEO  
ACT, Inc.

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# ACT, INC., AND AES, LTD., OVERVIEW



### ACT, INC.

Founded in 1959, ACT, Inc., is an independent, not-for-profit organization that provides more than a hundred assessment, program management, research, and information processing services in the broad areas of education and workforce development. Each year, ACT serves millions of people in elementary, middle, and secondary schools; colleges; professional associations; businesses; and government agencies – nationally and internationally. Though designed to meet a wide array of needs, all ACT programs and services share one purpose – helping people achieve education and workplace success.

ACT is now one of the foremost providers of educational testing, workforce development, and research services in the world. Many of ACT's programs and services – for education, career planning, professional certification and licensure, data management, workforce selection, and research – have become mainstays of education, the professions, and business. ACT achievements and innovations in the field of testing have consistently set the standard for the testing profession. By investing in superior staff, technology, and resources, ACT continues to be a leader in the development and delivery of responsive, high-quality assessments and related services.

Each year, more than 2 million ACT® tests are administered worldwide, and the results are used by more than 3,300 US colleges, universities, and scholarship programs. ACT, Inc., is committed to helping students present themselves to colleges as unique individuals rather than just as test scores, and over the years it has expanded and refined the information it collects and reports. In addition to scores in English, math, reading, and science, the ACT® provides details about students' interests, needs, plans, and goals – vital information used for admissions, recruitment, course placement, scholarships, advising, and counseling.

In the 1990s, ACT, Inc., began offering programs and services to support workforce development – nationally and internationally. ACT workforce development services cover all phases of workforce performance, including screening, selection, needs analysis, training, program evaluation, and transition planning.

### ACT EDUCATION SOLUTIONS, LIMITED (AES)

ACT Education Solutions, Limited, which is wholly owned by ACT, Inc., currently offers the *Global Assessment Certificate™* program (the GAC) and a suite of *English Language Programs (ELP)*. Registered in Hong Kong, with its head office in Sydney, AES has a truly global reach. AES regional offices are located in China (PRC),

Indonesia, and Singapore. Established in 2005, AES celebrated its fifth birthday in 2010.

AES currently concentrates its efforts on growing and supporting student and institutional participation in the *Global Assessment Certificate* program. The GAC is a university preparation program, taught and evaluated in English, that helps students with English as a second language develop the skills they need to obtain admission to, and succeed at, colleges and universities that teach in English. Currently, the GAC is offered in conjunction with local institutions in more than 10 countries in the Asia/Pacific region, Canada, Mexico, and the Middle East.

AES provides universities and colleges with information about, and access to, students ready for admission to undergraduate studies. Successful GAC graduates are admitted into GAC Pathway Universities located in Australia, Canada, Indonesia, Malaysia, Mexico, Singapore, Thailand, the United Kingdom, the United States of America, and Vietnam. As part of the GAC, all students can take the ACT test, which is given in English and measures their readiness for college-level coursework.

AES also offers a suite of *English Language Programs (ELP)* designed to equip non-English speakers with the language skills required to enter the *Global Assessment Certificate* program or undertake further study in English.



# THE GLOBAL ASSESSMENT CERTIFICATE™ PROGRAM (GAC)

THE GAC IS A UNIVERSITY PREPARATION PROGRAM THAT PROVIDES STUDENTS WITH THE ACADEMIC KNOWLEDGE, SKILLS AND CONFIDENCE TO ENTER AND SUCCESSFULLY COMPLETE A BACHELOR'S DEGREE.

## GLOBAL ACCEPTANCE

The Global Assessment Certificate program (the GAC) is a university preparation program that provides students with the academic knowledge, skills, and confidence to enter and successfully complete a bachelor's degree at one of many selected universities. GAC graduates can apply for admission to postsecondary institutions – Pathway Universities – in Australia, Canada, Indonesia, Malaysia, Mexico, Singapore, Thailand, the United Kingdom, the United States of America, and Vietnam.

## GLOBAL SUCCESS AND REWARDS

Some Pathway Universities offer credit toward an undergraduate degree, and a number of them offer scholarships which can significantly reduce tuition and living expenses. The GAC pathway brings global success much closer.

## GLOBAL RECOGNITION

All students who complete the GAC are eligible to take the ACT, comprised of a

multiple-choice test that covers English, Mathematics, Reading, and Science, with an optional test of Writing. This test is recognized by all universities in the USA and many universities elsewhere. The GAC is the only international university preparation program that includes preparation for the ACT as part of its curriculum.

## GAC OVERVIEW

The GAC consists of three levels of study, and recognition of prior learning for most or part of Level I is available for advanced students\*. The core program consists of Academic English, Study Skills, Mathematics, Computing, Business, Science, and Social Science, supported by a systematic study of learning skills for success at university. Elective units allow students to choose between preparation for the International English Language Testing System (IELTS™) or the Test of English as a Foreign Language (TOEFL®).

*\*All applications for recognition of prior learning will be assessed on a case-by-case basis at the Approved Teaching Centers and must be approved by ACT Education Solutions, Ltd.*



**BE INSPIRED!  
A WIDE RANGE  
OF SUBJECTS  
IS AVAILABLE  
THROUGH THE  
GAC PROGRAM.**

## HOW IS THE GAC DELIVERED?

A key feature of the GAC is that it can be delivered in different modes.

## SAMPLE MODES OF DELIVERY

	STANDARD FULL-TIME MODE	CONCURRENT MODE
Level I	12 weeks, plus one week's break	With Year 10 curriculum (1 year)
Level II	12 weeks, plus one week's break	With Year 11 curriculum (1 year)
Level III	12 weeks	With Year 12 curriculum (1 year)

The GAC can be delivered full-time. Students undertaking the GAC in this mode must have successfully completed their high school studies to the equivalent of Year 11 in Australia. It can also be delivered part-time as a concurrent co-curriculum with the high school curriculum. This means the GAC may take up to three years to complete. The advantage of the part-time mode is that when students receive their high school diploma, they also graduate from the GAC and have an ACT score.

The circumstances of each school are unique, so it may be possible for students to complete the GAC differently from the sample modes shown. GAC academic staff work with each center to design an individualized program of delivery, taking each school's needs into consideration.

## WHERE IS THE GAC TAUGHT?

In 2012, Approved Teaching Centers (ATCs) can be found in such countries as

Bahrain, Canada, China (PRC), Indonesia, Malaysia, Mexico, Singapore, South Korea, Thailand, and Vietnam. The GAC has been approved by relevant educational authorities in all countries where it is delivered plus accredited in Australia as a nationally recognized Certificate IV qualification and Foundation Studies program.

GAC centers are located on university campuses, within private international and local high schools and in private language or business colleges. All teaching centers employ qualified English speaking staff who attend regular training sessions conducted by AES's Regional Academic Managers to ensure that students receive top-quality classroom teaching.

All ATCs meet the standards demanded by AES and are continually monitored via ongoing quality assurance reviews. This ensures that the quality of teaching and assessment is consistent around the world.



# WHAT OUR CUSTOMERS SAY

THE REWARDS OF JOINING OUR GLOBAL TEAM OF GAC CENTERS.

**“At Hanyang University – GAC Center, Seoul, Korea, ‘School of Transformation’ is another name for the GAC program.**

“As the name infers, the students undergo a significant degree of transformation through the program, and this unique feature makes the GAC more than a knowledge-delivery program.

“Firstly, the students go through a major transformation academically. While the Korean educational system offers an excellent program, students preparing for tertiary education in English-speaking countries are particularly disadvantaged in English academic essay writing skills, presentation skills, and autonomous studying habits.

“The GAC program is excellent in bridging these gaps. The Reading and Writing modules provide outstanding training in writing. In addition, our own StepEssay program offers further understanding in academic essay writing styles and skills. Twenty-seven percent of 53 Hanyang University-GAC graduates surveyed (September 2011)

said writing skills were the most helpful training from the GAC. Various forms of presentation incorporated in many GAC modules systematically develop skills and disciplines of presentation.

“Rebuilding of self-confidence is another key transformation. The majority of students join Hanyang University-GAC program after failing the national university entrance exam. The failure shook their self-confidence and many times even their self-esteem, but through the course of the program, the students go through a gradual ‘healing’ process and improve.

“Academically, we concluded that a strong emphasis on the presentation drills is directly attributable to such a reform. Furthermore, orchestrated life coaching efforts are undeniably a crucial component in the makeover.

“Boosted self-confidence in turn motivates students to work harder during

the program, which consequently results in improved academic scores, followed by college admission. College admission is a major booster considering their past, and it feeds right back into the ‘self-confidence boost cycle.’

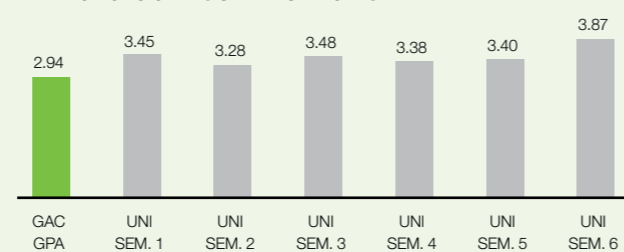
“The academic performances of our graduates attest to the transformation. The graph below shows the performances of 51 graduates surveyed, and it is self-explanatory.

“In the last six years we have been running the GAC, intake after intake, we unfailingly witness the transformations at work, and it makes our job as the GAC team ever so rewarding.”

**SIMON D. LEE**  
Senior Academic Director & Director of Studies  
Hanyang University – GAC Program  
Hanyang University,  
Seoul, SOUTH KOREA

## GAC GRADUATES PERFORMANCE AT UNIVERSITIES

AVERAGE GAC GPA vs UNIVERSITY GPAs



“Singapore International School @ Saigon South in Ho Chi Minh City adopted the GAC University Foundation Program in 2007 as the final step in the study pathway offered to our students before they go to study in international universities. My staff and I have been impressed with the GAC program and the outstanding results achieved by our students.

“It is a well-structured core curriculum that provides a high degree of rigor and prepares students well for the challenges of independent study and time management at university level. The



Peter Baker

**“Implementing the GAC program has been a professionally rewarding experience for my staff.**

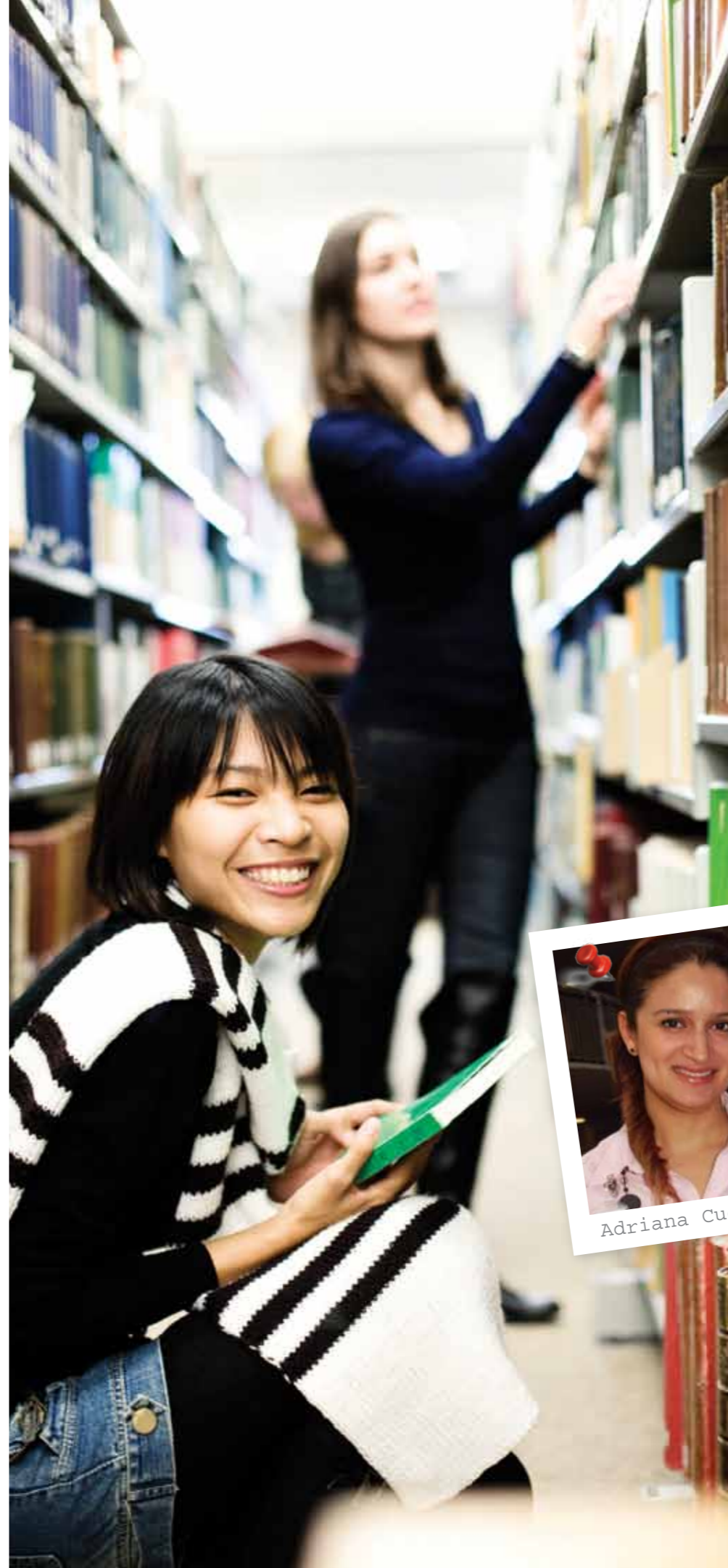
“There is a good level of ongoing professional support available for staff. The assessment processes of double-marking by teachers and responding to

variety of assessment tasks provides students with the skills required to undertake further education in an English medium university. As well, students develop strategies to work independently and in group situations.

moderation processes provide teachers with opportunities for professional discussion and growth.

**“... Our students have certainly grown in their confidence and competence as students as a result of the GAC program. Similarly, my staff have grown as professionals who are highly respected by their students.”**

**PETER BAKER**  
Supervisory Principal  
Singapore International School  
@ Saigon South  
Saigon, VIETNAM



“...My academic career in the US as an undergraduate student ... and later as a graduate majoring in Curriculum and Instruction of Mathematics gave me the experience necessary to appreciate foreign students’ perspective and labors. ... being a certified Math teacher in US high schools further revealed ... scary statistics, that thirty percent of college and university students drop out after their first year, and half of them never graduate, especially for minorities.

“With this background, I can say with confidence that GAC’s intensive nine-month curriculum, stressing self-motivated and independent study, along with test preparation for ACT and IELTS / TOEFL, equips Chinese students with the knowledge, skills, and mentality necessary to succeed as university students in America.

**“... I believe that the GAC program is indeed an excellent and essential preparation for Chinese high school graduates prior to their western higher education.”**

**KE SONG**  
Director  
Kunming Foreign Language School  
GAC Center,  
Kunming,  
THE PEOPLE’S REPUBLIC OF CHINA



Adriana Cuellar Río

**“Being part of GAC has given me very nice experiences. As a teacher, I can say that I also have learned so many issues that can help me and my students to better understand the way ESL can help you to open the view of life.**

“The GAC is a program that helps students to deal with their skills and to use them as tools to be competitive in the working world, because they are learning how to use their skills to improve in any area of knowledge in every subject they take.

“Here in Oxford High School, we think that GAC opens doors to a future full of success!”

**ADRIANA CUELLAR RÍO**  
DoS GAC  
Oxford High School  
Monterrey, MEXICO



# THE GAC (CONTENT)

## GAC GRADUATES POSSESS A PRACTICAL UNDERSTANDING OF INDEPENDENT LEARNING THEORIES AND STRATEGIES REQUIRED FOR SUCCESSFUL STUDY IN ENGLISH-SPEAKING UNIVERSITIES

### HOW IS THE GAC TAUGHT AND ASSESSED?

The Global Assessment Certificate program includes lectures, seminars, tutorials, group work, class discussion, and presentations. As the language of instruction is English, teachers and students are expected to speak in English at all times in the classroom. Regular assessments, assignments, teacher feedback and examinations help students to demonstrate their knowledge and skills.

The assessments, especially in Level III, include the same kind of assessments found at university in the first year:

- role-plays and oral presentations
- written summaries
- critical analysis of written texts
- journals and other documents showing planning, reflection, and drafting
- group projects and presentations
- researched essays and reports
- examinations
- skills tests and course participation grades

### HOW IS THE GAC RECOGNIZED?

The GAC has been evaluated and recognized as meeting university admissions requirements by all GAC Pathway Universities. For example, in the United States the GAC has been evaluated by the American Council on Education (ACE), which recommends that the GAC be considered for up to 31 credits at US universities. This means that a US institution can grant up to two semesters of credit for the GAC.\*\*

At their GAC graduation ceremony, students receive an official academic transcript – a key to university entry – that details their overall results, including a Grade Point Average (GPA) score. They also receive an official GAC certificate and an ACT score.

### GAC ENTRY REQUIREMENTS\*\*\*

Students should contact their local Approved Teaching Center (a list of centers can be found at [www.acteducationsolutions.com](http://www.acteducationsolutions.com)) to find out their English language proficiency and academic entry requirements.

*\*\*Individual universities in the US award credit to students, and not all will offer 31 credits. Students are advised to check with individual universities for the credit they will offer for the course selected.*

*\*\*\*Students applying to undertake the GAC abroad are required to meet the student visa requirements of the country in which they intend to study. All students who already have a destination university in mind should be aware of the specific entry requirements of that university.*

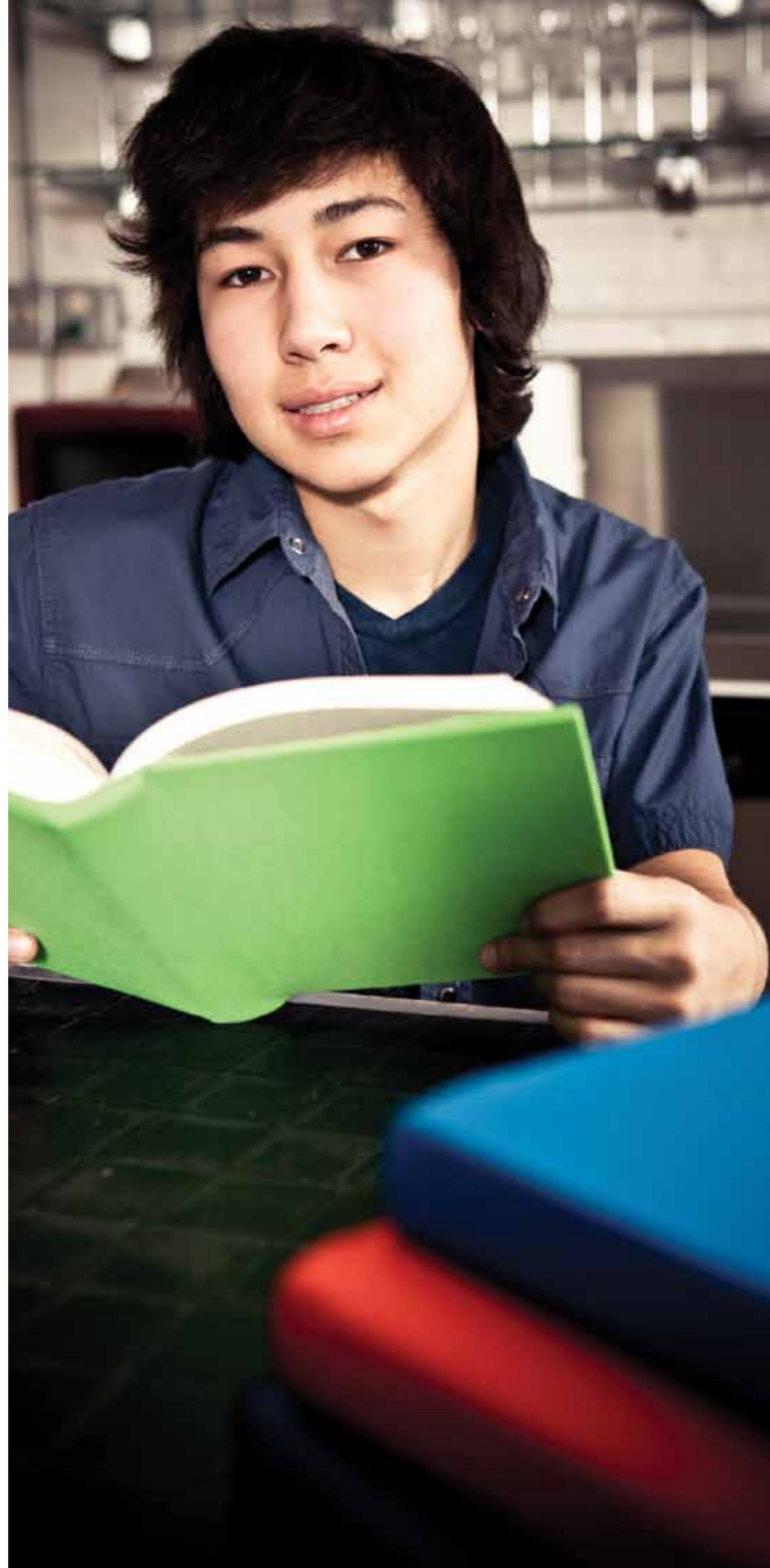
### WHAT DO STUDENTS STUDY IN THE GAC?

#### ACADEMIC ENGLISH I, II, III: LISTENING AND SPEAKING SKILLS

On completion of these three modules, students should be able to use listening and speaking skills for academic purposes in preparation for higher education. All the major skills of listening and speaking required to function successfully at university level are included and practiced throughout these modules.

#### ACADEMIC ENGLISH I, II, III: READING AND WRITING SKILLS

On completion of these three modules, students should be able to use reading and writing skills for academic purposes in preparation for higher education. All the major skills of reading and writing to function successfully at university level are included and practiced throughout these modules.



### GAC graduates possess:

- highly developed research and independent learning skills
- proficiency in all English language skills
- advanced computing skills
- a solid foundation in Mathematics, Business studies, Science and Social science
- a practical understanding of independent learning theories and strategies required for successful study in English-speaking universities
- an ACT score for entry into universities in the US.

#### STUDY SKILLS FOR INDEPENDENT LEARNING

On completion of this module, students should be able to demonstrate an understanding of the study skills required for effective independent learning in a university environment. Topics include different learning styles, time management, planning study workloads, dealing with study problems, and higher education options in countries of destination.

#### MATHEMATICS I: FUNDAMENTALS

On completion of this module, students should be able to demonstrate an understanding of the basic concepts of Mathematics and the mathematical terminology used in university programs. Topics include arithmetic, algebra, geometry, trigonometry, and logarithms.

#### MATHEMATICS II: PROBABILITY, STATISTICS, & FINANCE

On completion of this module, students should be able to apply a basic knowledge of the principles of probability and statistics to solving and analyzing common financial problems. Topics include solving problems in probability and counting techniques, data analysis using statistical methods, normal distribution, and application of algebraic methods to solve financial problems.

#### MATHEMATICS III: CALCULUS & ADVANCED APPLICATIONS

On completion of this module, students should be able to demonstrate a basic understanding of the principles of calculus and how they can be applied to the quantitative analysis of practical and financial situations. Topics include applying methods of differential calculus to solve algebraic problems, using methods of integral calculus to solve numerical and graphical problems, and analysis of practical and financial problems using differential and integral calculus.

#### COMPUTING I: INTRODUCTION TO WORD PROCESSING FOR ACADEMIC STUDY

On completion of this module, learners should be able to confidently and ethically use information technologies for individual and collaborative formal writing; and use the Internet effectively for academic study. Topics include an introduction to computer hardware, available and emerging technologies, software applications including Microsoft Word and PowerPoint, and using the Internet for research and collaboration purposes.

#### COMPUTING II: DATA MANAGEMENT

On completion of this module, learners should be able to create, manage, and manipulate spreadsheets and databases and to generate reports using these applications in order to enhance academic research, writing, and presentation skills. Topics include spreadsheet and database packages as well as the application of those packages to solve problems.

#### COMPUTING III: DIGITAL COMMUNICATION

On completion of this module, learners should be able to create a basic website by applying knowledge of website development and skills in graphics in order to enhance academic research, writing, and presentation skills. Topics include the history of website development, graphics, and website design.

#### BUSINESS, SCIENCE, & SOCIAL SCIENCE I: COMMUNICATION SKILLS

On completion of this module, students should be able to understand the theory of communication and apply it to their personal and academic lives. Topics include personality traits, the influence that different personality types have on achieving personal and group goals, and the application of skills required for effective communication.





#### BUSINESS II: BUSINESS STUDIES

On completion of this module, students should be able to demonstrate an understanding of the theory, process, and practice of contemporary business. Topics include introductory economics, business development, management, marketing, finance, accounting, law, and business research projects.

#### BUSINESS III: INTERNATIONAL BUSINESS STUDIES

On completion of this module, students should be able to demonstrate an understanding of international business and the impact that globalization has on the business world. Topics include the history of globalization, international business development, international marketing strategies, business ethics, and international business research projects.

#### SCIENCE II: SCIENTIFIC PRINCIPLES

On completion of this module, students should be able to demonstrate knowledge and understanding of the basic laws, theories, and principles of contemporary science. Topics include a historical perspective of the development of science, the scientific method, scientific reporting, recent advances in scientific knowledge, the language of science and notation, and scientific research investigations.

#### SCIENCE III: GENERAL SCIENCE

On completion of this module, students should be able to demonstrate a sound understanding of the laws, theories, and principles of Biology, Chemistry, Physics, Environmental Science, and Earth Sciences. Topics include theories and applications of the major branches of science plus scientific research investigations and projects.

#### SOCIAL SCIENCE II: IDENTITY AND INTERACTION IN SOCIETY

On completion of this module, students should be able to demonstrate an understanding of and discuss the interrelationship between personal identity, community identity, and national identity in the global context. Topics include the study of how and why individuals and societies interact and behave in different ways, the effect that different paradigms such as belief systems have on the behavior of individuals and states, and primary and secondary research methodologies and projects.

#### SOCIAL SCIENCE III: RESEARCH SKILLS AND GLOBAL ISSUES

On completion of this module, students should be able to discuss global issues and use appropriate social and cultural research methodologies to investigate, analyze, and present opinions on a global issue. Topics include the identification of global issues and the impact they have on the world, qualitative and quantitative research methodologies and applications and research projects.

#### ACT PREPARATION SKILLS

On completion of this module, students should be able to recognize and recall the content areas and question-types that are likely to appear on the ACT assessment and to apply appropriate test-taking strategies. The four sub-tests covered are English, Mathematics, Reading, and Science, as well as the Writing Test. Test practice is included.

#### IELTS PREPARATION SKILLS

On completion of this module, students should be able to apply general and academic reading, writing, listening, and speaking skills as well as appropriate strategies for an IELTS test under exam conditions. The four sub-tests covered are Listening, Reading, Writing, and Speaking. Test practice is included.

#### TOEFL PREPARATION SKILLS

On completion of this module, students should be able to recognize and recall the question-types which are likely to appear in the TOEFL iBT test and to apply appropriate test-taking strategies. The four sub-tests covered are Reading, Listening, Speaking, and Writing. Test practice is included.

# WHAT IS THE GAC COURSE STRUCTURE?

STUDENTS COMPLETE 720 HOURS OF CLASSROOM STUDY OVER THREE LEVELS.

## LEVEL I

MODULE NO	MODULE	HOURS		
		Class	Indep. Study	Total
GAC001	Academic English I: Listening & Speaking Skills	40	20	60
GAC002	Academic English I: Reading & Writing Skills	40	20	60
GAC003	Study Skills for Independent Learning	40	20	60
GAC004	Mathematics I: Fundamentals	40	20	60
GAC005	Computing I: Introduction to Computing for Academic Study	40	20	60
GAC006	Business, Science, & Social Science I: Communication Skills	40	20	60
TOTAL HOURS LEVEL I: 240 hours of classroom study, plus 120 hours of Independent Study. Modules 001-006 are compulsory.				

## LEVEL II

MODULE NO	MODULE	HOURS		
		Class	Indep. Study	Total
GAC007	Academic English II: Listening & Speaking Skills	40	20	60
GAC008	Academic English II: Reading & Writing Skills	40	20	60
<b>Students choose 4 of the following</b>				
GAC010	Mathematics II: Probability, Statistics, & Finance	40	20	60
GAC011	Computing II: Data Management	40	20	60
GAC012	Business II: Business Studies	40	20	60
GAC013	Science II: Scientific Principles	40	20	60
GAC027	Social Science II: Identity & Interaction in Society	40	20	60
<b>Electives – students may choose to study the following</b>				
GAC019	IELTS Preparation Skills	40	20	60
GAC025	TOEFL Preparation Skills	40	20	60
TOTAL HOURS LEVEL II: 240 hours of classroom study, plus 120 hours of Independent Study.				

## LEVEL III

MODULE NO	MODULE	HOURS		
		Class	Indep. Study	Total
GAC014	Academic English III: Listening & Speaking Skills	40	20	60
GAC015	Academic English III: Reading & Writing Skills	40	20	60
<b>Students choose 4 of the following</b>				
GAC016	Mathematics III: Calculus & Advanced Applications	40	20	60
GAC017	Computing III: Digital Communication	40	20	60
GAC022	Business III: International Business Studies	40	20	60
GAC023	Science III: General Science	40	20	60
GAC028	Social Science III: Research Skills & Global Issues	40	20	60
<b>Students also study</b>				
GAC026	ACT Assessment® Preparation Skills	40	20	60
TOTAL HOURS LEVEL III: 240 hours of classroom study, plus 120 hours of Independent Study and an optional 40 hours of ACT Preparation Skills.				



# ENGLISH LANGUAGE PROGRAMS (ELP)

## A TOTAL ENGLISH LANGUAGE SOLUTION

AES offers a total solution for English language learning by providing a multi-level English Language Program (ELP) package that includes all teaching and learning materials: syllabus, course materials, and assessment, as well as academic and operational support.

The broad aim of the English Language Programs is for learners to develop skills and abilities to use English effectively in general, academic, and professional contexts. This includes providing the opportunity for students to identify and develop skills and strategies for effective language learning as well as learning "how to learn." Students become competent in all macro-skills (speaking, listening, reading, and writing) and develop an understanding of the culture of English-speaking peoples.

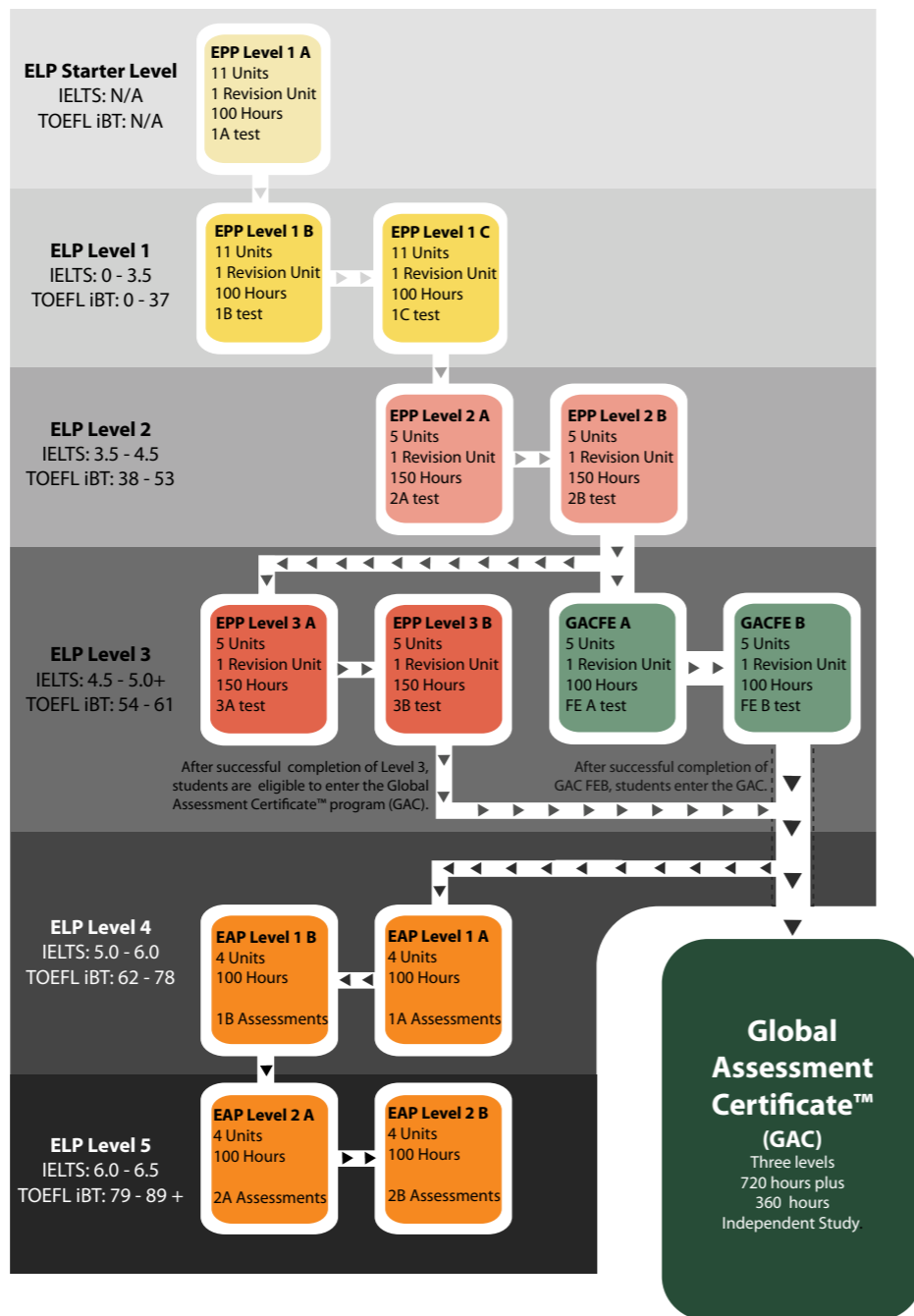
### The package consists of three programs which lead to further study:

- English Proficiency Program™ (EPP) from Starter level to Level 3 (Intermediate)
- GAC Foundation English Program (GAC FE) at Level 3 (Intermediate)
- English for Academic Purposes (EAP) at Levels 4 and 5

English Proficiency Program™ (EPP) commences at starter level and advances to an intermediate level of English proficiency at Level 3. After the starter level, there are two stages per level. Students can enter the program at any stage according to their entry test results. Each stage consists of approximately 100–150 hours of face-to-face teaching material which can be extended or contracted depending on time allocation and learner progress. Assessment tasks are provided throughout and at the end of each stage. The program focuses on general English skills in Level 1, and academic English skills are introduced in Levels 2 and 3.



ENGLISH PROFICIENCY PROGRAM



Graduates at SIS International School  
Ho Chi Minh City

Andreas Pohl, Director of Studies with the Kinderworld Group at the AES 2011 Southeast Asia GAC and EPP Professional Development Conference\*

**GAC Foundation English (GAC FE)** commences at lower-intermediate level (FE A) and advances to an intermediate level of English proficiency (FE B). Each stage consists of 100 hours of face-to-face teaching material, and students must complete both stages. Assessment tasks are provided throughout and at the end of each stage. Successful completion of this program leads students directly into the Global Assessment Certificate (GAC).

**English for Academic Purposes (EAP)** commences at upper intermediate level in Level 1 and continues to an advanced level of English proficiency at Level 2. This program is designed for students who have successfully completed their secondary schooling and wish to improve their academic English proficiency and skills in order to be successful studying in a western university setting. There are two stages per level; each stage consists of 100 hours of face-to-face teaching material. There are two entry points, at the start of Level 1 and at the start of Level 2. Assessment tasks are provided throughout the program and at the end of each stage.

\*Andreas presented a keynote speech on collaborative project-based learning.



ENGLISH FOR ACADEMIC PURPOSES

### ELP PROGRAMS FOR BUSINESS / PROFESSIONALS

AES offers a range of ELP programs designed for adults currently in the workforce as well as those who would like to improve their English for a future workplace context. The content is broad and based around common business situations. Students who do not have a sufficient level of English to enter the programs can complete EPP Level 1 before commencement of their course.

**English Proficiency Program for Business (EPP for Business)** commences at Level 2 and advances to Level 3. There are two stages per level. Each stage consists of approximately 100 hours of face-to-face teaching material which can be adapted to fit delivery needs. The program can be delivered in whole book or booklet form (unit by unit). Students can enter the program at any stage according to their level of English. Assessment tasks are provided at the end of each stage.

Skills for communicating in workplaces are developed starting from basic introductions and small talk to making travel arrangements and describing a product or service. All necessary grammar is included. A variety of business contexts are included such as accounting, human resources, hospitality, advertising, marketing, and job applications. Common business texts including e-mails, inquiries, application letters, company and safety information, and resumés are taught.

**English Proficiency Program for Professionals (EPP for Professionals)** commences at Level 2 and advances to Level 3. There are two stages per level. Each stage consists of approximately 100 hours of face-to-face teaching material that can be adapted to fit delivery needs. The program can be delivered in whole book or booklet form (unit by unit). Students can enter the program at any stage according to their level of English. Assessment tasks are provided at the end of each stage.

The content is similar to the EPP for Business program, with tailored activities for professionals at work. Role-play contexts suit students already working in professional fields who need to communicate in English such as in teaching, law, medicine and health care, government administration, and accounting.

### FEATURES OF THE ELP PROGRAMS

All ELP programs are based on core texts that are communicative in approach and integrative in nature. Student motivation is maintained through high-interest topics and activities relevant to the particular program, purpose, and age group.

#### The ELP Programs:

1. motivate students with interesting and theme-based topics
2. build communication skills for everyday use
3. develop all four macro skills (speaking, listening, reading, and writing)
4. provide listening practice of a range of accents and help students to solve common pronunciation problems
5. explain grammar simply, clearly, and comprehensively
6. guide teachers with after-class activities and useful reference materials
7. provide guidance and opportunities for students to practice oral and written presentations
8. include all assessments in the Assessment Package:

- ongoing skills-based assessments with teacher instructions and assessment criteria
- final tests of four macro skills (with audio CDs).

#### The package for each level comprises:

- complete Syllabus
- core text: Student Course Book
- audio CDs for listening activities in class
- Writing Program (EPP and FE only)



- comprehensive Teacher's Guide with guidance and references for teachers, tapescripts, communicative activities, Phonemic Chart, and Correction Code
- Assessment Folder, which includes all necessary assessment – oral, aural, and written.

### HOW ARE THESE PROGRAMS DELIVERED?

These programs can be taught in full-time mode, based on 20-25 class hours per week. The number of weeks varies according to the length of the program. For example, the EPP levels can be taught full-time in 6-week blocks.

Alternatively, students can study the programs part-time, at the same time as they study their regular school curriculum. For example, students can study EPP Level 2B in Year 9, EPP Level 3A in Year 11, and EPP Level 3B in Year 12.

### HOW ARE THESE PROGRAMS TAUGHT?

Based on an interactive and functional theory of language teaching and learning, these programs enable students to develop

language proficiency and communicative skills in an authentic, meaningful, and contextualized manner. The programs help teachers to create a positive, supportive and motivating learner-centered environment. AES provides teacher training and ongoing support in delivering these programs.

### WHERE ARE THESE PROGRAMS TAUGHT?

In 2011, countries of delivery include Bahrain, Canada, China (PRC), Indonesia, Malaysia, Mexico, South Korea, Thailand, and Vietnam. Teaching centers are situated on university campuses, within private international and local high schools, in corporate offices, and in private language or business colleges in all of the countries listed.

The AES English Language Programs can be adapted to suit middle school and high school students, young adults, and experienced professionals. With flexible entry and exit points, it is possible to design a suite of programs suitable for any educational organization. Staff training, ongoing academic support and moderation of assessments, and regular upgrades of materials are provided to all ELP centers.

### WHAT OUR CUSTOMERS SAY

"The introduction of the EPP has set off a positive synergy among the staff. Teachers are working together to identify and help at-risk students as well as provide the vocabulary and language skills needed to succeed in subject classes.

"The EPP's full package approach has allowed our teachers to better use their time and creativity. Instead of writing lesson plans from scratch, our teachers spend more of their prep time reviewing and understanding the material in depth, as well as allowing additional time for developing creative and innovative supplements to the class material.

"Our Academic English Program is extremely challenging for the students. By teaching the students that learning a new language can be fun, the EPP program is providing our students with a new found confidence in the use of English. Students, particularly those identified as at-risk, are

more willing to step out of their safety zones and apply their new language skills throughout their academic program."

**ROBERT J. KARVOIS, JR.**  
Singapore  
International School  
Ho Chi Minh City, VIETNAM

"As part of our high school expansion plans in the 2007 academic year, the GAC represents the curricular

solution we were looking for to continue our commitment to excellence in bicultural education. The response from students, parents, and community has already been really positive, particularly to the GAC Foundation English program that we commenced in 2006. We are the first school in Monterrey to teach the GAC, and embedding the program with the regular high school diploma provides our students with many local and international higher education study options."

**MRS. JESSICA ALVAREZ**  
Founder, Director  
Oxford School of English  
Monterrey, MEXICO



Robert J. Karvois, Jr.



### WHAT OUR STUDENTS SAY

"The first day I arrived at Oklahoma State University, I was very nervous with anticipation. This was the result of my going to America for the first time and attending university overseas. However, I was able to adapt easily to university because of the GAC program.

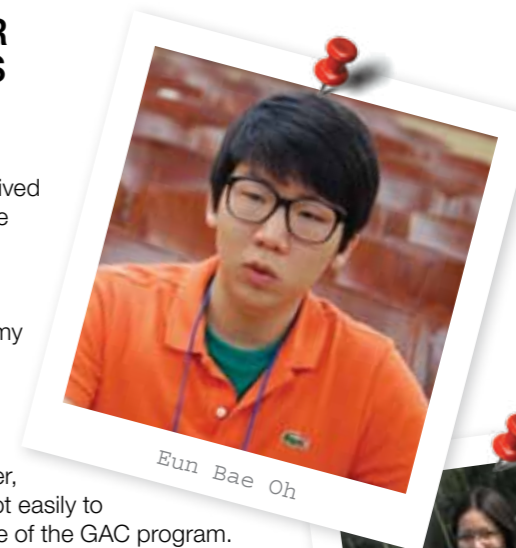
"In the beginning of the GAC program, it was very difficult for me to settle in because of the difference in learning methods and intensity. There were many times that I wanted to give up. But I kept trying and worked really hard, and this helped me gain the experience necessary to succeed at a university in America or overseas.

"For me, the speaking and writing classes were very helpful. When I first started the GAC program, I had limited vocabulary, weak grammar and no confidence in speaking. But as I progressed in the program, I was able to overcome these problems. I received a lot of help in writing during the GAC program. When I first started the GAC, it was difficult for me to write even a 300-word essay, but later, I was able to write a 1,500-word essay without much difficulty. With improved writing skills, I was able to overcome and receive good grades on my reports and essays.

**"Through the GAC, I also developed an ability to speak in English, with confidence, and this ability helped me to make friends, attend classes, and even ask questions during class in Oklahoma."**

"... if you try really hard in the GAC program, not only can you receive scholarships but the experience of attending the GAC program in all its entirety will help you learn necessary skills to be successful overseas, which is tremendously helpful. Good luck!"

**EUN BAE OH**  
SOUTH KOREA  
Studying at Oklahoma State University, USA



Eun Bae Oh



Nan Yang

"Since I joined the GAC program last May, I've gained so much not only in terms of knowledge but also in terms of self-development and growth as a student. At the very beginning, I was so worried that I couldn't follow the English-taught program and I couldn't understand the foreign teacher ... I completely changed my idea after I finished my first day.

"... the teaching style is so different from our traditional Chinese style. It is tension-free and relaxing. Teachers and students are very interactive, which helps us to learn more effectively and efficiently. I also like the course design that helps me evaluate my studies and set goals. Now I am more confident and I am ready to take on more challenges in my future study and work."

**NAN YANG**  
THE PEOPLE'S REPUBLIC OF CHINA  
Enrolled at Purdue University (ranked 62nd by US News and World Report)

"I learned many things in the GAC program. I learned how to study, how to manage my time, how to do a good oral presentation, and how to write a good essay. I also learned how to make business plans and curriculum vitae in English. I learned many detailed things in business that I can use if I enter a business course in university."

**JESSICA TANUTAMA**  
INDONESIA  
Studying at ERC Institute, Singapore