



American English *Academy*

TOEFL iBT® Preparation Program

Academic Curriculum Framework & Course Syllabus

One Level | CEFR B2-C1 | 11 Weeks | 198 Instructional Hours

2026 Academic Edition

Program Control Summary

Element	Approved Framework
Course title	TOEFL iBT Preparation Program
Program structure	One level
Target proficiency	B2-C1 academic English / TOEFL preparation
Course duration	11 weeks
Instructional time	18 hours per week; 198 instructional hours total
Schedule options	Morning and evening; standard weekday and approved weekend schedules
Attendance	Minimum 80% of scheduled instructional hours
Absence limit	Up to 8 full class meetings on the standard 44-meeting schedule; alternative schedules are monitored by instructional hours
Formative assessment	Pass/Fail; diagnostic and instructional; does not count toward the final grade
Summative assessment	Week 11; 100-point institutional course score
Final weighting	Language Skills & Use 50%; Speaking 25%; Writing 25%
Completion benchmark	80/100 institutional course score
Primary preparation basis	AEA curriculum, ETS TOEFL preparation resources, current TOEFL iBT task specifications

Important distinction. The AEA 80/100 course-completion benchmark is an institutional academic requirement. It is not an ETS TOEFL score and must not be presented as equivalent to a particular official TOEFL band or admission requirement.

1. Curriculum

1.1 Curriculum Definition

For AEA academic purposes, the curriculum is the organized educational program that states the educational purpose, course goals, course objectives, student learning outcomes, instructional content and processes, and means of assessment used to determine student achievement.

1.2 Program Description

The TOEFL iBT Preparation Program is an intensive, one-level academic English and test-preparation course for students entering at approximately the B2 range or above. The course develops the receptive and productive language abilities required for TOEFL performance while strengthening academic language, test familiarity, time management, and self-monitoring. Instruction addresses Reading, Listening, Writing, and Speaking and is updated when ETS changes the official test structure.

1.3 Educational Goal

The educational goal of the TOEFL iBT Preparation Program is to prepare students to use academic English effectively and to demonstrate that ability under TOEFL iBT testing conditions through systematic development of reading, listening, speaking, writing, language-use, and test-taking skills.

1.4 Course Goal

By the end of the course, students will demonstrate increased readiness for the TOEFL iBT by comprehending academic and campus-based written and spoken English, producing clear spoken and written responses, applying appropriate language forms and vocabulary, and using effective strategies to complete representative TOEFL tasks within time constraints.

1.5 Course Objectives

- Familiarize students with the organization, directions, timing, scoring concepts, and current task types of the TOEFL iBT.
- Develop reading comprehension through work with vocabulary in context, main ideas, supporting details, inference, organization, and academic passage comprehension.
- Develop listening comprehension through work with responses, conversations, announcements, and academic talks, including main ideas, details, purpose, attitude, and organization.
- Develop accurate and intelligible spoken production through controlled repetition, pronunciation work, and structured interview-style responses.
- Develop written language control through sentence construction, functional email writing, and academic discussion responses.
- Strengthen grammar, vocabulary, cohesion, paraphrasing, note-taking, and academic language as supporting competencies.
- Develop time-management, self-monitoring, and test-taking strategies through timed practice, feedback, and simulated assessment.

2. Current TOEFL iBT Test Alignment

For the 2026 academic edition, AEA instruction is aligned to the TOEFL iBT structure used for tests administered on or after January 21, 2026. The official test continues to report performance in four sections: Reading, Listening, Writing, and Speaking. AEA treats the official TOEFL format as an external specification and reviews the curriculum when ETS changes task types, timing, or scoring.

Section	Current task families addressed in instruction	Curricular emphasis
Reading	Complete the Words; Read in Daily Life; Read an Academic Passage	Vocabulary in context, comprehension, main ideas/details, inference, text organization, efficient reading
Listening	Listen and Choose a Response; Listen to a Conversation; Listen to an Announcement; Listen to an Academic Talk	Comprehension, purpose, attitude, details, organization, note-taking, response selection
Writing	Build a Sentence; Write an Email; Write for an Academic Discussion	Grammar and sentence formation, functional written communication, academic discussion, clarity and organization
Speaking	Listen and Repeat; Take an Interview	Intelligibility, pronunciation, accurate repetition, spontaneous organized responses, vocabulary and grammar control

External scoring context. ETS reports section and overall scores on a 1-6 scale in half-point increments for tests taken on or after January 21, 2026. AEA course grades remain on the institutional 0-100 scale described in this curriculum.

3. Student Learning Outcomes (SLOs)

Student learning outcomes state the observable performance students are expected to demonstrate by the end of the course. They provide the basis for direct assessment and curriculum review.

Reading

- Identify main ideas and relevant supporting details in representative academic and daily-life texts.
- Use context and word-form information to determine meaning and complete vocabulary-in-context tasks.
- Make supported inferences and recognize relationships among ideas in written texts.
- Apply efficient reading strategies to complete representative TOEFL reading tasks within established time limits.

Listening

- Identify main ideas, key details, purpose, attitude, and organizational relationships in conversations, announcements, and academic talks.
- Select appropriate responses to short spoken exchanges.
- Take concise notes that support comprehension of longer spoken texts.
- Demonstrate comprehension of representative TOEFL listening tasks under timed conditions.

Speaking

- Repeat short spoken language intelligibly with appropriate attention to pronunciation, stress, rhythm, and grammatical form.
- Respond to interview-style questions with relevant, organized, and sufficiently developed spoken answers.
- Use appropriate vocabulary and grammatical structures to communicate meaning clearly.
- Maintain intelligibility and functional fluency under timed speaking conditions.

Writing

- Construct grammatically accurate sentences from supplied language elements.
- Write a clear, appropriately organized email that fulfills the communicative purpose and addresses required content.
- Contribute a coherent response to an academic discussion by stating and developing a position with relevant support.
- Revise and edit written responses for grammar, vocabulary, organization, clarity, and task fulfillment.

Academic Language & Test Strategy

- Apply academic vocabulary and grammatical knowledge across receptive and productive tasks.
- Use time-management and task-specific strategies during representative TOEFL activities.
- Use instructor feedback, practice results, and self-reflection to identify strengths and priority areas for continued preparation.

4. Achievement Scale and Interpretation

Because this is a one-level preparation program, the achievement scale describes the range of performance demonstrated within the course rather than progression through multiple instructional levels. Interpretation is based on direct evidence from course SLOs and assessments.

Institutional achievement band	Interpretation
90-100 Strong Achievement	Consistently demonstrates the course SLOs under representative timed conditions with effective control of language and task requirements; ready for independent continuation of TOEFL preparation and official-test planning.
80-89 Successful Achievement	Demonstrates the essential course SLOs at the institutional completion standard, with remaining areas for refinement; successfully completes the AEA TOEFL Preparation Program.
70-79 Developing Achievement	Demonstrates partial achievement of course SLOs but performance is not yet sufficiently consistent across assessed areas to meet AEA course-completion requirements.
Below 70 Limited Achievement	Demonstrates insufficient evidence of achievement of multiple course SLOs; additional instruction and guided practice are recommended before course completion is recorded.

Completion rule. A final institutional score of 80/100 or higher is required for successful completion. The achievement bands above describe AEA course performance only and are not TOEFL score predictions.

5. Assessment System

5.1 Formative Assessment

Formative assessment is used to monitor progress, identify learning needs, provide feedback, and adjust instruction. It is recorded as Pass/Fail for internal instructional purposes and does not contribute to the final course grade.

- Week 1 baseline/diagnostic activities may be used to identify strengths and needs.
- Week 5 cumulative formative assessment includes representative Reading, Listening, Speaking, and Writing/Language Use tasks.
- Daily and weekly formative evidence may include timed practice, short quizzes, sentence-building tasks, pronunciation checks, interview practice, email writing, academic-discussion writing, and teacher feedback.
- A formative result does not determine successful course completion and does not reduce the final summative score.

5.2 Summative Assessment

The Week 11 summative assessment provides direct evidence of end-of-course achievement. It is scored on an AEA institutional 100-point scale and determines successful course completion.

Component	Weight	Evidence
Language Skills & Use	50%	Representative Reading and Listening comprehension plus language-use tasks, including grammar, sentence construction, and vocabulary as appropriate to the taught curriculum.
Speaking	25%	Representative current-format speaking tasks scored with an AEA analytic rubric addressing task fulfillment, intelligibility/pronunciation, fluency, grammar, and vocabulary.
Writing	25%	Representative current-format writing tasks scored with an AEA analytic rubric addressing task fulfillment, organization, development, grammar, vocabulary, and clarity.

5.3 Completion Requirements

- Final summative course score: minimum 80/100.
- Attendance: minimum 80% of scheduled instructional hours.
- Formative assessments: participation and completion required as assigned; formative results do not count toward the final grade.
- The course-completion result is separate from the student's official ETS TOEFL score.

6. SLO-to-Assessment Alignment

SLO domain	Representative outcomes	Direct assessment component	Evidence
Reading	Identify main ideas and relevant supporting details in representative academic and daily-life texts.; Use context and word-form information to determine meaning and complete vocabulary-in-context tasks.	Language Skills & Use (50%)	Timed reading and language-use items
Listening	Identify main ideas, key details, purpose, attitude, and organizational relationships in conversations, announcements, and academic talks.; Select appropriate responses to short spoken exchanges.	Language Skills & Use (50%)	Timed listening comprehension items
Speaking	Repeat short spoken language intelligibly with appropriate attention to pronunciation, stress, rhythm, and grammatical form.; Respond to interview-style questions with relevant, organized, and sufficiently developed spoken answers.	Speaking (25%)	Listen-and-repeat and interview-style speaking performance
Writing	Construct grammatically accurate sentences from supplied language elements.; Write a clear, appropriately organized email that fulfills the communicative purpose and addresses required content.	Writing (25%) + Language Skills & Use where sentence construction is assessed	Sentence-building, email, and academic-discussion writing
Academic Language & Test Strategy	Apply academic vocabulary and grammatical knowledge across receptive and productive tasks.; Use time-management and task-specific strategies during representative TOEFL activities.	Integrated across all components	Strategy use, language control, timed performance, reflection and feedback

7. 11-Week Scope and Sequence

Week	Instructional focus	Major content and performance
1	Orientation, Baseline & Reading Foundations	Current TOEFL overview; score/reporting concepts; baseline practice; Complete the Words; vocabulary in context; efficient reading.
2	Reading in Daily Life & Academic Reading	Read in Daily Life; Read an Academic Passage; main ideas, details, inference, organization; timed reading practice.
3	Listening Foundations	Listen and Choose a Response; listening for purpose and appropriate response; pronunciation awareness; note-taking fundamentals.
4	Conversations, Announcements & Academic Talks	Main ideas, details, attitude/purpose, organization; note-taking; timed listening sets.
5	Formative Assessment & Feedback	Cumulative representative tasks across Reading, Listening, Speaking, and Writing/Language Use; Pass/Fail; individualized feedback and instructional redirection.
6	Writing I: Build a Sentence	Word order, clause structure, grammatical accuracy, sentence variety, editing, timed sentence-building practice.
7	Writing II: Write an Email	Audience, purpose, tone, required content, organization, grammar and vocabulary; timed functional-email practice.
8	Writing III: Academic Discussion	Position, relevance, development, support, cohesion, academic vocabulary, grammar and clarity; timed discussion responses.
9	Speaking I: Listen and Repeat	Accurate repetition, intelligibility, segmentals, stress, rhythm, pacing, grammatical form, controlled timed practice.
10	Speaking II: Take an Interview + Integrated Review	Relevant and developed answers, fluency, organization, vocabulary and grammar; full-course targeted workshops based on performance.
11	Summative Assessment & Course Review	AEA summative assessment; 50/25/25 institutional weighting; individual performance report;

8. Teaching and Learning Process

Explicit instruction

Teachers explain current task requirements, language features, strategies, and performance expectations.

Modeling

Instructors demonstrate reading, listening, writing, and speaking processes before guided and independent practice.

Guided-to-independent practice

Students move from scaffolded activities to timed performance under increasingly test-like conditions.

Feedback and revision

Students receive actionable feedback through teacher evaluation, rubrics, conferencing, correction, and revision.

Academic language development

Grammar, vocabulary, pronunciation, cohesion, and sentence-level accuracy are integrated into skill instruction.

Timed simulation

Representative tasks and practice sets build familiarity with pacing, concentration, and performance under time constraints.

Individual support

Practice evidence is used to identify student-specific priorities and recommend targeted review.

8.1 Course Materials and Resources

Instruction uses AEA-developed materials and current ETS TOEFL preparation resources appropriate to the test specifications in effect during the term. Previously used resources, including older editions of The Official Guide to the TOEFL iBT Test, may be retained only for language-skill practice when the task remains instructionally relevant; obsolete test-format descriptions are not taught as current TOEFL specifications.

9. Attendance and Scheduling

The course consists of 198 instructional hours over 11 weeks, averaging 18 instructional hours per week. AEA may offer morning, evening, weekday, and approved weekend schedules provided the published schedule delivers the required instructional hours.

Policy	Requirement
Minimum attendance	80% of scheduled instructional hours
Standard 44-meeting schedule	A student may miss up to 8 full class meetings and remain at or above the institutional attendance requirement, subject to actual hours recorded.
Alternative schedules	Attendance is calculated by instructional hours rather than by simply applying an eight-meeting rule to a schedule with a different number or length of class meetings.
Attendance and completion	Students must satisfy both the attendance requirement and the academic completion benchmark.

10. Course Syllabus

Course information	Details
Course	TOEFL iBT Preparation Program
Level	One level; target range B2-C1
Duration	11 weeks
Instructional hours	18 hours/week; 198 total
Schedule	Morning / Evening; weekday and approved weekend options
Prerequisite	AEA Level 6 or higher, or placement evidence demonstrating approximately B2 readiness
Materials	AEA course materials and current ETS TOEFL preparation resources
Attendance	80% minimum
Formative assessment	Pass/Fail; no contribution to final grade
Summative assessment	Week 11; Language Skills & Use 50%, Speaking 25%, Writing 25%
Successful completion	80/100 minimum final course score plus attendance requirement

Course Description

This intensive one-level course prepares upper-intermediate to advanced English learners for the TOEFL iBT while developing academic English proficiency. Students practice the current Reading, Listening, Writing, and Speaking task families; strengthen grammar, vocabulary, pronunciation, and written organization; and develop time-management and self-monitoring strategies through guided instruction, timed practice, feedback, and summative assessment.

Course Goal

Students will increase their readiness to demonstrate academic English proficiency on representative TOEFL iBT tasks through measurable improvement in receptive comprehension, spoken and written production, language control, and test-taking strategy.

Course Objectives

- Understand and practice the current TOEFL iBT task families and timing expectations.
- Develop efficient reading and listening comprehension strategies.
- Develop accurate, intelligible, and organized spoken performance.
- Develop accurate and purposeful written performance across sentence, email, and academic-discussion tasks.

- Strengthen academic grammar, vocabulary, pronunciation, and cohesion.
- Apply test-taking, time-management, note-taking, and self-monitoring strategies.

Student Learning Outcomes

Reading: Identify main ideas and relevant supporting details in representative academic and daily-life texts. Use context and word-form information to determine meaning and complete vocabulary-in-context tasks. Make supported inferences and recognize relationships among ideas in written texts. Apply efficient reading strategies to complete representative TOEFL reading tasks within established time limits.

Listening: Identify main ideas, key details, purpose, attitude, and organizational relationships in conversations, announcements, and academic talks. Select appropriate responses to short spoken exchanges. Take concise notes that support comprehension of longer spoken texts. Demonstrate comprehension of representative TOEFL listening tasks under timed conditions.

Speaking: Repeat short spoken language intelligibly with appropriate attention to pronunciation, stress, rhythm, and grammatical form. Respond to interview-style questions with relevant, organized, and sufficiently developed spoken answers. Use appropriate vocabulary and grammatical structures to communicate meaning clearly. Maintain intelligibility and functional fluency under timed speaking conditions.

Writing: Construct grammatically accurate sentences from supplied language elements. Write a clear, appropriately organized email that fulfills the communicative purpose and addresses required content. Contribute a coherent response to an academic discussion by stating and developing a position with relevant support. Revise and edit written responses for grammar, vocabulary, organization, clarity, and task fulfillment.

Academic Language & Test Strategy: Apply academic vocabulary and grammatical knowledge across receptive and productive tasks. Use time-management and task-specific strategies during representative TOEFL activities. Use instructor feedback, practice results, and self-reflection to identify strengths and priority areas for continued preparation.

Weekly Schedule

Week	Focus
1	Orientation, Baseline & Reading Foundations: Current TOEFL overview; score/reporting concepts; baseline practice; Complete the Words; vocabulary in context; efficient reading.
2	Reading in Daily Life & Academic Reading: Read in Daily Life; Read an Academic Passage; main ideas, details, inference, organization; timed reading practice.
3	Listening Foundations: Listen and Choose a Response; listening for purpose and appropriate response; pronunciation awareness; note-taking fundamentals.
4	Conversations, Announcements & Academic Talks: Main ideas, details, attitude/purpose, organization; note-taking; timed listening sets.
5	Formative Assessment & Feedback: Cumulative representative tasks across Reading, Listening, Speaking, and Writing/Language Use; Pass/Fail; individualized feedback and instructional redirection.

Week	Focus
6	Writing I: Build a Sentence: Word order, clause structure, grammatical accuracy, sentence variety, editing, timed sentence-building practice.
7	Writing II: Write an Email: Audience, purpose, tone, required content, organization, grammar and vocabulary; timed functional-email practice.
8	Writing III: Academic Discussion: Position, relevance, development, support, cohesion, academic vocabulary, grammar and clarity; timed discussion responses.
9	Speaking I: Listen and Repeat: Accurate repetition, intelligibility, segmentals, stress, rhythm, pacing, grammatical form, controlled timed practice.
10	Speaking II: Take an Interview + Integrated Review: Relevant and developed answers, fluency, organization, vocabulary and grammar; full-course targeted workshops based on performance.
11	Summative Assessment & Course Review: AEA summative assessment; 50/25/25 institutional weighting; individual performance report; recommendations for continued preparation and official-test planning.

Assessment and Grading

The Week 5 formative assessment is Pass/Fail and does not count toward the final grade. The Week 11 summative assessment determines the final academic score: Language Skills & Use 50%, Speaking 25%, and Writing 25%. Students must earn at least 80/100 and meet the 80% attendance requirement to successfully complete the course.

11. Curriculum Review and Evidence of Implementation

AEA reviews this curriculum as part of its institutional program-development, planning, and review process. Review should document both the academic effectiveness of the course and continued alignment with current TOEFL specifications.

Review area	Evidence to examine	Possible action
TOEFL specifications	Current ETS task types, timing, score reporting, preparation guidance	Revise scope/sequence, tasks, rubrics, or terminology when official specifications change.
Student achievement	Formative results, summative component scores, SLO achievement patterns	Adjust instructional emphasis, practice frequency, or assessment design.
Teaching methods/materials	Instructor feedback, lesson materials, student surveys, classroom observations	Retain, revise, replace, or supplement materials and methods.
Assessment quality	Assessment blueprint, rubrics, samples, scoring consistency	Revise items/rubrics and document scoring calibration.
Student services/readiness	Advising notes, course-completion reports, student feedback	Improve test-registration guidance, study planning, or support resources.

Implementation evidence. Meeting minutes should explicitly identify what was reviewed, the data or materials considered, findings, decisions, responsible persons, deadlines, and follow-through evidence. This creates a direct documentary link between the written review plan and systematic implementation.

12. Source and Version Notes

This 2026 edition preserves the AEA TOEFL program's established one-level, 11-week, 198-hour structure and its B2-C1 orientation while separating course goals, course objectives, SLOs, achievement interpretation, and assessment. It also updates the instructional task framework to the TOEFL iBT structure in effect for tests administered on or after January 21, 2026.

- American English Academy: existing TOEFL Curriculum, TOEFL SLOs, TOEFL Syllabus, formative test, and summative test.
- Educational Testing Service (ETS): current TOEFL iBT test content/structure and score-scale guidance for tests on or after January 21, 2026.
- American English Academy: 2026 AEEP academic framework, used for institutional consistency in duration, attendance, formative/summative distinction, and document architecture.