

Listening/Speaking curriculum updated 10/25/18

Listening/Speaking 10 Goal: Introduce students to the alphabet and spelling, basic question structure, basic vocabulary such as name and titles, number and time expressions, and the use of different tenses and prepositions in contextualized speech.

Listening/Speaking 10 Objectives to teach:

- Understand simple yes/no and *wh*-questions
- Give their names, addresses, telephone numbers, nationalities, and majors/professions
- Identify and list ordinal and cardinal numbers
- Understand and use the letters of the alphabet correctly in speaking
- Refer to the days of the week and the months of the year
- Recognize the present/past/future tenses in contextualized speech
- Recognize the singular/plural in contextualized speech
- Recognize basic prepositions in contextualized speech

Listening/Speaking Pure Beginning Additional Objectives (not required, but may be necessary)

This group has little or no English background. **Basic skills objectives** are appropriate for this level and can be integrated with the core objectives

Basic Skills Objectives

- **Spells out words** (ex. Give spelling of name, home country...)
- **Uses basic vocabulary** such as days of the week, months of the year and dates (ordinals), as well as vocabulary for performing basic tasks such as shopping, riding the bus, going to a doctor, and eating in a restaurant

Listening/Speaking 10 Student Learning Outcomes to formally assess:

At the end of Listening/Speaking 10, students **will be able to:**

- respond to simple yes/no and *wh*-questions with a simple response
- share essential information such as their names, addresses, telephone numbers, nationalities, and majors/professions
- correctly identify and list ordinal and cardinal numbers
- identify or list the letters of the alphabet correctly
- list the days of the week and the months of the year
- correctly identify the past/present/future tense of verbs used in a short, highly contextualized spoken passage.
- correctly distinguish between singular and plural nouns in a short, highly contextualized spoken passage.
- correctly identify basic prepositions in a short, highly contextualized spoken passage. (ex. Prepositions of location: in, on, after, before, from, to, next to, in front of.)

Listening/Speaking 10 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
 - Performance grade of C-minus or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 20 score in interview with class teacher using an ELI checklist/rubric.
 - 80% or better on a listening exam of a simple passage from a beginning level text.

Listening/Speaking curriculum updated 10/25/18

Listening/Speaking (cont)

Listening/Speaking 20 Goal: Introduce students to common idiomatic expressions, directional vocabulary, request phrases, and listen for main ideas; familiarize students with basic presentation and note-taking skills.

Listening/Speaking 20 Objectives to Teach:

- Understand common, idiomatic expressions
- Understand and make simple requests related to their daily lives in the U.S.
- Ask for directions
- Respond to directions
- Use common prepositions of place correctly
- Identify and list ordinal and cardinal numbers
- Understand short, informal presentations
- Understand a very short phone message
- Take notes on a short, informal presentation on a familiar topic or on a biographical or experiential topic
- Give a short, informal presentation in class on a biographical topic using the past and present tenses
- Understand the pronunciation rules for past tense form, final *-ed*, and plural and third person final *-s*.
- Ask questions/requests information

Listening/Speaking 20 Student Learning Outcomes to Formally Assess:

At the end of Listening/Speaking 20, students **will be able to:**

- make a simple request related to their daily lives in the U.S.
- ask for directions
- respond to directions
- use simple prepositions of place correctly in speaking assignments
- use ordinal and cardinal numbers up to one million
- understand and articulate the main ideas of a short informal passage
- give a 2-3 minute informal presentation on a biographical or experiential topic in class using the past and present tenses
- show an increasing mastery of the pronunciation rules for past tense form, final *-ed*, and plural and third person final *-s*.

Listening/Speaking 20 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 5 of 6 of the following:
 - Performance grade of C-minus or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 30 score in interview with class teacher using an ELI checklist/rubric.
 - Rating of level 30 on a short 2-3 minute presentation by class teacher using an ELI checklist/rubric
 - 80% or better on a listening exam of a simple passage from a high-beginning level text.
 - CELT I score >19

Listening/Speaking (cont)

Listening/Speaking 30 Goal: Introduce students to spoken phrasal verbs and polite request phrases; expose students to short formal presentation skills, leaving messages, and pronunciation of verb conjugation structures.

Listening/Speaking 30 Objectives to Teach:

Listening/Speaking curriculum updated 10/25/18

- Follow a short passage on a familiar topic
- Take notes on a short passage on a familiar topic
- Summarize a short passage on a familiar topic in their own words
- Understand and use 10 -20 idiomatic expressions
- Understand and use common phrasal verbs
- Communicate with native English speakers in a reasonably appropriate register, particularly in regard to asking questions and making requests politely
- Leave a message on the phone
- Respond to directions in a phone message.
- Give a short, formal presentation
- Pronounce the past tense form, final *-ed*, and plural and third person final *-s* correctly
- Ask permission (ex. To turn a paper in late, to re-do an assignment...)
- Explain a process/tell a story that has a particular ordering sequence

Listening/Speaking 30 Student Learning Outcomes to Formally Assess:

*At the end of Listening/Speaking 30, students **will be able to:***

- understand and articulate the main idea of a short passage on a familiar topic
- take notes on a short passage on a familiar topic
- summarize a short passage on a familiar topic in their own words
- demonstrate knowledge on how to ask questions and make requests politely
- give a 4-5 minute formal process-style presentation
- reproduce the past tense form, final *-ed*, and plural and third person final *-s* correctly

Listening/Speaking 30 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 5 of 6 of the following
 - Performance grade of C-minus or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 40 score in interview with class teacher using an ELI checklist/rubric.
 - Rating of level 40 on presentation, scored by class instructor using an ELI checklist/rubric
 - 80% or better on a listening exam of a simple passage from a low-intermediate level text, using their notes.
 - CELT I score >25

Listening/Speaking curriculum updated 10/25/18

Listening/Speaking (cont)

Listening/Speaking 40 Goal: Introduce students to reduced forms of function words; expose students to articulating main ideas and supporting details of academic information, participating in a class discussion, more complex academic presentation and note-taking skills, and summarizing of news information.

Listening/Speaking 40 Objectives to Teach:

- Follow a short academic presentation
- Take notes on a short academic presentation
- Follow and participate in a class discussion
- Ability to understand the main points of a TV newscast or television program and retell them with reasonable accuracy
- Give a short academic presentation
- Participate in bidirectional conversations on phone
- Understand reduced forms of function words
- Interrupt politely in a variety of contexts
- Give advice / suggestions politely in a variety of contexts
- Demonstrate an understanding of appropriate non-verbal behaviors (e.g. gestures, personal space, norms for touch...) that accompany speech acts
- Compare/contrast topics, experiences, and points of view

Listening/Speaking 40 Student Learning Outcomes to formally assess:

At the end of Listening/Speaking 40, students **will be able to:**

- understand and articulate the main idea and supporting details of a short academic passage modified for English language learners
- take notes with a graphic organizer on a short academic presentation
- respond and participate in a class discussion
- summarize the main points of a TV newscast or other video with reasonable accuracy
- give a 5-7 minute comparison/contrast-style academic presentation
- reproduce reduced forms of function words

Listening/Speaking 40 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 5 of 6 of the following
 - Performance grade of C-minus or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 50 score in interview with class teacher using an ELI checklist/rubric.
 - Rating of level 50 on presentation, scored by class instructor using an ELI checklist/rubric
 - 80% or better on a listening exam, an authentic audio or video, using their notes. Questions will be formulated appropriate to the intermediate level.
 - CELT I score >30

Listening/Speaking curriculum updated 10/25/18

Listening/Speaking (cont)

Listening/Speaking 50 Goal: *Introduce students to verbal cues in attitude and tone, citation, phrasing, blending, and linking; expose students to leading class discussions, self-correction, and academic presentation skills with citations.*

Listening/Speaking 50 Objectives to teach:

- Follow a brief academic passage
- Take notes on a brief academic passage
- Understand radio broadcasts
- Lead a class discussion, encouraging the equal participation of all students
- Give a presentation showing evidence of research and use notes without interrupting the flow of speech
- Recognize and modify own pronunciation and intonation problem
- Understand verbal cues in speaker attitude and tone
- Express emotion appropriately
- Understand the concepts of *phrasing, blending, and linking*
- Express agreement and disagreement appropriately
- Start, maintain, and end a conversation in a variety of contexts (including formal / informal, phone conversations...)

Listening/Speaking 50 Student Learning Outcomes to formally assess:

At the end of Listening/Speaking 50, students will be able to:

- understand and articulate the main idea and most supporting details of a brief academic passage
- take notes on a brief academic passage
- list the main points of an audio broadcast (that doesn't include visual aids) on a familiar topic or one for which students have had some preparation
- lead a class discussion on a controversial and/or academic topic, encouraging equal participation from all students
- give a 6-8 minute cause/effect-style presentation showing evidence of research, providing proper written or spoken citations, and using notes without interrupting the flow of speech
- recognize and modify own pronunciation and intonation problem

Listening/Speaking 50 Requirements for Promotion

1. list the main points of an audio broadcast on a familiar topic or one for which students have had some preparation for without visual aids
2. Student must pass the class (D- or better)
 - Student must achieve 5 of 6 of the following
 - Performance grade of C-minus or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 60 score in interview with class teacher using an ELI checklist/rubric.
 - Rating of level 60 on presentation, scored by class instructor using an ELI checklist/rubric
 - 80% or better on a listening exam, an authentic audio or video, using their notes.
 - CELT I score >39

Listening/Speaking curriculum updated 10/25/18

Listening/Speaking (cont)

<p>Listening/Speaking 60 Goal: <i>Introduce students to academic debate skills and academic presentation with full academic bibliographies; expose students to articulating implied meanings from academic passages, identify verbal cues in attitude and tone, and complete note-taking on academic lectures.</i></p>		
<p>Listening/Speaking 60 Objectives to Teach:</p> <ul style="list-style-type: none"> • Follow an academic passage and articulate the main ideas, supporting details, and implied meanings • Take detailed and accurate notes on an academic passage • Give an academic presentation with two specific academic source references • Solicit comments and discussion on the presentation • Participate in academic debates • Identify and understand verbal cues in speaker attitude and tone (e.g., sarcasm, humor, sincerity, and neutrality) • Have pronunciation that is readily understood by native speakers or have near-native pronunciation • Speak “impromptu” effectively (without preparation) • Demonstrates understanding of values underlying the American educational system, including: interactional styles among professors / students; our ‘casual’ atmosphere; norms for showing respect; our intellectual value system (placing more value on critical thinking, opinions and on ideas [vs. information] than students from other cultures from other cultures may be accustomed to) 		
<p>Listening/Speaking 60 Student Learning Outcomes to Formally Assess:</p>		
<p><i>At the end of Listening/Speaking 60, students will be able to:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> understand and articulate the main ideas and nearly all supporting details and implied meaning of an academic passage <input type="checkbox"/> take notes on an academic passage <input type="checkbox"/> give a 10 minute academic, interactive, argumentative-style presentation with two specific academic source references <input type="checkbox"/> list the main points of an academic presentation on an unfamiliar topic <input type="checkbox"/> solicit comments and discussion on an academic presentation <input type="checkbox"/> participate and interact in academic debates <input type="checkbox"/> identify and understand verbal cues in speaker attitude and tone (e.g., sarcasm, humor, sincerity, and neutrality) <input type="checkbox"/> recognize and modify own problems in pronunciation so that the student can be readily understood by native speakers 		
<p>Listening/Speaking 60 Exit Criteria</p>		
<p>Students must achieve all the following:</p> <ul style="list-style-type: none"> • Performance grade of B-minus or better in course • Exit recommendation by class teacher, based on objectives and proficiency score • 80% or better on listening and note-taking exam, based on an academic lecture, using their set of notes • Exit score on ten-minute academic presentation, scored independently by two teachers, using an ELI checklist/rubric • Exit score on interview, scored independently by two teachers, using an ELI checklist/rubric. 		
<p>Decision Process (Students must attempt all assessments in order to be considered).</p>		
Other Exit Criteria	Teacher Recommendation	Exit?
Clear exit on all items	Yes	Yes
Any number of reservations	Yes	Yes
Two Reservations or more across all items	No	No
Clear exit on all items	No	SC Reviews

Other Listening Speaking Communicative Competence Objectives and Goals

Micro-skills for Improving Listening Comprehension

- Student hears and understands the significance of **important prosodic features** of speech including:
 - ♦ Normal phrasal stress patterns, contrastive stress...
 - ♦ Intonation patterns (in various question types, sentence final...)
 - ♦ Reductions
 - ♦ Tone/emotion
 - ♦ Thought/phrase groups
- Student hears and understands the significance of important **level-appropriate grammar cues** including:
 - ♦ Plural markers
 - ♦ Verb endings
 - ♦ Direct/indirect objects
- Student hears and understands the significance of common **discourse markers and connectors** used in various contexts (academic lectures, giving directions, conversations...)
- Student develops **strategies** to improve aural comprehension that may include:
 - ♦ Self-monitoring
 - ♦ Chunking speech rather than decoding word by word (thought groups)
 - ♦ Inferring word meaning from context ♦ Relating new information to old
 - ♦ Recognizing and “weeding out” or making use of redundancies (false starts VS discourse markers used for emphasis /repetition)
 - ♦ Being aware of specific purpose