

Listening/Speaking 10

Listening/Speaking 10 Goal:		
Speaking: Expose students to university classroom behaviors and daily interactions, including introductions, asking and answering questions about personal details, and interacting in basic conversation. Introduce informal presentation skills.		
Listening: Introduce students to familiar everyday expressions and basic phrases related to themselves and their surroundings. Develop students' comprehension of simplified spoken interactions adapted for beginning learners.		
LS10 Objectives to Teach	LS10 Student Learning Outcomes to Formally Assess	Language Assistant Class
<i>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>At the end of Listening/Speaking 10, students will be able to:</i>	<i>In the LA class, you will practice these skills:</i>
<ol style="list-style-type: none"> 1. Understand and respond to simple instructions regarding everyday and classroom behaviors 2. Understand and respond to simple <i>yes/no</i> and <i>wh</i>-questions 3. Understand and use the letters of the alphabet when speaking or spelling out basic words (ex. their name, home country, street address) 4. Share essential information such as their names, addresses, telephone numbers, nationalities, and majors/professions 5. Understand and use basic functional vocabulary such as: days of the week, months of the year and dates (ordinals and cardinals), vocabulary for performing basic tasks (shopping, riding the bus, going to a doctor, eating in a restaurant) 6. Pronounce the basic sounds of English comprehensibly with practiced words 7. Understand the main points and key details of short, informal passages 8. Recognize the present and past tenses in contextualized speech 9. Recognize the singular/plural in contextualized speech 10. Recognize basic prepositions in contextualized speech 11. Recognize the days of the week and the months of the year 	<ul style="list-style-type: none"> • Interact appropriately in a variety of common classroom situations by asking and answering simple questions, speaking to classmates, and responding to the teacher (1,2,3,4,5,6,11) • Make a simple self-introduction providing basic personal details (3,4,5,6) • Give a 1-2 minute informal presentation about biographical information using familiar vocabulary and practiced phrases (3,4,5,6) • Identify the main ideas and key details of brief conversational or informal listening passages about everyday topics (1,2,3,5,7,8,9,10,11) 	<ul style="list-style-type: none"> • Answer simple <i>yes/no</i> and <i>wh</i>- questions • Give and respond to simple imperative commands and warnings “Stand up, sit down, tell me, watch out, etc.” • Give your birthday in month + ordinal number (March 10th) and date of birth in month/date/year (three ten eighty-eight for 3/10/88) • Introduce yourself with your name • Give an appropriate compliment with basic noun and adjective “Nice shirt” • Understand and engage in appropriate classroom behavior and expectations using imperatives “Raise your hand” • Use simple ordering phrases with basic food nouns: “I want a hamburger please.” • Ask and answer questions related to telling time

Listening/Speaking 10 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 4 of 5 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 on an informal 1-2 minute presentation scored by class teacher using an ELI checklist/rubric
 - Rating of level 20 score in interview with class teacher using an ELI checklist/rubric
 - 80% or better on a listening exam using simplified passages at a beginning level

Listening/Speaking 20

Listening/Speaking 20 Goal:		
<p>Speaking: Develop students' ability to communicate about familiar topics and in simple and routine tasks, describe aspects of their background using practiced vocabulary, and participate in classroom conversations. Familiarize students with informal presentation skills and structures.</p> <p>Listening: Familiarize students with common phrases, requests, responses, and frequently used expressions related to daily and university classroom interaction. Develop students' ability to understand the main points of conversational listening passages adapted for high-beginning learners. Introduce note-taking concepts in modified activities.</p>		
LS20 Objectives to Teach	LS20 Student Learning Outcomes to Formally Assess	Language Assistant Class
<i>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>At the end of Listening/Speaking 20, students will be able to:</i>	<i>In the LA class, you will practice these skills:</i>
<ol style="list-style-type: none"> 1. Make and respond to simple requests related to their daily lives in the U.S 2. Ask questions/request information 3. Understand and use common everyday and classroom expressions including polite forms of greeting and address and responses to instructions 4. Express simple conversational concepts, such as feelings, thanks, and likes and dislikes using practiced language structures 5. Make and respond to simple invitations and apologies 6. Give simple locational directions using basic prepositions and common nouns 7. Recognize and use prepositions of place in contextualized speech 8. Recognize and use ordinal and cardinal numbers in everyday interactions (dates, time, money) 9. Understand the pronunciation rules for past tense form, final <i>-ed</i>, and plural and third person final <i>-s</i> 10. Tell a story about a biographical experience 11. Use the past and present tenses appropriately 12. Understand the main points of short, highly-contextualized passages 	<ul style="list-style-type: none"> • Participate in short conversations in routine contexts on topics of interest (1,2,3,4,5,6,7,8,9, 11,12) • Ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations with guidance (1,2,3,4,5,6,7,8,9, 11,12,14) • Give a 2-3 minute informal presentation on a biographical topic in class using the past/present tenses (4,7,10,11) 	<ul style="list-style-type: none"> • Make and respond to imperatives in simple present with please and thank you "Please help me." "Thanks for your help." • Ask and respond to simple yes/no and wh-questions using complete sentence • Ask for clarification "What did you say? Please repeat that." • Describe family members and belongings with simple adjectives • Use cardinal numbers (number of objects, age, money, time) ordinal numbers (birthdays, days of month, place in line) and digits (phone numbers, room numbers, passwords) in appropriate contexts • Complete transactional conversation at grocery store using count and non-count food vocabulary and conversation at register on total cost • Give directions, ask for directions, and describe locations using prepositions (in, on, by, at) • Politely interrupt with phrases like "Excuse me" • Call 9-1-1 in an emergency • Talk about the weather using appropriate weather-related adjectives
	<ul style="list-style-type: none"> • Identify the main ideas and key details of brief informal or conversational listening passages about topics that have been discussed in class (3,7,8,9,12,13,14) • Select and/or note key words, phrases, or short sentences from a short passage (3,7,8,9,12,13,14) • Retell the main points of a simple conversation (3,4,6,7,8,9,11,12,13,14) 	

<p>13. Differentiate main ideas and details 14. Recognize present and past tense forms</p>		<ul style="list-style-type: none"> • Tell a chronological story about a recent event without transitions in simple past tense • Give simple invitations and responses: “Will you come to my party”
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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- 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 2-3 minute informal presentation scored by class teacher using an ELI checklist/rubric
 - 80% or better on a listening exam using simplified passages at a high-beginning level
 - CELT I score >19

Listening/Speaking 30

Listening/Speaking 30 Goal:		
<p>Speaking: Introduce students to academic presentation skills, including the ability to discuss familiar or personal interest topics in a connected way. Introduce methods to narrate a story, describe experiences and events, and briefly explain processes in presentational contexts.</p> <p>Listening: Develop students' ability to understand the main points and details of clear, standard conversational speech, brief and simplified academic talks, informational passages, and news adapted for low-intermediate learners. Develop note-taking skills with support.</p>		
LS30 Objectives to Teach	LS30 Student Learning Outcomes to Assess	Language Assistant Class
<i>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>At the end of Listening/Speaking 30, students will be able to:</i>	<i>In the LA class, you will practice these skills:</i>
<ol style="list-style-type: none"> 1. Ask questions and make requests appropriately in context using basic modals 2. Ask permission (ex. To turn a paper in late, to re-do an assignment) 3. Understand and give instructions and directions that use prepositions, imperatives, and suggestions 4. Express and respond to feelings using descriptive adjectives (ex. surprised, happy, sad, interested, bored) 5. Express personal opinions on more abstract, cultural topics (films, books, music etc.) 6. Explain a process/tell a story that has a particular ordering sequence (beginning, middle, end) 7. Use appropriate transitional markers in formal speech 8. Pronounce the past tense form, final <i>-ed</i>, and plural and third person final <i>-s</i> correctly 9. Introduce basic academic vocabulary and expand knowledge of common contextualized idioms and phrasal verbs 10. Recognize and use ordinal and cardinal numbers in interactions and general academic contexts (dates, basic measurement, process description) 11. Understand the main points of short formal and academic passages 	<ul style="list-style-type: none"> • Ask questions and make requests politely (1,2) • Begin and maintain a conversation or discussion on a common everyday topic (3,4,5,8,9,10) • Participate in classroom discussions about general academic topics that have been introduced with text support (3,4,5,6,7,8,9,10) • Give a 4-5 minute formal process-style presentation using imperatives and the past and present tenses (3,6,7,8,9,10,14) 	<ul style="list-style-type: none"> • Ask for permission using a modal “Could I please” • Give suggestions using a modal “You should go” • Make and respond to polite requests using modals “Could you please...” • Apologize with “sorry” and offer alternative “I’m sorry that I...I should have...” • Initiate a conversation and ask/answer questions about yourself and other speakers • Give a “how-to” on a process and explain instructions step by step using transitions and modals “First, you should...” • Tell informal stories chronologically with time clauses “Last night, I went downtown...” • Make plans using ordinal numbers and be going to or present progressive “First I’m going to go...” • Use measurements and units to describe size/amount: “I am 5 foot 6 inches tall” • Talk about family members and other people using adjectives for physical appearance and personality • Discuss emotional states in yourself and others: “She seems happy,” “ ___ makes me feel sad”

<p>12. Differentiate main ideas and details 13. Use strategies to take notes about key points in a listening using a guided outline or organizer 14. Use basic paraphrasing techniques to summarize</p>		<ul style="list-style-type: none"> • Conduct a transactional conversation at the doctor’s office describing body parts and symptoms • Call a friend on the phone, leave a voicemail • Make promises and offers with <i>will</i> “I promise I will, I will, etc.” not be going to
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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- 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 a 4-5 minute formal presentation scored by class teacher using an ELI checklist/rubric
 - 80% or better on a listening exam using simplified passages at a low-intermediate level, using notes
 - CELT I score >25

Listening/Speaking 40

Listening/Speaking 40 Goal:		
<p>Speaking: Develop students' academic presentation skills on topics that are familiar and incorporate supporting ideas based on outside knowledge. Practice classroom discussion skills to develop students' capacity for spontaneous and sustained speaking on previously introduced topics.</p> <p>Listening: Develop students' ability to comprehend the main ideas and details of listening passages regarding academic and current events which have been modified for high-intermediate learners. Expose students to more advanced note-taking skills with minimal support.</p>		
LS40 Objectives to Teach	LS40 Student Learning Outcomes to Assess	Language Assistant Class
<i>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>At the end of Listening/Speaking 40, students will be able to:</i>	<i>In the LA class, you will practice these skills:</i>
<ol style="list-style-type: none"> 1. Understand and participate appropriately in discussions in formal and informal contexts 2. Practice skills for turn-taking in a variety of contexts 3. Compare/contrast topics, experiences, and points of view 4. Express personal opinions on academic issues and give suggestions/advice using appropriate language and register 5. Use formal transition markers of comparison/contrast and academic presentation organization 6. Use comparatives and superlatives appropriately 7. Recognize the meaning of different intonation patterns 8. Begin to use appropriate intonation patterns to express ideas 9. Recognize and use numbers appropriately in interactions and academic contexts (dates, measurement, decimals & percentages) 10. Understand the main points of short, informal passages 11. Differentiate main ideas and details 12. Use strategies to take notes about key points in a listening using an outline or organizer 13. Use paraphrasing techniques to summarize 14. Provide basic citation for a summary 	<ul style="list-style-type: none"> • Demonstrate understanding of appropriate conversation skills in varying levels of formality and contexts (1,2,3,4,6,7,8) • Respond and participate in a formal class discussion that students have prepared for with support from other sources (1,2,3,4,5,6,7,8,14) • Give a 5-7 minute comparison/contrast-style academic presentation using formal transition markers (3,4,5,6,7,8,12,13) <hr/> <ul style="list-style-type: none"> • Identify the main ideas and distinguish relevant supporting details of a brief formal or academic passage about general topics (8,9,10,11,12,14) • Utilize notes on a formal or academic passage to demonstrate comprehension (8,9,10,11,12,14) • Identify main ideas and key details expressed in a group discussion listening passage about a general or conversational topic (1,2,3,7,9,10,11,12) • Summarize the main points of a brief academic passage (5,6,7,8,9,10,11,12,13,14) 	<ul style="list-style-type: none"> • Participate, articulate opinions and interrupt politely in an informal group discussion • Interact in group conversation settings: entering, exiting, changing topics, catching up • Use common non-verbal gestures considering factors like personal space and touching • Order and pay for food at a restaurant using appropriate ordering phrases • Make an excuse with a sudden action "I was working on it, but then I found out that..." • Invite someone to an event with reductions "Wanna come?" "We're gonna go..." • Use reductions to indicate decisions or indecision "I wanna go" "I kinda wanna go" • Tell informal stories chronologically with background information and sudden actions "I was crossing the street when I saw a car crash" • Exaggerate with comparatives/superlatives "That was the biggest...ever" • Compare and contrast people's experiences using comparatives/superlatives: "He had a better vacation than me." "I liked Universal the most." • Talk about errands and chores with have to "I have to do laundry when I get home" • Provide a polite rejection to a request with an excuse and possible raincheck

		<ul style="list-style-type: none"> • Have an appropriate phone conversation with an English speaker • Talk about interests, likes, and fears with gerunds “I like shopping”, “I’m afraid of falling” • Summarize what happened in a movie, TV show, or recent class • Paraphrase a short statement in your own words
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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- 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 a 5-7 minute formal presentation scored by class teacher using an ELI checklist/rubric
 - 80% or better on a listening exam using modified passages at a high-intermediate level, using notes
 - CELT I score >30

Listening/Speaking 50

Listening/Speaking 50 Goal:		
<p>Speaking: Develop students' knowledge of academic requirements of presentations and in class discussion, including research, appropriate academic vocabulary, spoken citations, and formal markers equivalent to expectations in a university setting. Expose students to discussion leading skills and methods of objectively eliciting peer comments.</p> <p>Listening: Develop students' ability to comprehend the main ideas and details of unmodified academic listening passages. Introduce note-taking skills without support. Develop listening skills necessary to interact appropriately in discussions as both participant and leader.</p>		
LS50 Objectives to Teach	LS50 Student Learning Outcomes to Assess	Language Assistant Class
<i>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>At the end of Listening/Speaking 50, students will be able to:</i>	<i>In the LA class, you will practice these skills:</i>
<ol style="list-style-type: none"> 1. Participate appropriately and actively in a class discussion 2. Elicit meaningful participation of all students when leading a class discussion 3. Express agreement and disagreement appropriately 4. Begin to speak with appropriately linked thought groups 5. Present information in a cause/effect structure with a formal thesis, support, and conclusion 6. Use cause/effect language and transitions appropriately 7. Use formal spoken citations in summaries and presentations 8. Begin to learn techniques to recognize and modify own pronunciation and intonation problems for improved comprehensibility 9. Recognize and use numbers in interactions and academic contexts 10. Listen to and discuss unmodified academic passages of varying topics and lengths 11. Understand the main ideas and supporting details of a brief, unmodified academic passage 12. Take organized notes on an academic passage 13. Understand verbal cues in speaker attitude and tone 	<ul style="list-style-type: none"> • Lead a formal class discussion on a controversial and/or academic topic (1,2,3,4,7,8,9,13,14) • Appropriately participate in conversations demonstrating knowledge of varying interactional styles and formality (1,2,3,4,7,8,9,13,14) • Give a 6-8 minute cause/effect-style presentation showing evidence of research, providing proper spoken citations (3,4,5,6,7,8,9,14) • Identify the main ideas and distinguish relevant supporting details of an unmodified academic passage for which they have some background knowledge (9,10,11,12,13) • Identify main ideas, viewpoints, and key details in a group discussion listening passage of an academic discussion or conversation (1,9,10,11,12,13) • Demonstrate comprehension of relationships between ideas in brief academic passages (6,9,10,11,12,13) • Utilize notes from lectures and academic passages to demonstrate comprehension (9,10,11,12,13,15) 	<ul style="list-style-type: none"> • Moderate a group discussion with phrases for balancing speaking time • Engage in small talk on a variety of appropriate topics • Paraphrase and summarize a listener's words for clarification or restatement. "So what you're saying is," "If I am hearing you correctly," "Do you mean to say," etc. • Schedule an appointment, cancel or change a service, request a refund, and complain over the phone • Make a joke and express sarcasm • Compliment appropriately considering factors like gender, age, relationship • Apologize formally with explanation and plan for future correction • Express nostalgia and past habits using "used to" and "would": "When I was a kid, I used to..." • Respond to hypothetical situations "If I had a million dollars, then I would..." • Express future hopes "I would love to be able to ____ someday." • Express regret over a past action with reduced modals "I shoulda studied more"

<p>14. Paraphrase effectively when speaking</p>	<ul style="list-style-type: none"> Summarize an academic passage without in-class preparation (4,5,6,7,8,9,10,11,12,13,14) 	<ul style="list-style-type: none"> Address an issue politely with a roommate “It made me feel ___ when...”, “I’m glad we talked it out” Use formal introductions and salutations: “I’d like you to meet,” “It’s a pleasure to meet you,” “It’s been great meeting you,” etc. Tell a story with informal reported speech using “like” Summarize what happened in a movie, TV show, or recent class Provide a critique on movies/books/TV with summary and opinion
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Listening/Speaking 50 Requirements for Promotion

- Student must pass the class (D- or better)
- Student must achieve 5 of 6 of the following:
 - Performance grade of C- 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 a 6-8 minute formal presentation scored by class teacher using an ELI checklist/rubric
 - 80% or better on a listening exam using authentic audio or video appropriate for a low-advanced level, using notes
 - CELT I score >39

Listening/Speaking 60

Listening/Speaking 60 Goal:		
<p>Speaking: Introduce students to academic debate and further develop academic presentation skills, including research, appropriate academic vocabulary, spoken citations, and formal markers at a level equivalent to expectations in a graduate school setting. Familiarize students with variations in formality based on context of situations.</p> <p>Listening: Develop students' ability to fully comprehend unmodified academic listening passages and take notes which will aid them in recalling the main ideas and significant details. Expand students' ability to understand native speakers even when using rapid speech. Familiarize students with listening skills required to interact successfully in a formal debate.</p>		
LS60 Objectives to Teach	LS60 Student Learning Outcomes to Assess	Language Assistant Class
<i>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>At the end of Listening/Speaking 60, students will be able to:</i>	<i>In the LA class, you will practice these skills:</i>
<ol style="list-style-type: none"> 1. Present information in an argumentative structure with a formal thesis, support, and conclusion 2. Conduct research using available resources and synthesize appropriately into academic speech 3. Appropriately integrate verbal and written source citations during a presentation 4. Elicit and respond to comments and discussions on presentation 5. Understand and use language required to effectively participate in academic debates, such as agreement/disagreement, concession, and counterargument 6. Respond to prompts with minimal preparation ("impromptu" speaking) 7. Identify and understand bias in research 8. Recognize and correctly use numbers in formal speech, including citations and data description 9. Summarize information from listening passages and sources to integrate into speech 10. Listen to and discuss unmodified academic passages of varying academic topics and lengths 11. Understand the main ideas and supporting details of an academic passage 	<ul style="list-style-type: none"> • Give a 8-10 minute academic, argumentative-style presentation showing evidence of research, with specific academic source references and a visual data reference (1,2,3,4,7,8,9,16) • Participate appropriately in academic conversations demonstrating knowledge of varying interactional styles and formality (4,5,6,7,8,9,10,15,16,17) • Respond to comments and participate in discussions on academic presentations in class (4,6,9,10,11,12,13,14,15,16,17) • Participate and interact in a formal academic debate (4,5,6,7,8,9,12,13,14,15,16,17) 	<ul style="list-style-type: none"> • Use appeals (ethos, logos, pathos) in persuasive speech • Dialogue on a culturally sensitive topic • Participate and moderate in a debate • Plan meetings, delegate roles, and balance workloads in college group projects • Resolve a conflict with a classmate • Give advice using direct, indirect, and implied methods • Give feedback and criticisms with hedging "I really like what you're doing, but I think you could do better with..." • Make a formal request with hedging to a professor or <u>manager</u> "I was wondering if you would be able..." • Express gratitude • Express condolences • Participate in different types of interviews (elevator pitch, phone, in-person, group) • Reference sources to support an argument using reporting phrases: "According to this article in the New York Times," • Summarize video on current event and discuss opinion
	<ul style="list-style-type: none"> • Identify the main ideas and relevant details of an unmodified academic passage (8,10,11,12,13,14,15) • Identify main ideas, supporting points, and interpret viewpoints in academic debate listening passages and formal discussions (5,7,8,9,10,11,12,13,14,15,17) • Demonstrate comprehension of relationships between ideas in academic passages (8,10,11,12,13,14,15) 	

<p>12. Infer meaning of new vocabulary and relationships between ideas in listening passages</p> <p>13. Distinguish relevant and irrelevant details when listening and taking notes</p> <p>14. Take organized and accurate notes on an academic passage</p> <p>15. Identify and understand verbal cues in speaker attitude and tone (e.g., sarcasm, humor, sincerity, and neutrality)</p> <p>16. Utilize strategies to recognize and modify own problems in pronunciation for improved comprehensibility, including speaking with appropriately linked thought groups and accurate intonation</p> <p>17. Understand cultural effects on communication, including interactional styles among professors & students, norms for showing respect, and the US intellectual value system</p>	<ul style="list-style-type: none"> Utilize notes from lectures and academic passages to demonstrate comprehension (8,10,11,12,13,14,15) Summarize and respond to an academic passage without in class preparation (3,8,9,10,11,12,13,14,15,16) 	<ul style="list-style-type: none"> Tell a story with appropriate tense switching including historic present and prior knowledge using past perfect
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Listening/Speaking 60 Exit Criteria

Students must achieve all the following:

- Performance grade of B- 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 authentic, academic lecture, using notes
- Exit score on an 8-10 minute academic presentation, scored independently by two ELI faculty members, using an ELI checklist/rubric
- Exit score on interview, scored independently by two ELI faculty members, using an ELI checklist/rubric

Decision Process (Students must attempt all assessments in order to be considered)

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