LEVEL 5: LISTENING & SPEAKING COURSE OUTCOMES

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|  | **General Description** | **Course Goals – What Teachers Do** | **Course Outcomes – What Students Will Do by the End of the Semester** |
| **Speaking** | Students should be able to easily speak about concrete academic topics as well as discuss more challenging abstract academic topics (such as discrimination, cultural norms, media biases, controversial world issues & current events, etc.) | Provide activities through pair/group work and formal/informal presentations for students to speak at length with each other and native English speakers on concrete and abstract academic topics using a variety of compound and complex sentences. | Successfully perform the following speech acts with 80% accuracy:  • Participate in an academic debate demonstrating the ability to state a premise and use supporting details to defend it.  • Engage in and sustain a conversation for 7-10 minutes on an abstract academic topic  • Give formal, well organized, 4-5 minute presentation (with clear introduction, body, and conclusion) on an abstract academic topic using at least 1 outside source.  • Give informal, spontaneous speech on an academic topic for 1-2 minutes  • Demonstrate ability to take notes on an academic lecture at a high intermediate level  • Effectively summarize main ideas and details from academic listening texts  For Oral Proficiency Exam, student should be able to form an opinion on an abstract academic topic and support it by verbally constructing coherent sentences to discuss each question/topic for 1-1½ minutes with relative ease. |
| **Vocabulary** | Students need to learn high-intermediate words from the text and correctly use them in sentences and conversations with the teacher and other students, as well as in formal and informal presentations. | Provide students with instruction on vocabulary meaning through context and dictionary usage.  Teach student to be autonomous learners by having them determine their own vocabulary list for audio texts. | Acquire high-intermediate academic vocabulary demonstrated through  • Listening comprehension tests/quizzes  • Informal 7-10 minute conversations  • Formal presentations  • Informal presentations  • Oral Proficiency Exam |
| **Listening** | Students should be able to listen to academic texts and lectures from the audio text, and authentic audio excerpts. Students will practice both intensive and extensive listening skills. | Provide students with instruction, activities, and exercises to practice listening to themed text audio excerpts and then demonstrate successful comprehension of main ideas and details.  Choose or have students choose relevant authentic texts (the news, TED-Talks, movie/T.V. shows) and have students pay attention to major ideas and details. | Comprehend main ideas and details of academic audio texts, lectures, and authentic audio excerpts with 80% accuracy on academic topics demonstrated through:  • Listening comprehension tests/quizzes  • Short conversations |
| **Grammar** | Students need to use more complex sentences consisting of present and past perfect, conditionals, relative clauses, gerunds and infinitives, and passive voice. | Provide opportunity for students to verbally construct grammatically correct complex sentences; teacher should provide immediate feedback. Have students record, listen to, transcribe and correct their speech through re-recordings. | Demonstrate ability to grammatically construct simple and complex sentences--SVO word order, pronouns, simple present, progressive, simple past and future tenses with 90% accuracy; relative clauses, modals and present/past perfect with 80% accuracy; gerunds, infinitives, conditionals and passive voice with 75% accuracy--through monitored:  • Informal class/paired conversations  • Formal and informal presentations  • Oral Proficiency Exam |
| **Pronunciation** | Students should be able to distinguish and pronounce all the sounds of the English language, as well as incorporate American English stress, intonation and rhythm in their speech. They should also be able to recognize phonetic symbols in the Phonetic Alphabet. | Provide students with opportunities to practice the different phonemes in the English language as well as intonation, stress and rhythm through listening excerpts and short conversations with other students. Review the Phonetic Alphabet. | Noticeably reduce accent over the course of the semester. Almost all individual vowels and consonants are pronounced correctly (with the possible exception of /r/ and voiced and unvoiced /th/.) Pronunciation is 90% comprehensible to teacher when student speaks on concrete and abstract academic topics during:  Informal class/paired conversations  Formal/informal presentations  Oral Proficiency Exam  Students are 80% successful in identifying correct phonemes, intonation and stress in listening quizzes and exercises at the high-intermediate level. |

LEVEL 5: READING COURSE OUTCOMES

Entrance competencies: Able to read and comprehend texts at the 8th grade reading level (based on average U.S. reading ability).

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|  | **General Description** | **Course Goals – What Teachers Do** | **Course Outcomes – What Students Will Do by the End of the Semester** |
| **Intensive Reading Skills** | Students should be able to perform low-intermediate speech acts on every day and familiar academic topics such as university life, social media, education, jobs & professions, city life, housing, communication, health and nutrition, etc. | Provide activities through recordings, pair/group work and formal/informal presentations for students to speak with each other and native speakers to form verbal “paragraphs” consisting of simple, compound and some complex sentences on every day and familiar academic topics. | Successfully perform the following speech acts with 80% accuracy:  • State an informed simple opinion on a class-based topic with give substantive support  • Engage in and sustain a conversation on both every day and familiar academic topics  • Give formal prepared presentation for 3-5 minutes on familiar academic topic  • Give informal unprepared “speech” on familiar academic topic for 30-60 seconds  • Effectively restate main ideas and some details from listening excerpts  For Oral Proficiency Exam, student should be able form a simple opinion and support it by verbally constructing coherent sentences to discuss each question/topic for 30-60 seconds with relative ease. |
| **Quasi-Extensive Reading Activities** | Students need to read and comprehend longer novels as a class. | Conduct daily comprehension quizzes on class novels  Scaffold novels in class and through homework to help students understand and enjoy them | • Read novels for overall comprehension of themes, plot, genre, main ideas, critical analysis, etc.  • Practice intensive reading skills learned in class |
| **Extensive Reading Activities** | Students need to read below level high-interest texts with no formal comprehension assessment. | Provide students with direction and instruction in selecting below level high-interest books.  Regularly check students’ extensive reading progress, including instruction on how to create and present book reports | Increase fluency, vocabulary, and a love for reading through extensive reading by:  • Finding, selecting and reading interesting novels  • Reading a total of 700-800 pages (including class novels) over the course of the semester  • Creating and presenting at least two book reports (one oral, one written) |
| **Reading Rate** | Students need to read 200 words per minute on at-level texts with a 70% comprehension level. | Teach theories and practices which support speed reading and conduct weekly speed reading exercises in class and as homework  Conduct short quizzes on each reading and provide instruction to strengthen reading comprehension | Increase reading rates through:  • Weekly speed reading exercises and tests in class  • Weekly speed reading homework assignments  • Recording and tracking reading rate and comprehension progress |
| **Vocabulary** | Students need to learn context-specific and general academic words as well as words from sub-lists 6-10 from the AWL. | Pre-teach and support vocabulary learning for class readings  Assign and teach weekly academic vocabulary words from textbook and sub-lists 6-10 of the AWL  Regularly assess vocabulary acquisition through quizzes and weekly vocabulary journals | • Study vocabulary assigned by the teacher (both text-based vocabulary and AWL items)  • Create a weekly vocabulary study journal with both student- and teacher-selected words  • Take and pass periodic vocabulary tests with at least 80% accuracy on meaning and spelling |

Exit competencies: Able to read and comprehend texts at the 10th grade reading level (based on average U.S. reading ability).

LEVEL 5: WRITING COURSE OUTCOMES

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|  | **General Description** | **Course Goals – What Teachers Do** | **Course Outcomes – What Students Will Do by the End of the Semester** |
| **Writing** | Students need to write at least 2,000 words.  They need to write academic text that has a defined genre (like an email, a letter to an editor, a job application, etc.) to a real audience. | Provide students with instruction, activities, and exercises to help them compose academic paragraphs and essays totaling 2,000 words of polished writing (consisting of final papers, final exam, and revised short projects) | • Write a total of 2,000 words of polished writing  • Demonstrate an emerging ability to decode task prompts  • Write at least 3 genre-specific, multi-draft papers (5+ paragraphs) and one final exam essay  • Develop effective academic text structure through:  • Demonstrating the composition skills from previous levels, in addition to the following:   * + Transitioning between paragraphs   + Using discourse markers to lead a reader through the paper   + Using multiple minor details to bolster a supporting detail |
| **Writing Process** | Students need to practice each step of the writing process and receive different kinds of feedback to know what works for them. | Help students to develop strategies for each step of the writing process and to manage their revision processes by exposing them to various sources of feedback | • Plan a paper using a variety of planning and invention strategies  • Effectively invent, pre-write, draft, revise, and edit to create polished writing  • Publish at least one piece of writing in a semi-formal forum  • Create a personal and ideal com posing/revision process after experiencing teacher review, peer review, tutor review, and self-review |
| **Vocabulary** | Students need to learn and use academic vocabulary from their essays. | Help students enlarge their academic vocabulary | • Become familiar with sub-lists 6-10 of the AWL and associated web-based resources for studying these words (such as www.lextutor.ca/vp/eng/, the AWL highlighter, etc.)  • Identify AWL items in class readings  • Use at least 2% AWL words in genre-based writings and/or homework assignments |
| **Sources** | Students need to read material in order to prepare to write and also need to learn the very basics of APA citation (L800). | Use at least 1 easy reading per paper for students to study and/or integrate into their text with appropriate forms of acknowledging sources | • Read, understand (and sometimes find) text related to their writing topics  • Recognize how texts are organized for a particular genre and audience  • Effectively summarize, paraphrase, quote, and cite from sources  • Appropriately select, introduce, and integrate quotes into a sentence or paragraph  • Become aware of APA and use very basic APA format in at least one paper |
| **Grammar** | Students need to improve their grammar and know their grammar trouble spots. | Use DWCF[1] and provide some direct grammar instruction as needed | • Write and edit short, weekly paragraphs to grammatical accuracy  • Keep track of all grammar errors—both types and counts  • Make a personalized plan for grammar improvement  • Demonstrate observable grammar improvement from the diagnostic to the final writing task |
| **Timed Writing** | Students need to experience and prepare for timed writing. | Assign students to write short, timed independent and/or integrated essays and teach timed-writing strategies | • Write at least 3 pieces of timed writing (at least 20 minutes) which are graded  • Develop strategies for writing under time pressure  • Complete a timed-writing midterm and final exam |
| **Portfolio** | Students need long-term revision opportunities. | Encourage students to continue revising their writing throughout the semester to submit polished pieces for final evaluation | • Keep copies of all writing throughout the semester  • Polish one major essay and one minor piece of writing to submit along with the timed final exam at the end of the semester  • Write a short introduction to the portfolio explaining the revising and polishing process |

[1] e.g., assign and collect short, in-class writing tasks and then provide indirect feedback and require students to edit their own work while keeping track of their errors

LEVEL 5: GRAMMAR COURSE OUTCOMES

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|  | **General Description** | **Course Goals – What Teachers Do** | **Course Outcomes – What Students Will Do by the End of the Semester** |
| **Verbs** | Students need to have command of multiple verb structures in English | Review the following grammatical structures from levels 1 and 2:  • simple present  • present progressive  • present perfect  • simple past  • past progressive  • will / be going to  Introduce the following new grammatical structures:  • present perfect progressive  • past perfect  • past perfect progressive | Produce the following correctly in 80% of spontaneous sentences students attempt:  • Present perfect progressive  • Past perfect  • Past perfect progressive  • Passive sentences |
| **Passive** | Students need to know and use passive forms | Introduce the pragmatic differences between passive and active voice  Teach passive sentence forms | • Use passive voice in order to form grammatically and pragmatically correct sentences |
| **Components** | Students need to control verb complementation | Introduce patterns of verb complementation  Teach the grammar of verb complementation  • verb + gerund  • verb + infinitive  • verb + participles  • verb + clauses | • Understand general verb complementation structures  • Correctly form gerund and infinitive complements accurately |
| **Articles** | Students need limited proficiency in article usage | • Teach rules for using a, an, the, andÆ | • Correctly use definite and indefinite articles more than 70% of the time in writing or speech |
| **Adjective Clauses** | Students need to know and use adjective clauses | Introduce patterns of adjective clauses Teach the grammar of adjective clauses  • Who  • Whose  • Whom  • Which  • That | • Understand general verb complementation structures  • Correctly form adjective clauses accurately for the five relative pronouns |
| **Noun Clauses** | Students need to know and use noun clauses | • Introduce patterns of noun clauses  • Teach the grammar of noun clauses | • Understand general noun clause structures  • Correctly form noun clause structures in writing or speech |