**ERLI Listening and Speaking Curiculum: Goals, Objectives, and Outcomes**

**ELS 005: [Listening]**

* **Goal:** Take complete notes from an advanced-level lectures on academic topics that contain all of the important/relevant info from the lecture/material
* **Objectives:**
* Teach students [note-taking techniques](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) to take notes from an advanced-level listening lecture
* Teach students to [use short-hand techniques](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) such as the use of abbreviations, symbols, and acronyms to take notes from an advanced-level lecture
* Teach students to [organize notes](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) from an advanced-level academic lecture by identifying and writing down main ideas and supporting details, and employing the use of key words
* **Outcomes:**
* Students should demonstrate an ability to use note-taking techniques to take notes from an advanced-level listening lecture
* Students should demonstrate an ability to use short-hand techniques such as the use of abbreviations, symbols, and acronyms to take notes from an advanced-level lecture
* Students should demonstrate an ability to organize notes from an advanced-level academic lecture by identifying and writing down main ideas and supporting details, and employing the use of key words. Students’ notes are not graded directly, but rather their ability to use their notes.
* Students should demonstrate an ability to pass quizzes/tests based on notes from an advanced-level academic lecture. These exams can be given one to two weeks after the initial time the notes were taken, and can be in both open and closed notes formats with closed being the more authentic of the two.

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* **Goal:** Comprehend spoken English from a variety of authentic advanced-level academic sources
* **Objectives:**
* Teach students to comprehend advanced-level authentic academic listening discourse such as that commonly found within a university classroom
* Teach students to predict, infer, and recognize the difference between fact and opinion within an advanced-level listening passage
* **Outcomes:**
* Students should demonstrate an ability to comprehend advanced-level authentic academic listening discourse such as that commonly found within a university classroom
* Students should demonstrate an ability to predict, infer, and recognize the difference between fact, estimates[statistics], and opinion within an advanced-level listening passage

**ELS 005: [Speaking]**

* **Goal:** Communicate on an advanced level about academic topics such as business, history, science, and aviation
* **Objectives:**
* Teach students to use advanced-level language in the context of organized presentations that include presentation techniques and technological aids
* Teach students to use advanced-level language in the context of formal classroom discussions such as found in debates, as well as informal classroom conversations
* Teach students to use advanced-level language to utilize facts, estimates [statistics], and opinions to support an argument
* Teach students to utilize correct grammar and [pronunciation](http://www.tesltimes.org/listening-speaking.html) in an advanced-level context with fewer errors than level four
* Teach students to utilize idiomatic language in advanced-level speaking activities
* **Outcomes:**
* Students should demonstrate an ability to use advanced-level language in the context of organized presentations that include presentation techniques and technological aids
* Students should demonstrate an ability to use advanced-level language in the context of formal classroom discussions such as found in debates, as well as informal classroom conversations
* Students should demonstrate an ability to use advanced-level language to utilize facts, estimates [statistics], and opinions to support an argument
* Students should demonstrate an ability utilize correct grammar and pronunciation in an advanced-level context with fewer errors than level four
* Students should demonstrate an ability to utilize idiomatic language in advanced-level speaking activities.

**ELS 004: [Listening]**

* **Goal:** Take complete notes from non-authentic and authentic high-intermediate-level academic lectures that contain all of the important/relevant info from the lecture/material
* **Objectives:**
* Teach students [note-taking techniques](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) to take notes from a high-intermediate-level lecture
* Teach students to [use short-hand techniques](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) such as abbreviations, symbols, and acronyms to take notes from a high-intermediate-level lecture
* Teach students to [organize notes](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) from a high-intermediate-level lecture by identifying and writing down main ideas and supporting details, and employing the use of key words
* **Outcomes:**
* Students should demonstrate an ability to use note-taking techniques to take notes from a high-intermediate-level lecture
* Students should demonstrate an ability to use short-hand techniques such as abbreviations, symbols, and acronyms to take notes from a high-intermediate-level lecture
* Students should demonstrate an ability to organize notes from a high-intermediate-level lecture by identifying and writing down main ideas and supporting details, and employing the use of key words. Students’ notes are not graded directly, but rather their ability to use their notes.
* Students should demonstrate an ability to pass quizzes/tests based on notes from an academic or non-academic high-intermediate-level lecture. These exams can be given one to two weeks after the initial time the notes were taken, and can be in both open and closed notes formats with closed being the more authentic of the two.

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* **Goal:** Comprehend spoken English from a variety of non-authentic and authentic high-intermediate-level academic sources
* **Objectives:**
* Teach students to comprehend non-authentic and authentic high-intermediate-level academic listening discourse.
* Teach students to predict, infer, and recognize the difference between fact and opinion within a high-intermediate-level listening discourse
* **Outcomes:**
* Students should demonstrate an ability to comprehend non-authentic and authentic high-intermediate-level academic listening discourse
* Students should demonstrate an ability to predict, infer, and recognize the difference between fact and opinion within a high-intermediate-level listening discourse

**ELS 004: [Speaking]**

* **Goal:** Communicate on a high-intermediate-level about academic topics within academic and non-academic contexts
* **Objectives:**
* Teach students to use high-intermediate-level-appropriate language in the context of organized presentations that include presentation techniques, and should include technological aids
* Teach students to use high-intermediate-level language in the context of formal classroom discussions such as found in debates, as well as informal classroom conversations
* Teach students to use high-intermediate-level language to utilize facts, estimates [statistics], and opinions to support an argument
* Teach students to utilize correct grammar and [pronunciation](http://www.tesltimes.org/listening-speaking.html) in high-intermediate-level contexts with fewer errors than level three
* Teach students to utilize idiomatic language in high-intermediate-level speaking activities
* **Outcomes:**
* Students should demonstrate an ability to use high-intermediate-level language in the context of organized presentations that include presentation techniques, and should include technological aids
* Students should demonstrate an ability to use high-intermediate-level language in the context of formal classroom discussions such as found in debates, as well as informal classroom conversations
* Students should demonstrate an ability to use high-intermediate-level language to utilize facts, estimates [statistics], and opinions to support an argument
* Students should demonstrate an ability to utilize correct grammar and pronunciation in a high-intermediate-level context with fewer errors than level three
* Students should demonstrate an ability to utilize idiomatic language in high-intermediate-level speaking activities

**ELS 003: [Listening]**

* **Goal:** Take notes on non-authentic intermediate-level academic and non-academic discourse such as on topics from current events and popular culture that contain all of the important/relevant info from the lecture/material
* **Objectives:**
* Teach students [note-taking techniques](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) to take notes from an intermediate-level listening lecture
* Teach students to [use short-hand techniques](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) such as a limited number of abbreviations, symbols, and acronyms while building on those used in level 2 to take notes from an intermediate-level lecture.
* Teach students to [organize notes](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) from an intermediate-level lecture by identifying and writing down main ideas and supporting details, and employing the use of some key words
* **Outcomes:**
* Students should demonstrate an ability to use note-taking techniques to take notes from an intermediate-level listening lecture
* Students should demonstrate an ability to use short-hand techniques such as a limited number of abbreviations, symbols, and acronyms while building on those used in level 2 to take notes from an intermediate-level lecture
* Students should demonstrate an ability to organize notes from an intermediate-level lecture by identifying and writing down main ideas and supporting details, and employing the use of some key words. Students’ notes are not graded directly, but rather their ability to use their notes.
* Students should demonstrate an ability to pass quizzes/tests based on notes from an intermediate-level lecture. These exams can be given one to two weeks after the initial time the notes were taken, and can be in both open and closed notes formats with closed being the more authentic of the two.

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* **Goal:** Comprehend spoken English from a variety of non-authentic intermediate-level academic and non-academic sources
* **Objectives:**
* Teach students to comprehend intermediate-level non-authentic academic and non-academic discourse such as on topics from current events and popular culture
* Teach students to predict, infer, and recognize the difference between fact and opinion within an intermediate-level listening passage
* **Outcomes:**
* Students should demonstrate an ability to comprehend intermediate-level non-authentic academic and non-academic discourse such as on topics from current events and popular culture
* Students should demonstrate an ability to predict, infer, and recognize the difference between fact and opinion from intermediate-level listening passages

**ELS 003: [Speaking]**

* **Goal:** Communicate on an intermediate level about non-academic topics within non-academic contexts
* **Objectives:**
* Teach students to use intermediate level-appropriate language in the context of organized presentations that include presentation techniques, and can include technological aids
* Teach students to use intermediate level-appropriate language in the context of formal classroom discussions such as found in debates, as well as informal classroom conversations
* Teach students to utilize correct grammar and pronunciation in an intermediate-level context with fewer errors than level two
* Teach students to utilize idiomatic language in intermediate-level speaking activities

* **Outcomes:**
* Students should demonstrate an ability to use intermediate level-appropriate language in the context of organized presentations that include presentation techniques, and can include technological aids
* Students should demonstrate an ability to use intermediate level-appropriate language in the context of formal classroom discussions such as found in debates, as well as informal classroom conversations
* Students should demonstrate an ability to utilize correct grammar and [pronunciation](http://www.tesltimes.org/listening-speaking.html) in an intermediate-level context with fewer errors than level two
* Students should demonstrate an ability to utilize idiomatic language in intermediate-level speaking activities.

**ELS 002: [Listening]**

* **Goal:** Take notes from non-authentic academic and non-academic high-beginning-level discourse such as on topics from current events and popular culture that contain most of the important/relevant info from the lecture/material
* **Objectives:**
* Teach students to [use short-hand techniques](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) such as some abbreviations, symbols, and acronyms at a high-beginning-level
* Teach students to [organize notes](http://www.tesltimes.org/listening-speaking/ls-note-taking.html) from a high-beginner-level lecture by identifying and writing down main ideas and supporting details, and employing the use of some key words
* **Outcomes:**
* Students should demonstrate an ability to use short-hand techniques such as some abbreviations, symbols, and acronyms at a high-beginning-level
* Students should demonstrate an ability to organize notes from a high-beginner-level lecture by identifying and writing down main ideas and supporting details, employing the use of some key words. Students’ notes are not graded directly, but rather their ability to use their notes.
* Students should demonstrate an ability to pass quizzes/tests based on notes from a high-beginner-level lecture. These tests can be given one to two weeks after the initial time the notes were taken, and can be in both open and closed notes formats.

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* **Goal:** Comprehend spoken English from a variety of non-authentic academic and non-academic sources
* **Objectives:**
* Teach students to recognize topics of high-beginning-level listening passages.
* Teach students to identify facts directly expressed in high-beginning-level listening passages
* Teach students to identify opinions directly expressed in high-beginning-level listening passages
* Teach students to make predictions about specific content they will hear in high-beginning-level listening passages. For example, using pictures to predict content.
* Teach students to make inferences about specific content they hear in high-beginning-level listening passages
* **Outcomes:**
* Students should demonstrate an ability to recognize topics of high-beginning-level listening passages.
* Students should demonstrate an ability to identify facts directly expressed in high-beginning-level listening passages
* Students should demonstrate an ability to identify opinions directly expressed in high-beginning-level listening passages
* Students should demonstrate an ability to make predictions about specific content they will hear in high-beginning-level listening passages. For example, using pictures to predict content.
* Students should demonstrate an ability to make inferences about specific content they hear in high-beginning-level listening passages

**ELS 002: [Speaking]**

* **Goal:** Communicate on a high-beginning level about non-academic topics and in non-academic contexts
* **Objectives:**
* Teach students to use high-beginning-level-appropriate language in the context of organized presentations that include presentation techniques , and can include technological aids
* Teach students to use high-beginning-level-appropriate language in the context of formal classroom discussions such as found in debates, as well as informal classroom conversations
* Teach students to utilize correct grammar and [pronunciation](http://www.tesltimes.org/listening-speaking.html) in high-beginning-level context with fewer errors than level one
* Teach students to utilize idiomatic language in high-beginning level speaking activities
* **Outcomes:**
* Students should demonstrate an ability to use high-beginning-level-appropriate language in the context of organized presentations that include presentation techniques , and can include technological aids
* Students should demonstrate an ability to use high-beginning-level-appropriate language in the context of formal classroom discussions such as found in debates, as well as informal classroom conversations
* Students should demonstrate an ability to utilize correct grammar and pronunciation in high-beginning-level context with fewer errors than level one
* Students should demonstrate an ability to utilize idiomatic language in high-beginning level speaking activities

**ELS 001: [Listening]**

* **Goal:** Listening for specific details in formats such as fill-in-the-blank, multiple choice, matching, selecting answers from a list, true/false, putting events in sequential order at a beginning level….
* **Objectives:**
* Teach students to listen for details in a beginning-level listening sample beginning with TPR and progressing to methods not only requiring pictures or physically present items. Details can include content…
* Such as when, where, who, what,
* Such as key vocabulary for understanding the meaning in a listening sample
* Such as numbers, letters (spelling things),
* Teach students to recognize words in context.
* Teach students to answer questions from oral prompts both in contexts such as listening passages, and in TPR style contexts.
* Teach students to recognize topics of basic-level listening passages.
* Teach students to identify opinions directly expressed in basic-level listening passages
* Teach students to make predictions about specific content they will hear in basic-level listening passages. For example, using pictures to predict content.
* **Outcomes:**
* Students should demonstrate an ability to listen for details in a beginning-level listening sample beginning with TPR, and progressing to methods not only requiring pictures or physically present items. Details can include content…
* Such as when, where, who, what,
* Such as key vocabulary for understanding the meaning in a listening sample
* Such as numbers, letters, and spelling
* Students should demonstrate an ability to recognize words in context.
* Students should demonstrate an ability to answer questions from oral prompts both in contexts such as listening passages, and in TPR style contexts such as from a story told by the teacher, or regarding activities in a picture.
* Students should demonstrate an ability to recognize topics of short listening passages.
* Students should demonstrate an ability to make predictions about specific content they will hear in short listening passages.

**ELS 001: [Speaking]**

* **Goal:** Communicate on a basic level about non-academic topics and in non-academic contexts at a beginning level
* **Objectives:**
* Teach students to use beginning-level-appropriate language in classroom and conversational contexts leading to an ability to do basic informal presentations on non-academic topics within a group context.
* Teach students to use basic-level language in the context of informal classroom discussions.
* Teach students to utilize grammar and pronunciation in a beginning-level context with a focus on comprehensibility not accuracy.
* **Outcomes:**
* Students should demonstrate an ability to use beginning-level-appropriate language in classroom and conversational contexts leading to an ability to do basic informal presentations on non-academic topics within a group context.
* Students should demonstrate an ability to use basic-level language in the context of informal classroom discussions.
* Students should demonstrate an ability to utilize grammar and pronunciation in a beginning-level context with a focus on comprehensibility not accuracy.