Achievement Scale for Listening/Speaking Courses

There are six levels of Listening/Speaking courses. Students are placed in their Listening/Speaking level based on oral placement interviews conducted during orientation week. To satisfactorily complete each course, students must obtain a minimum grade of 75% or higher.

**Listening/Speaking I (ESL 010) is a low-beginning English as a second language course.**

By the end of the course, students should be able to:

- pronounce segmentals even though pronunciation errors are frequent
- use vocabulary related to concrete concepts in the present
- use limited vocabulary to talk about events in the past or personal expectations about the future
- create sentences with simple tenses and modals such as “can”, “must”, and “will”
- speak in short groups of sentences with emerging accuracy in word order
- use simple conjunctons to connect ideas or sentences
- communicate using formulaic speech patterns
- choose simple clarification requests, comprehension checks, or confirmation checks to repair breakdown
- tell a story or describe a place using basic chronological and spatial discourse markers (i.e. first, second, over, under)
- ask and answer formulaic questions such as “What time is it?”
- participate in structured social situations using formulaic speech (i.e. service encounters, small talk exchanges, introductions of others)
- extend politeness strategies beyond "I’m sorry" and "please" to include simple modalities such as "can," "must," "will”, and “may”
- answer most closed questions and some open-ended questions in response to listenings appropriate to the low-beginning level
- retell the main idea of a dialogue or story

**Interpretation:** Students in this course will demonstrate ability to understand and participate in spoken interactions on everyday topics while focusing on basic vocabulary, pronunciation, word stress, and grammatical functions.

**Listening/Speaking II (ESL 020) is a high-beginning English as a second language course.**

By the end of the course, students should be able to:

- pronounce segmentals with some communication breakdown
- demonstrate intonation contours in questions
• recognize a variety of word forms and identify common prefixes and suffixes such as “un-” and “-ness”
• use some simple phrasal verbs
• select accurate verb tenses (simple present, simple past, simple future, present progressive) when speaking about familiar topics
• use some modals, possessives, and comparatives
• produce simple and some compound sentences connected with “and”, “but”, and “or”
• create and respond to “Yes/No” as well as “WH-” questions
• incorporate simple conjunctions and transitions to connect ideas (i.e. and, but, for, next, then, first) in conversations and storytelling
• experiment with non-formulaic language
• choose basic politeness gambits in spontaneous service encounters and small talk exchanges
• respond to modified speech on familiar topics
• identify main ideas and some details in listenings with modified speech
• identify simple reductions such as “coulda”, “wanna”, and “hafta” in listening passages

Interpretation: Students in this course will demonstrate ability to understand modified listenings and participate actively in basic spoken interactions while focusing on vocabulary, pronunciation, word stress, and grammatical functions.

Listening/Speaking III (ESL 030) is a low-intermediate English as a second language course. By the end of the course, students should be able to:

• communicate with few segmental problems
• demonstrate some evidence of controlling intonation
• demonstrate some use of emerging thought groups and appropriate pauses
• use sufficient active vocabulary to discuss familiar and predictable topics
• demonstrate word form accuracy with low-intermediate level vocabulary
• show emerging use of synonyms
• repair some communication breakdowns due to a lack of specialized vocabulary
• control use of present, past and future tenses with infrequent errors
• use some complex structures
• demonstrate emerging use of perfectives
• show emerging control over discourse markers
• explain and support topic with non-formulaic speech
• use some variety of discourse transitional markers
• repair communication breakdowns at the low-intermediate level
• maintain conversations with some hesitation
• perform everyday speech acts (i.e. greetings and farewells; compliments; agreeing/disagreeing; requesting and giving information; accepting and rejecting advice)
• select generally appropriate language in social situations
• identify main ideas and most details in modified listenings
• identify some main ideas and details in authentic listenings

Interpretation: Students in this course will demonstrate ability to understand most details in modified listenings as well as participate in intermediate-level spoken interactions while focusing on vocabulary, pronunciation, intonation patterns, and grammatical functions.

Listening/Speaking IV (ESL 040) is a high-intermediate English as a second language course. By the end of the course, students should be able to:

• demonstrate accuracy in vowel and consonant production at the high-intermediate level
• demonstrate control of stress and intonation patterns at the high-intermediate level
• demonstrate emerging control of appropriate pausing and phrasing
• use a variety of word forms appropriate to the high-intermediate level
• use appropriate vocabulary to talk about topics beyond self (i.e. current events, professions, social problems, academic concerns)
• use active vocabulary to discuss unfamiliar topics when specialized vocabulary is unknown
• use a variety of complex verb tenses to narrate and explain
• incorporate complex and compound-complex sentences with some inaccuracies
• demonstrate use of gerunds, infinitives, passive voice, and complex modals in speech
• use a variety of discourse markers appropriate to the high-intermediate level
• explain and elaborate on a variety of topics
• demonstrate logical connections between ideas using a variety of discourse markers and transitions
• demonstrate ability to fix communication breakdowns by asking for clarification and using confirmation check strategies
• use a combination of skills to maintain conversations (i.e. appropriate vocabulary choices, active listening skills, logical connections)
• perform complex everyday speech acts (i.e. giving and supporting opinions; expressing hypothetical situations)
• demonstrate appropriate social communicative strategies in complicated situations (i.e. invitations, rejections, apologies, persuasion, and complaints)
• identify main ideas and some details of authentic listening (i.e. movies, radio, tv, and native speakers)
• ask for clarification and rephrasing as necessary on familiar and some abstract topics

Interpretation: Students in this course will demonstrate emerging ability to understand authentic listenings and participate actively in intermediate-level spoken interactions while focusing on vocabulary, pronunciation, linking, intonation patterns, and grammatical functions.
Listening/Speaking V (ESL 050) is a low-advanced English as a second language course. By the end of the course, students should be able to:

- demonstrate awareness of pronunciation errors which may interfere with intelligibility
- self-correct to aid listener comprehension
- demonstrate control of stress and intonation patterns at the low-advanced level
- use pausing and phrasing effectively
- choose appropriate vocabulary without undue planning while discussing topics (i.e. current events, professions, social problems, academic concerns)
- use a variety of synonyms and word forms to extend conversations
- move between time frames using appropriate verb tenses with some errors
- use advanced grammatical structures (i.e. real vs. unreal conditionals, clause structures, active vs. passive voice, complex verb tenses)
- use a variety of discourse markers appropriate to the low-advanced level
- demonstrate flowing speech by communicating with well-organized, connected discourse
- recognize and repair communication breakdowns at the low-advanced level
- maintain conversations using some strategies (i.e. pause fillers, stalling devices, and different rates of speech)
- demonstrate competence at the low-advanced level while communicating in most situations and on most topics (i.e. peer relationships, interactions with strangers, superiors, subordinates)
- express some abstract ideas (i.e. hypothesizing, supporting arguments, negotiating)
- initiate, sustain, and close a conversation
- follow a topic change initiated by others
- identify main ideas and most details of authentic listenings
- engage in advanced-level conversational and academic discourse with some repetition and rephrasing necessary
- identify and respond to idiomatic and reduced speech

*Interpretation:* Students in this course will demonstrate ability to understand authentic listenings as well as participate in advanced-level spoken interactions while focusing on vocabulary, pronunciation, intonation patterns, and grammatical functions.

Listening/Speaking VI (ESL 060) is a high-advanced English as a second language course. By the end of the course, students should be able to:

- compensate for known pronunciation difficulties related to native language
- use a variety of strategies to self-correct which aids listener comprehension
- use stress, intonation, and pausing to enhance discourse
- speak with advanced fluency resulting in little listener effort
- use a wide range of vocabulary to discuss abstract ideas with some hesitation while discussing abstract ideas (i.e. current events, professions, social problems, academic concerns)
use and recognize a wide range of vocabulary from the Academic Word List
use circumlocution techniques to extend a conversation in which vocabulary words are unknown
move between time frames using appropriate verb tenses with few errors
incorporate advanced grammatical structures (i.e. real vs. unreal conditionals, clause structures, active vs. passive voice, complex verb tenses) in various forms of discourse
show control over a variety of discourse markers
demonstrate advanced speech by communicating with well-organized, connected discourse
recognize and repair communication breakdowns at the advanced level
maintain conversations using a variety of strategies (i.e. pause fillers, stalling devices, and different rates of speech)
demonstrate competence at the advanced level while communicating in a variety of situations
express abstract ideas (i.e. hypothesizing, supporting arguments, negotiating)
initiate, sustain, and close a conversation
initiate topic changes
identify main ideas, details, and underlying meanings of authentic listenings
make inferences based on tone (i.e. sarcasm, confusion, confidence)
require minimal repetition and rephrasing in conversational and academic discourse
identify and respond to a wide range of idiomatic and reduced speech

Interpretation: Students in this course will demonstrate ability to understand and engage with authentic listenings as well as participate in advanced-level spoken interactions in a variety of contexts while focusing on vocabulary, pronunciation, intonation patterns, and grammatical functions.