ESL 90: Cooperative and Productive Skills

Course Description: Students in ESL 090 will interact with their peers to create a product or project that integrates speaking and writing skills.

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<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>COURSE OBJECTIVES</th>
<th>STUDENT LEARNING OUTCOMES</th>
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<tr>
<td>A1</td>
<td>Students successfully completing the A1 course level can: interact in structured situations and short conversations, initiate and respond to simple statements, ask and answer questions and exchange ideas and information—all topics are familiar, situations are predictable, tasks are simple and routine, and speech is slow and clear.</td>
<td>demonstrate comprehension through verbal, kinesthetic, and other active learning strategies reply to questions that express personal preferences, likes, and dislikes match everyday oral information to pictures, diagrams, or photographs collaborate with classmates to ask basic questions and exchange information on familiar topics</td>
<td>Speaking- Conversation (SC) SC1. make basic conversation (including greetings, introductions, farewells, thanks, apologies) and express basic feelings, likes, and dislikes. SC2. make and respond to simple directions, suggestions, and plans. SC3. ask for repetition, clarification about key words or phrases, and say they didn't follow. Speaking- Task-Based Cooperation (STBC) STBC1. ask for and give simple suggestions, directions, and help. STBC2. manage a simple set of tasks, exchanging limited information on familiar topics and routine matters. Writing- Task-Based Cooperation (WTBC) WTBC1. fill in missing parts of scripts or project plans while working with others. Listening (L) L1. follow the topic of slow and clear discussion around them. Input Comprehension (IC) IC1. Understand written and oral input (i.e. teacher instruction, simple questions, directions, reading passages, video/audio) at the A1 level needed to satisfactorily complete assigned tasks.</td>
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<td>A2</td>
<td>Students successfully completing the A2 course level can:</td>
<td>The specific elements taught through content and activities. Students will:</td>
<td>Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:</td>
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**A2**
- use a wide range of simple language to deal with most familiar situations and can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).

**express** personal opinions and experiences in response to their teachers or classmates.

**begin using** language functions which enable students to share opinions and knowledge while taking turns in conversation.

**engage** in small group discussions to find solutions to problems or make plans for the future.

**retell** a short story, article, talk, discussion, interview or documentary and answer further questions about the details.

**demonstrate** comprehension of the main points and details of written and oral input to build background knowledge.

**Speaking- Conversation (SC)**
- SC1. engage in and maintain basic conversations on familiar topics.
- SC2. express personal experiences, opinions, feelings, agreement, and disagreement when discussing topics of interest.
- SC3. ask people to clarify or elaborate what they said.

**Speaking- Task-Based Cooperation (STBC)**
- STBC1. follow what is said, and when necessary, can repeat back a part for confirmation.
- STBC2. voice their opinions and react to possible solutions or opinions of others in some detail.
- STBC3. elicit ideas from group in the development of their project.

**Writing- Task-Based Cooperation (WTBC)**
- WTBC1. create scripts or plans and do simple peer and self-assessment.

**Listening (L)**
- L1. follow the main points of extended discussion around them while both conversing and making group decisions, provided speech is slow and clear.

**Input Comprehension (IC)**
- IC1. understand written and oral input (i.e., teacher’s instruction, spoken directions, reading passages, video/audio) at the A2 level needed to satisfactorily complete assigned tasks.
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| B1    | converse, write, and collaborate with some confidence on familiar and less familiar matters related to his/her interests; exchange, check and confirm information, explain and deal with a problem; express thoughts on more abstract, cultural topics such as films, books, music, etc... | use appropriate vocabulary and phrases to exchange and verify opinions or information from written and spoken sources.  
apply sufficient control of functional language in the process of organizing and carrying out a set of tasks while working with others.  
apply effective language strategies to achieve a group goal by identifying and explaining a problem, proposing a plan of action, and evaluating possible solutions.  
recount relevant parts of written or oral sources in order to analyze or apply them.  
organize information into a visual or graphic form (e.g., chart, Venn diagram, outline) after listening to authentic audio materials. | Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:  
**Speaking- Conversation (SC)**  
SC1. engage in extended conversation on most general topics in a clear and active manner.  
SC2. express emotions and thoughts about events and experiences.  
**Speaking- Task-Based Cooperation (STBC)**  
STBC1. discuss problems, compare and contrast alternatives, and propose solutions.  
STBC2. initiate, maintain, and end their discourse appropriately with effective turn taking.  
STBC3. give constructive feedback in the discussion.  
**Writing- Task-Based Cooperation (WTBC)**  
WTBC1. plan a course of action for the development of the project.  
WTBC2. write a script, dialogue, or narration for the project.  
WTBC3. reflect on the process and outcomes of the project.  
**Listening (L)**  
L1. understand the gist of the majority of unmodified speech while both conversing about ideas and making group decisions.  
**Input Comprehension (IC)**  
IC1. understand concrete and abstract written and oral input (i.e., detailed instructions, reading passages, video, audio) needed to satisfactorily complete assigned tasks at the B1 level. |
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<td>converse, write and collaborate -- with fluency, spontaneity, and good grammatical control -- on a wide range of general, vocational, academic or leisure topics, showing coherence, and adopting a level of formality appropriate to circumstances</td>
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|       | collaborate with classmates to complete a group project, discuss a text or outline a problem | **Speaking - Conversation (SC)**  
SC1. engage in extended conversation on most general topics in a participatory fashion.  
SC2. participate actively in informal discussions on familiar topics, commenting, and stating point of view.  
SC3. defend opinions by providing relevant explanations, arguments and comments. |
|       | participate in small group and classroom discussions using conversation techniques, such as support for a point of view, evaluation of opinions or proposals and responding to hypothetical situations. | **Speaking - Task-Based Cooperation (STBC)**  
STBC1. invite others to join and share their opinions on the tasks at hand.  
STBC2. outline an issue or a problem clearly, weighing advantages and disadvantages of different approaches.  
STBC3. initiate, maintain, and end discourse appropriately with effective turn taking using a broad range of discourse strategies. |
|       | respond to the experiences, opinions, and values of their classmates and teachers. | **Writing - Task-Based Cooperation (WTBC)**  
WTBC1. create scripts or plans, and do peer and self assessment.  
WTBC2. can relate their own contribution to that of other participants. |
|       | exchange detailed information, outlining procedures, giving descriptions and reporting on information derived from a number of sources. | **Listening (L)**  
L1. keep up with a natural conversation among multiple speakers, both while exchanging ideas and making task-based group decisions. |
|       | | **Input Comprehension (IC)**  
IC1. understand concrete and abstract written and oral input (i.e. detailed instructions, reading passages, video, audio) needed to satisfactorily complete assigned tasks at the B2 level. |