



EFFECTIVE: JANUARY 2011 CURRICULUM GUIDELINES

Division: **Educational Services** Effective Date: **January 2011**

B. Department / Program Area: **Student Development/ English as a Second Language** Revision New Course

If Revision, Section(s) Revised: **H**

Date of Previous Revision: **March 2009**

Date of Current Revision: **September 2010**

C: EASL 0150 **D: Lower Intermediate Listening and Speaking for students of English as a Second Language** **E: 6**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p>This is an integrated listening and speaking course for students wishing to upgrade their listening and speaking skills for personal, educational and/or employment purposes. Listening and speaking activities will be based on sources such as television, radio, films, tapes and guest speakers, which will help students initiate and respond appropriately in a variety of settings. The listening and speaking practice will also provide an opportunity for language skill development, including grammar, sentence structure, vocabulary, and pronunciation elements.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Whole group instruction/small group and individual activities Classroom and Language lab</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>8</p> <p>Number of Weeks per Semester:</p> <p>15</p>	<p>H: Course Prerequisites:</p> <p>EASL 0050 or EASL Assessment</p>							
	<p>I: Course Corequisites:</p> <p>None</p>							
	<p>J: Course for which this Course is a Prerequisite:</p> <p>EASL 0250 or (EASL 0245 and EASL 0255)</p>							
	<p>K: Maximum Class Size:</p> <p>20</p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="width: 50px; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:
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M: Course Objectives / Learning Outcomes:Overall Objective

Extend fluency and confidence in communicating for a range of personal, educational and/or employment purposes.

Specific Objectives

1. Understand topic, main ideas and key details in simple contexts (e.g., conversations and discussions, informal reports and talks, instructional situations)
2. Communicate adequately in simple contexts (as above) in culturally-appropriate ways, on relevant and practical topics using appropriate language functions
3. Speak comprehensibly but with some hesitations and global errors in language use
4. Read to prepare for, support, and extend listening and speaking skills and expand vocabulary
5. Write with a specified level of accuracy to extend listening and speaking skills
6. Monitor and apply strategies to a specified level of accuracy in grammar, sentence structure, word choice, and pronunciation elements.
7. Assess progress
8. Participate effectively in a college classroom
9. Develop awareness of differences in interaction within personal, social and cultural activities.
10. Demonstrate self-awareness in group situations.
11. Recognize how personal rights and social responsibilities affect occupational and personal life.

N: Course Content:Listening

To follow conversations and discussions, informal reports and talks, and instructions

1. Use pre-listening techniques to prepare for a listening task
2. Identify topic, overall key idea, and main ideas
3. Use active listening strategies
4. Refer to pre-listening materials and use context clues (e.g., definitions, examples) to determine meanings of unfamiliar words and phrases.
5. Record information
6. Use appropriate course technology to complete assignments.

To listen for discrete items

1. Listen for specific information (e.g., names, phone numbers, dates)
2. Listen for specific pronunciation elements (word stress, sentence/question stress, linking, phrasing)
3. Write from dictation

Speaking

To participate in conversations and discussions

1. Listen and contribute actively
2. Use language functions, including the following:
 - i) ask for information
 - ii) describe, and narrate
 - iii) explain and clarify
 - iv) express interests and preferences
 - v) request/offer advice, suggestions, or assistance
 - vi) request/give permission
 - vii) express thanks
 - viii) express apologies
 - ix) express compliments
3. Use gambits (short expressions used to open, close and extend conversation)
4. Prepare and give informal reports and talks
 - i) Dialogues/Roleplays
 - ii) Presentations
 - a) Prepare information
 - b) Prepare outline

- c) Organize ideas logically
- d) Use effective eye contact, body language and vocal delivery
- 5. Use pronunciation elements appropriately (word stress, sentence/question stress, linking, phrasing)
- 6. Recognize their own influence within interpersonal communication.
- 7. Identify effective and ineffective communication.
- 8. Manage communication anxiety effectively.

Reading and Writing

To prepare for, support, and extend listening and speaking

- 1. Follow written assignment instructions
- 2. Recognize topic, main ideas, key details
- 3. Follow sequences of information and ideas
- 4. Use simple context clues, (e.g., definitions)
- 5. Write notes, messages, short reports and complete forms and assignments.
- 6. Use notes for speaking tasks (e.g., informal presentations)

Accuracy (oral and written)

For explicit instruction and evaluation

- 1. Tenses: simple present, simple past, present continuous, simple future
- 2. Time markers and phrases
- 3. Place prepositions
- 4. Modals used for polite questions, requests, permission and ability
- 5. Numbers – cardinals and ordinals
- 6. Plurals
- 7. Basic word stress, sentence/question stress, linking and phrasing
- 8. Question formation
- 9. Word order

Classroom Skills

Take responsibility for the following:

- 1. attendance and punctuality
- 2. class work and assignments
- 3. participation and teamwork

O: Methods of Instruction:

The instructor will facilitate, observe and evaluate students' participation in communicative activities. Whole and small group instruction will be combined with individual assistance and student-directed learning. Students will participate in the setting of goals by identifying their communicative and language development needs, and will participate in the selection of learning activities.

P: Textbooks and Materials to be Purchased by Students:

Students may be required to purchase textbooks and/or audio materials

Q: Means of Assessment:

- 1. Complete assigned skill development tasks. These could include:
 - i) dictations and dictocomps (retelling of a story)
 - ii) speaking tapes and/or videos (e.g., responses to instructor questions; monologues)
 - iii) activities in pronunciation elements
 - iv) journal entries and/or contact assignment worksheets
- 2. Identify topic, main idea, details in conversations, reports, talks, and instructions
- 3. Participate in pair, group, and class conversation and discussion activities.
- 4. Complete listening and notetaking activities. These could include:
 - i) listening to pre-recorded telephone messages for key information
 - ii) listening to weather reports; note details

5. Complete listening and speaking activities. These could include:
 - i) leaving telephone messages (name and number)
 - ii) conducting telephone conversations with classmates
 - iii) obtaining simple information about College resources or procedures by phone or in person (e.g., hours of operation)
 - iv) interviewing a College student
 - v) obtaining information about community center activities by phone or in person
 - vi) interviewing a member of the community (e.g., a neighbour, teacher, or church member)
6. Plan and carry out at least one partner/group project. These could include:
 - i) planning a trip
 - ii) planning a party
 - iii) making a video
7. Give at least two short talks to a small group or instructor. These could:
 - i) a talk about a favourite object or pastime
 - ii) a report about an event
 - iii) an explanation about how to do something (e.g., register on-line) or use something (e.g., a video camera)
 - iv) a set of map directions
 - v) a story or a joke
 - vi) a summary of a TV show or a movie
8. Complete oral and written tasks to a specified level of accuracy
9. Complete quizzes both content and skill based
10. Complete at least one self-assessment of learning strategies, progress, and classroom skills to be discussed with the instructor

This is a Mastery Graded course.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

Course Designer(s):

Education Council / Curriculum Committee Representative

Dean / Director: Tom Whalley

Registrar: Ted James