



## EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

Division: Educational Services      Effective Date: September, 2004.

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

If Revision, Section(s) Revised:  
Date of Previous Revision:  
Date of Current Revision:

**C:** EASL 0250      **D:** Upper Intermediate Listening and Speaking for Students of English as a Second Language      **E:** 6

| Subject & Course No.                | Descriptive Title  | Semester Credits   |                          |            |                                     |                             |                          |                          |
|-------------------------------------|--|--|--------------------------|------------|-------------------------------------|-----------------------------|--------------------------|--------------------------|
| <b>F:</b>                           | <p><b>Calendar Description:</b><br/>This is an integrated listening and speaking course for students who wish to upgrade their listening and speaking skills for personal, educational and/or employment purposes. Activities will help students understand and communicate effectively in a variety of settings. Emphasis will be on participating in extended communicative situations. Students will continue to develop language skills, including grammar, sentence structure, vocabulary, and pronunciation elements.</p>                  |  |                          |            |                                     |                             |                          |                          |
| <b>G:</b>                           | <p><b>Allocation of Contact Hours to Type of Instruction / Learning Settings:</b></p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:<br/>Whole group instruction/small group and individual activities<br/>Classroom and Language lab</p> <p>Number of Contact Hours: (per week / semester for each descriptor) 8</p> <p>Number of Weeks per Semester: 15</p>  |  |                          |            |                                     |                             |                          |                          |
|                                     | <b>H:</b>  | <p>Course Prerequisites:<br/>EASL 0150, or EASL 0145 and EASL 0155 or EASL assessment</p>            |                          |            |                                     |                             |                          |                          |
|                                     | <b>I:</b>  | <p>Course Corequisites:<br/><br/>none</p>  |                          |            |                                     |                             |                          |                          |
|                                     | <b>J:</b>  | <p>Course for which this Course is a Prerequisite<br/><br/>EASL 0350, or EASL 0355 and EASL 0345</p> |                          |            |                                     |                             |                          |                          |
|                                     | <b>K:</b>  | <p>Maximum Class Size:<br/><br/>20</p>   |                          |            |                                     |                             |                          |                          |
| <b>L:</b>                           | <p>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 (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</p> |  | <input type="checkbox"/> | Non-Credit | <input checked="" type="checkbox"/> | College Credit Non-Transfer | <input type="checkbox"/> | College Credit Transfer: |
| <input type="checkbox"/>            | Non-Credit   |  |                          |            |                                     |                             |                          |                          |
| <input checked="" type="checkbox"/> | College Credit Non-Transfer  |  |                          |            |                                     |                             |                          |                          |
| <input type="checkbox"/>            | College Credit Transfer:   |  |                          |            |                                     |                             |                          |                          |

**M:** Course Objectives / Learning OutcomesOverall Objectives

Extend communicative ability for a range of personal, educational and/or employment purposes

Specific Objectives

1. Understand the topic, main ideas, and key details in moderately demanding contexts (e.g., conversations and discussions, informal reports and talks, instructional situations) on relevant but sometimes unfamiliar topics
2. Communicate effectively in moderately demanding contexts (as above) in culturally-appropriate ways, on relevant but sometimes unfamiliar topics using appropriate language functions
3. Speak comprehensibly in familiar contexts with some self-correction and rephrasing, but with some 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 speaking and listening skills
6. Monitor and apply strategies to a specified level of accuracy in grammar, sentence structure, word choice, and pronunciation
7. Assess progress
8. Participate effectively in a college classroom

**N:** Course ContentListening

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, main ideas and key details
3. Use active listening strategies
4. Recognize conversational gambits
5. Refer to pre-listening and reference materials, and use context clues (e.g., definitions, examples, restatements) to determine meanings of unfamiliar words and phrases
6. Take simple notes

To listen for discrete items

1. Listen for specific information (e.g., place or company names, categories, statistics)
2. Listen for specific pronunciation elements (final sounds, reductions, voice tone and melody)
3. Write from dictation
4. Transcribe speech

Speaking

To participate in conversations and discussions

1. Listen and contribute actively
2. Use language functions including all 100 level functions and the following:
  - i) introduce a topic; change topic
  - ii) interrupt
  - iii) request/give an opinion
  - iv) agree and disagree
  - v) clarify/restate
3. Use gambits (short expressions used to open, close and extend conversation)
4. Conduct interviews including the following activities:
  - i) prepare questions
  - ii) take notes
  - iii) summarize/report on notes
5. Use pronunciation elements appropriately (final sounds, reductions, voice tone and melody)

To prepare and give informal reports and talks

Impromptu talks

1. Talks on spontaneous topics and under timed conditions

Prepared talks

1. Prepare information
2. Prepare outline
3. Organize information and ideas according to assignment framework
4. Prepare/use simple visuals
5. Use effective eye contact, body language, and vocal delivery

Reading and Writing

To prepare for, support, and extend listening and speaking

1. Follow written assignment instructions
2. Use pre-reading techniques
3. Recognize purpose and/or issue, overall key idea, main ideas, and key details
4. Follow sequences of information and ideas
5. Use context clues to determine meanings of unfamiliar words
6. Use readings as background material in speaking tasks
7. Write reflectively
8. Write notes, outlines, interview questions and answers, reports and summaries
9. Use written materials in speaking tasks (e.g., informal reports).

Accuracy

For explicit instruction and evaluation

1. All accuracy items specified for level 100
2. Tenses: all 100 level tenses and past continuous and present perfect
3. Time markers and phrases
4. Modals expressing necessity, advice, obligation and possibility
5. Subject-verb agreement
6. Count/non-count nouns
7. Pronunciation elements
  - i) All pronunciation elements from 100 level
  - ii) Final sounds, reductions, voice tone and melody
8. 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

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|---|--|
| <p><b>Q:</b> Means of Assessment</p> <ol style="list-style-type: none"> <li>1. Complete assigned skill development tasks. These should include:             <ol style="list-style-type: none"> <li>i) Dictations, transcriptions, and dictocomps (retelling of a story)</li> <li>ii) Speaking tapes and/or videos (e.g., impromptu and prepared monologues and conversations)</li> <li>iii) Activities in pronunciation elements</li> </ol> </li> <li>2. Identify topic, main ideas and details in conversations and presentations</li> <li>3. Participate in pair, group, and class conversations and discussion activities</li> <li>4. Complete listening activities. These could include:             <ol style="list-style-type: none"> <li>i) listening to pre-recorded telephone messages and taking notes on the information</li> <li>ii) listening to news reports and taking ‘wh’ notes (“what, where, when, who”)</li> <li>iii) listening to a short (5-10 minutes) video, or a longer movie in segments, and answering comprehension questions</li> </ol> </li> <li>5. Complete speaking activities. These could include:             <ol style="list-style-type: none"> <li>i) leaving telephone messages (name, number and message) with instructor</li> <li>ii) participating in role plays (e.g. a telephone conversation)</li> <li>iii) participating in a prepared dialogue situation (e.g. with a landlord about a problem)</li> </ol> </li> <li>6. Complete at least three listening and speaking assignments. These could include include:             <ol style="list-style-type: none"> <li>i) investigating College resources (e.g. library)</li> <li>ii) interviewing a faculty or staff member about a course or program in EASL</li> <li>iii) obtaining detailed information about a procedure or event by phone</li> <li>iv) participating by telephone in a chain or jigsaw message activity</li> <li>v) interviewing a member of the community (e.g. a church member, a neighbour)</li> </ol> </li> <li>7. Complete at least one listening and notetaking project (individual or group). These could include:             <ol style="list-style-type: none"> <li>i) attending and taking notes on a study skills workshop or program information session at the College or similar venue</li> <li>ii) attending and taking notes on a talk at a community center on a social or community issue</li> </ol> </li> <li>8. Give at least one short (3-5 minutes) prepared presentation/talk to a small group or instructor</li> <li>9. Give at least one short impromptu talk to a small group on a course topic or an issue</li> <li>10. Plan and carry out at least one partner/group project. Some examples include:             <ol style="list-style-type: none"> <li>i) creating a tips sheet for new EASL students (e.g. tips on registration)</li> <li>ii) designing a poster for a poster session</li> <li>iii) creating a display</li> <li>iv) participating in a drama project</li> <li>v) describing a cultural value or custom</li> </ol> </li> <li>11. Complete oral and written tasks to a specified level of language use accuracy</li> <li>12. Complete quizzes, both skill based and content based</li> <li>13. Complete at least one self-assessment of learning strategies, progress, and classroom skills to be discussed with the instructor</li> </ol> |  |
| <p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>   |  |

\_\_\_\_\_  
Course Designer(s)

\_\_\_\_\_  
Education Council / Curriculum Committee Representative

\_\_\_\_\_  
Dean / Director

\_\_\_\_\_  
Registrar