

A: Division: Educational and Student Services  
B: Department: Student Services and Developmental Education  
Program:

Date: January 24, 1994.

New Course:

Revision of Course  
Information Form:

X

C: EASL 255

D: Upper Intermediate Conversation for  
Students of English as a Second Language

E: 3

Subject & Course No.

Descriptive Title

Semester Credit

F: Calendar Description: This course is the second level of a series designed for students who wish to upgrade their conversational skills in order to continue their education or improve their employment opportunities. Exercises will help students communicate appropriately in a variety of settings. The emphasis will be on participating in longer conversations, and communicating in non-routine situations. Some classroom speaking skills, such as making short, informal presentations and participating in discussions, will also be introduced. Through these activities, students will continue to develop language skills.

Summary of Revisions:  
(Enter date & section)  
Eg. Section C,E,F

1988.06.16 F,G,J,O,P,Q,R,H,I. 1994.01.24 H

G: Type of Instruction: Hours per Week/per Semester

Lecture	Hrs.
Laboratory	Hrs.
Seminar	Hrs.
Clinical Experience	Hrs.
Field Experience	Hrs.
Practicum	Hrs.
Shop	Hrs.
Studio	Hrs.
Student Directed Learning	Hrs.
Other	4 Hrs.
TOTAL	4 HOURS

H: Course Prerequisites:

EASL 155 or 154 or Instructor Permission

I: Course Corequisites:

Recommended EASL 245

J: Course for which this Course is a Prerequisite:

EASL 355

K: Maximum Class Size:

20

L: College Credit Transfer

College Credit Non-transfer X

M: Transfer Credit:

Requested:

Granted:

Specify Course Equivalents or Unassigned  
Credit as Appropriate:

U.B.C.

S.F.U.

U. Vic.

Other:

COURSE DESIGNER(S)

DIVISIONAL DEAN

DIRECTOR/CHAIRPERSON

REGISTRAR

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Materials to be supplied.

Students may be required to purchase a text.

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;  
Q. Method of Instruction; R. Course Evaluation

O. Course Objectives

Within relevant educational, employment, personal and social contexts, students will:

1. communicate in a variety of settings, especially in non-routine situations, and participate in longer conversations;
2. use formal and informal language appropriately;
3. communicate in culturally appropriate ways;
4. express themselves comprehensibly;
5. carry out classroom speaking tasks.

P. Course Content

Communicative Situations

- 1.a. Language functions, such as reporting, requesting expressed in different ways in a variety of settings, especially in non-routine situations.
- b. Conversational signals, such as interrupting, introducing a related sub-topic, especially signals used to keep conversations going longer, such as asking follow-up questions.
2. Use of register (formal, informal language).
3. Cultural appropriateness (communicating in accordance with cultural expectations).
4. Language skills (grammar, sentence structure, vocabulary, pronunciation).
5. Classroom speaking skills, such as presentation format, discussion strategies.

**Q. Method 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.

**R. Course Evaluation**

A mastery model of on-going evaluation will be used. A student will reach mastery when s/he has demonstrated through satisfactory completion of exercises, assignments and other assessments that the course objectives have been achieved.

Where formal tests of specific skills are used, mastery will be defined as a score of 70% or more.

Progress will be monitored on a regular basis by the instructor in consultation with each student.