



# COURSE OUTLINE

**Please save a copy onto your computer before filling in the form**

**Course Name:** ESL Listening & Speaking 5

**Department Head/Coordinator:** Tanis Sawkins

**Effective Date:** April 02, 2014

<b>School or Centre:</b>		<b>Department:</b>
School of Language Studies		ESL Pathways
<b>Course History:</b>		<b>Year of Study:</b>
New Course		ESL Course
<b>Name of Replacing Course (if applicable):</b>	<b>Course Number:</b>	ELSK 0515
	<b>Number of Credits:</b>	4.0

**Course Pre-requisites (if applicable):**

CLB 4 Listening & Speaking (NB: method for entry is via a VCC ratified CLB placement test or course completion with an ascribed CLB level.)

**Course Co-requisites (if applicable):**

N/A

**PLAR (Prior Learning Assessment & Recognition)**

No  Yes (details below):

N/A

**Course Description:**

ESL Listening and Speaking 5

The focus of ESL Listening and Speaking 5 is on developing oral communication skills in English and improving the following Essential Skills: Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning. Classroom activities engage learners in developing listening and speaking strategies for community, workplace and academic contexts. Learners integrate language skills, Essential Skills and inter-cultural skills through activities such as: telephoning for information, understanding and giving instructions, giving a presentation, and undertaking a task with a partner. By the end of this course, learners will be able to meet the Listening and Speaking outcomes at CLB 5 in the Canadian Language Benchmarks.

Note: The topics in this course are closely aligned with the topics in ESL Reading and Writing 5.

**Note to instructors:** An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).

### Instructional Strategies:

The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, case studies, videos, lectures, demonstrations, etc.

### Course Learning Outcomes:

#### Listening ESL Pathways 5

- 1) Identify speakers, situations and language in common social situations
- 2) Follow 7-8 step instructions or directions
- 3) Recognize and interpret everyday communication that gives advice, opinions or suggestions
- 4) Recognize, analyze and interpret information about familiar or relevant topics
- 5) Identify key words, facts and opinions in informal presentations up to 5 minutes long

#### Speaking ESL Pathways 5

- 1) Participate in basic social conversations with a friend or classmate
- 2) Participate in very short phone calls.
- 3) Give instructions and directions for everyday activities
- 4) Make and respond to informal suggestions and advice
- 5) Ask for and give information related to routine daily activities in one-on-one interactions.
- 6) Agree, disagree and give opinions in small group discussions
- 7) Give presentations (up to 5 minutes) about events or daily routines

### Program Learning Outcomes:

#### ESL Pathways Certificate

- 1) Meet the Listening, Speaking, Reading and Writing outcomes at CLB 7 in the "Profiles of Ability" columns of the competency outcomes and standards listed in the Canadian Language Benchmarks 2012.
- 2) Communicate effectively in multiple contexts including personal, academic and workplace contexts of moderate complexity.
- 3) Successfully engage in basic interactions, inter-cultural communication, and soft skills to function effectively in community, study and work contexts of moderate complexity.
- 4) Utilize the following Essential Skills (thinking skills, working with others, computer use and document use) for tasks of moderate complexity.
- 5) Differentiate and produce a variety of genre types used in personal, academic and workplace contexts.

**Evaluation/Grading System** *(Click on drop down box arrows to see list of options)*

Grading System	Specify if 'Other':	Specify Passing Grade:
Satisfactory/Unsatisfactory		Where "S" = minimum CLB 5 in both Listening and Speaking

**Components and Weighting of the Assessment/Evaluation Plan:** *(Click on drop down box arrows to see list of options)*

Type	Percentage	Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):
Portfolio	100	Range of assignments (20-25) with rubrics and tools to formatively and summatively evaluate learning.
<b>Total</b>	<b>100</b>	

**Learning Environment/Type** *(Select all that are used within the course)*

Instruction Type	Hours Per Instruction Type	Comments
J - Classroom/Online (Mixed Mode)	120	
<b>Enter Total Hours</b>	<b>120</b>	

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

**Course Topics and Sequence Covered:**

Target Activities:

- 1) Interviewing for a Job (watching job interviews; making interview questions, interviewing a peer)
- 2) Phoning for Health Information (listening to a conversation; phoning a friend; phoning for information)
- 3) Understanding & Giving Instructions on Workplace Safety
- 4) Asking for advice in a workplace (role-play asking for advice)
- 5) Storytelling (listen to a newcomer describe their home country and immigration experience; make a podcast or presentation about your immigration story)
- 6) Connecting with Others (listening to a news report about a cultural event; phoning a museum, gallery or theatre)
- 7) Presenting in Groups (listen to a newscast about community services; create a newscast on a business or commercial service)
- 8) Discussing Current Events (listen to a newscast on a current issue; exchange opinions in groups)



## VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

<http://www.vcc.ca/about-vcc/policies/index.cfm>

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

### FOR COMMITTEE USE ONLY

Date Approved by Education Council:		Date Approved by VCC Board (if applicable):	
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