Course Name: ESL Listening & Speaking 9

Department Head/Coordinator: Tanis Sawkins  
Effective Date: April 02, 2014

Course History:

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
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<tbody>
<tr>
<td>School of Language Studies</td>
<td>ESL Pathways</td>
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Course Number: ELSK 0915  
Number of Credits: 4.0

Course Pre-requisites (if applicable):

CLB 8 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 & Speaking 9

The focus of ESL Listening & Speaking 9 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: responding to discrimination, consulting and advising, working in a team, presenting a report, resolving conflict, negotiating consensual decision-making, preparing for and participating in a volunteer opportunity. By the end of this course, learners will be able to meet the Listening and Speaking outcomes at CLB 9 in the Canadian Language Benchmarks.

Note: The topics in this course are closely aligned with the topics in ESL Reading & Writing 9.
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, coaching, one-on-one consultations, using audio/computer labs, case studies, videos, lectures, demonstrations, etc.

**Course Learning Outcomes:**

Listening ESL Pathways 9
1) Analyze main intent and implied meanings in complex communication between speakers with varying roles and relationships.
2) Integrates, follows and responds to somewhat detailed multi-step directions and instructions for familiar procedures.
3) Analyze and evaluate the validity complex extended communication intended to influence or inform significant decisions.
4) Understand extended discussions between several speakers.
5) Summarize and critically evaluate extensive lectures or presentations.

Speaking ESL Pathways 9
1) Manage personal and business interactions that involve needs, feelings, and attitudes.
2) Co-facilitate or contribute to discussions or debates in small formal groups.
3) Give complex instructions for technical and non-technical tasks, procedures, and processes
4) Present formal proposals to address concerns or deal with problems.
5) Ask for, give and discuss detailed information and opinions.
6) Give demonstrations, briefings, oral reports or position papers on a familiar or researched topic.

**Program Learning Outcomes:**

ESL Pathways Advanced Certificate

1) Meet the Listening, Speaking, Reading and Writing outcomes at CLB 9 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 high complexity.
3) Successfully engage in basic interactions, inter-cultural communication, and soft skills to function effectively in community, study and work contexts of high complexity.
4) Utilize the following Essential Skills (thinking skills, working with others, computer use and document use) for tasks at moderate to high complexity of high complexity.
5) Differentiate and produce a variety of genre types used in personal, academic and workplace contexts.
### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>100</td>
<td>Range of assignments (20-25) with rubrics and tools to formatively and summatively evaluate learning.</td>
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</table>

**Total 100**

### Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>120</td>
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**Enter Total Hours 120**

### 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. Promoting Yourself (giving instructions to a partner, role-play a networking interaction, create an online professional portfolio)
2) Interviewing (volunteer contact assignment, interview tips, interviewing)
3) Responding to Injustice (talking about injustice, an interview with Leona Aglukkak, a social injustice proposal)
4) Consulting & Advising (the basic nuts and bolts of building a business, starting a business in Canada, giving instructions for starting a business)
5) Working in Teams (office layout meeting, Dragon’s Den presentations)
6) Presenting Reports (listening to an introductory lecture, explaining the key concepts of the lecture)
7) Resolving Conflicts (compassionate communication, analyzing personal differences, discussion/debate)
8) Negotiating Decisions (steps in negotiation, case study for negotiation)

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.