

COURSE OUTLINE

Course Name: Teaching Listening / Speaking

Department Head/Coordinator: Department Head: Joann Chernen **Effective Date:** April 2011

School or Centre:	Department:
School of Language Studies	TESOL

Course History:	Year of Study:
Revised Course	3rd Year Post-secondary

Name of Replacing Course (if applicable):	Course Number:	TESO 1267
	Number of Credits:	3

Course Pre-requisites (if applicable):

Prerequisite or taken concurrently: TESO 1101 TESOL Overview

Course Co-requisites (if applicable):

n/a

PLAR (Prior Learning Assessment & Recognition) No Yes (details below):

Course Description:

In this course, students will focus on the theory and best practice instructional methodology, and resources used for the teaching of listening and speaking skills to English language learners. The course also introduces students to a variety of skills, strategies and resources for enhancing the teaching and learning of listening and speaking skills. Students are introduced to basic assessment tools for the evaluation of speaking and listening skills and the potential uses of technology in the ESL/EFL classroom.

Instructional Strategies:

Students in the Listening and Speaking course will experience an interactive and student-centred learning environment. In this course students are actively involved in small group learning and peer-learning events. Throughout the course students are encouraged to self-reflect on their language teaching practice.

Course Learning Outcomes:

Upon completion of this course, a student can:

1. Analyse listening and speaking lesson plans, materials, classroom tasks and activities based on best practice methodology.
2. Design listening and speaking lesson plans/units with appropriate teaching materials, classroom tasks and activities, based on a language proficiency framework such as the Canadian Language Benchmarks.
3. Self-assess the effectiveness, and appropriateness of a completed teaching event.

Program Learning Outcomes:

Upon completion of this program, a student can:

1. Design lesson & unit plans appropriate to the language proficiency level, learning needs and goals of the learner/s using the fundamentals of effective instructional planning.
2. Deliver language lessons according to best practice methodology using appropriate classroom management strategies and resources.
3. Manage classroom climate/environment using principles of student centred practice.
4. Analyse learner's English language proficiency using a language proficiency framework such as the Canadian Language Benchmarks.
5. Prepare oral and written remedial feedback to learners about their language performance in a constructive and specific manner.
6. Self-assess lesson/unit lesson planning and delivery for effectiveness in meeting teaching goals.
7. Model correct usage of English grammatical structures and pronunciation.
8. Exhibit a professional and responsible attitude with regard to administrative/teaching and collegial responsibilities.

Evaluation/Grading System

Grading System	Specify if 'Other':	Specify Passing Grade:
Letter Grades		C

Components and Weighting of the Assessment/Evaluation Plan:

Type	Percentage	Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):
Assignments	15	Analysis of listening material
Assignments	15	Preparing & presenting communicative activities
Assignments	30	Designing speaking and listening lesson plans
Assignments	25	Self reflection on principles and application of speaking/listening methodology / teaching events
Participation	15	
	Total	100

Learning Environment/Type

Instruction Type	Hours Per Instruction Type	Comments
J - Classroom/Online (Mixed Mode)	30	
-		
Enter Total Hours	30	

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:

Communicative language teaching – theory and methodology
Productive and receptive language skills
Designing effective Listening and Speaking Lessons and Evaluation of lessons/materials
Designing effective guiding and comprehension questions
Presenting a listening and speaking activity/lesson
Language errors and the role of correction in the listening and speaking classroom
Assessing listening and speaking skills

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.

FOR COMMITTEE USE ONLY

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