



**EFFECTIVE: SEPTEMBER 2004  
CURRICULUM GUIDELINES**

<b>A.</b>	Division: Education Services	Effective Date:	September 2004	
<b>B.</b>	Department / Program Area: Student Development English as a Second Language	Revision	<input checked="" type="checkbox"/>	New Course <input type="checkbox"/>
		If Revision, Section(s) Revised:	C, H, I, J	
		Date of Previous Revision:	April 28, 1992	
		Date of Current Revision:	September 2004	
<b>C:</b>	EASL 0155	<b>D:</b>	Lower Intermediate Conversation for Students of English as a Second Language	<b>E:</b> 3

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description: This course is the first level in a series for students who wish to upgrade their conversational skills in order to continue their education or improve their employment opportunities. Exercises will help students initiate and respond appropriately to communication in a variety of routine settings. The conversation practice will also provide an opportunity as well as for pronunciation improvement.		
<b>G:</b>  Number of Contact Hours: (per week / semester for each descriptor)  4  Number of Weeks per Semester: 15	<b>H:</b> Course Prerequisites:  EASL 0135 or instructor permission	
	<b>I:</b> Course Corequisites:  Recommended EASL 0145	
	<b>J:</b> Course for wh	
	<b>K:</b> Maximum Class Size:  20	
<b>L:</b> PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M:** Course Objectives / Learning Outcomes

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

1. communicate in a variety of routine settings;
2. use formal and informal language appropriately;
3. communicate in culturally appropriate ways;
4. express themselves comprehensibly.

**N:** Course Content:Communicative Situations:

1.
  - a. Language functions, such as identifying, reporting, clarifying, requesting, disagreeing, expressed in different ways in a variety of routine settings.
  - b. conversational signals, such as initiating conversation, changing the subject, interrupting.
2. Use of register (formal, informal language)
3. Cultural appropriateness (communicating in accordance with cultural expectations).
4. Language skills (grammar, sentence structure, vocabulary, pronunciation).

**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

Materials to be supplied.  
Students may be required to purchase a text.

**Q:** Means of Assessment

