

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> EAP 056		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Speaking and Listening Intermediate Level															
<b>Course Short Title:</b> Speaking & Listening Intermed															
<b>Faculty:</b> Faculty of Education, Community, & Human Dev.		<b>Department/School:</b> Access, Information, and Lifespan Learning													
<b>Calendar Description:</b> Develop intermediate (CLB 5) listening and speaking skills to interact successfully within academic and professional settings. Apply oral grammar, pronunciation, non-verbal communication features, functional phrasing, and discourse skills to communicate effectively in a variety of common situations and purposes.															
<b>Prerequisites (or NONE):</b>		One of ESL S46, placement by department assessment, or one of the following test scores: IELTS score of 4.5 with no band below 4.0, TOEFL iBT score of 42 or higher with no section below 12, EIKEN Grade 2, or CLBPT/CLBPA overall 5 with no skill less than 5. Other assessments may be used to demonstrate English proficiency. Please contact <a href="mailto:upgrading@ufv.ca">upgrading@ufv.ca</a> if a different assessment has been completed.													
<b>Corequisites (if applicable, or NONE):</b>		NONE													
<b>Pre/corequisites (if applicable, or NONE):</b>		NONE													
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>ESL S56</b> Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>24</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45									<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: Developmental upgrading courses are not eligible for PLAR.	
Lecture/seminar	45														
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>		<b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> September 19, 2025													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> November 14, 2025													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 30, 2026													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Identify audience, purpose, formality, and features of speech in various short oral texts related to relevant familiar topics.
2. Identify the gist, factual details, and some implied meaning in short moderately complex communication.
3. Demonstrate intercultural awareness in social interactions within various settings (e.g. group work, conversation with professor, and conversation with employer).
4. Demonstrate the level-appropriate use of some basic conversational management skills (e.g. body language, timing, spatial relationships, turn-taking, eye contact).
5. Follow simple to moderately complex multi-step spoken instructions for familiar tasks.
6. Plan short, organized presentations on familiar topics.
7. Deliver short oral presentations using public speaking strategies.
8. Critically evaluate one's own performance and progress.
9. Recognize First Peoples ways of knowing and being through respectful engagement with Indigenous perspectives and oral traditions.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Final exam:	25%	Assignments:	45%	Quizzes/tests/midterm:	20%
Project:	10%		%		%

**Details:**

Class assignments: reflective journals, participation in group discussions, interview tasks, listening tasks, and lab recordings  
 Project: story telling presentation

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Collaborative learning, reflective journals, pair and small group discussions, mini-lectures, interviews, listening tasks, recordings, pair/small group exercises, reflection, online exercises, and video.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Beatty, K. and William, J.	LEAP 2: Listening and Speaking TLC Media ELT	current
2. Textbook	Vargo, M. Blass, L., and Hughes, J.	Pathways Listening, Speaking, and Critical Thinking 1 Cambridge University Press	current
3. Indigenous knowledge	BC TEAL	Indigenous Peoples and Canada: Language, History, Survival, & Resilience – An EAL Resource for CLB 5+ <a href="https://bctéal.org/docs/Indigenous-People-and-Canada-2020-FINAL.pdf">https://bctéal.org/docs/Indigenous-People-and-Canada-2020-FINAL.pdf</a>	2020
4. Online resource	CBC television	<a href="https://www.cbc.ca/television">https://www.cbc.ca/television</a>	current
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

Headphones with microphone, volume control, and USB plug for lab work

**Course Content and Topics**

- Group discussions and conversation management skills (e.g. interrupting, turn-taking, clarification, and topic maintenance)
- Formal vs. informal speech styles in academic and workplace settings
- Non-verbal communication: interpreting body language and vocal features
- Phone competencies: asking and responding to questions
- Note-taking: listening for gist, signal words, and supporting details
- English suprasegmental features: syllables, stress, rhythm, and intonation patterns
- English segmental features: tense and lax vowels, voiced and unvoiced consonants
- Instructions and directions: giving and comprehending in moderately complex tasks
- Narratives and reports: giving and comprehending information in work and study contexts
- Opinions, suggestions, warnings, and requests: expressing and responding to others
- Presentation skills: planning, organizing, and delivering 3–4 minute talks
- Self-reflection and goal setting