

## VILT COURSE DESIGN BRIEF *PRE-INTERMEDIATE ESL*

### *COURSE SUMMARY:*

<b>EMPLOYER:</b> QINGDAO GALAXY INTERNATIONAL SCHOOL	<b>EMPLOYEE:</b> JAI'MIE TERRY
<b>COURSE OVERVIEW:</b> <p>This is a virtual Instructor-led training designed for non-native English speakers with an elementary/A2 English level. This integrated skills course combines a cognitive and constructivist learning approach to develop competencies in speaking, listening, reading, &amp; writing. The course implements synchronous (group) and asynchronous (single learner) activities. This course features digital content with interactivity components, such as live video and feedback, Q&amp;A session, and interactive quizzes (multiple-choice) to increase engagement and understanding through iterative participation.</p>	<b>COURSE LENGTH:</b> 15 Weeks
	<b>TARGET AUDIENCE</b> Learners with an elementary/A2 English level
	<b>LEARNING ENVIRONMENT</b> <input type="checkbox"/> ILT <input checked="" type="checkbox"/> VILT <input type="checkbox"/> E-learning <input type="checkbox"/> Blended
<b>COURSE GOAL(S)/LEARNING OUTCOME(S)</b> <p>Upon completion of this course, the learner will reach a strong English intermediate level by engaging in experiential and differentiated activities, such as skits, class discussions, scenario-based role-play games,</p>	<b>VILT DESIGN LEVELS</b> <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input checked="" type="checkbox"/> Level 3

<p>speaking and writing projects, and interactive quizzes to develop listening, speaking, reading, writing, and grammar lexis analysis skills.</p>	
<p><b>DELIVERABLES</b></p> <ul style="list-style-type: none"> <li>▪ Course Design Brief</li> <li>▪ Unit Planners</li> <li>▪ Lesson Plans</li> <li>▪ Course Materials and Resources</li> <li>▪ Midterms</li> <li>▪ Monthly Exams</li> <li>▪ Final Exam</li> <li>▪ Attendance (Weekly)</li> </ul>	<p><b>TIMELINE:</b> 14 weeks</p> <p>Course Design Brief: 02/17/2020</p> <p>Unit Planners: 02/17/2020</p> <p>Lesson Plans: 02/25/2020</p> <p>Midterms: 04/19/2020</p> <p>Tests and Exams (monthly)</p> <ul style="list-style-type: none"> <li>▪ 03/30/2020</li> <li>▪ 05/25/2020</li> <li>▪ 06/26/2020</li> </ul> <p>Course Materials and Resources (weekly)</p> <p>Attendance (weekly)</p>

## **CONTENT**

### **FUNDAMENTAL UNDERSTANDINGS** *Content, Skills, and Concepts*

Learners will know the following content:

1. Learners will learn about family, hobbies, work, travel, and current events.
2. Learners will learn about experiences, hopes, dreams, and ambitions.

Learners will develop the following skills:

1. Learners will be able to deal with most situations likely to arise while traveling in an area where the language is spoken.
2. Learners will be able to enter unprepared into conversation on familiar topics, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events).
3. Learners will be able to simply connect phrases to describe experiences and events, my dreams, hopes, and ambitions.
4. Learners will be able to briefly give reasons and explanations for opinions and plans.
5. Learners will be able to narrate a story or relate the plot of a book or film and describe reactions.
6. Learners will be able to write simple connected text on familiar topics or of personal interest.
7. Learners will be able to write personal letters describing experiences and impressions.

Learners will grasp the following concepts:

1. Learners will understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
2. Learners will understand the main point of many radios or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
3. Learners will understand the description of events, feelings, and wishes in personal letters.

**APPROACHES TO LEARNING**

- Thinking
- Social
- Communication

**INSTRUCTIONAL ACTIVITIES** *What activities will the learners engage in (e.g., readings, quizzes, learner reflections)?*

- Scenario-based role-play games
- Quizzes (multiple-choice questionnaire and interactive)
- Verbal Exhibition Task (speaking tasks)

Self-management

Research

Details:

**DIFFERENTIATION**

Affirm identity—build self-esteem

Value prior knowledge

Scaffold learning

Extend learning

Details:

**EXTENSION**

- Writing Tasks (individual and group worksheets, VET scripts, and responses, ideation notes, and letters)
- Peer assessment (verbal and written)

**LEARNING OBJECTIVES**

1. Learners will be able to deal with most situations likely to arise while traveling in an area where the language is spoken.
2. Learners will be able to enter unprepared into conversation on familiar topics, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events).
3. Learners will be able to simply connect phrases to describe experiences and events, my dreams, hopes, and ambitions.
4. Learners will be able to briefly give reasons and explanations for opinions and plans.
5. Learners will be able to narrate a story or relate the plot of a book or film and describe reactions.
6. Learners will be able to write simple connected text on familiar topics or of personal interest.
7. Learners will be able to write personal letters describing experiences and impressions.
8. Learners will understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.

9. Learners will understand the main point of many radios or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
10. Learners will understand the description of events, feelings, and wishes in personal letters.

### COURSE OUTLINE

No.	UNIT	SECTION OUTLINE	ASSESSMENT
1	Unit 9: <i>Old and New</i>	<p><b>Key Concepts:</b> – conditionals, present tense, time words, old and new nouns</p> <p><b>Key Skills:</b> create conditional sentences using modal verbs to discuss moral dilemmas, use vocabulary to better describe individual ideas, use present tense after time words talk about and make future travel plans</p> <p><b>Key Content:</b> modern, medium, evolution, tradition, A/C, booking online, central heating, dish washer, downloading, microwave, renting a DVD, texting messages, washing machines, board games, cooker/stove, CD, cassette, electric fans, queuing for tickets, faxes, coal fires, washing up</p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Moral Dilemmas</i> (written task)</li> <li>▪ <i>Pre-Trip Travel Checklist</i> – (VET)</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Time Travel Simulation</i> (VET)</li> </ul>

2	Unit 10: <i>Take Care!</i>	<p><b>Key Concepts:</b> – past continuous tense, used to, illness, interrogations, alibis</p> <p><b>Key Skills:</b> use past continuous tense to recount past events or actions, use "used to" to discuss past actions or behaviors that have changed or no longer true, use vocabulary to better describe or explain various events</p> <p><b>Key Content:</b> temperature, aspirin, inflammation, dizzy, plaster, rash, burn, antibiotics, allergic, allergy, swelling, alibi, suspect</p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Health Check-up</i> (written task)</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Alibi Crimes Game</i> (VET)</li> </ul>
3	Unit 11: <i>The Best Things in Life</i>	<p><b>Key Concepts:</b> gerunds, infinitives, adding “-ing”</p> <p><b>Key Skills:</b> use gerunds after verbs to describe things of interest or disinterest, use infinitives after verbs to describe interest or disinterest, use gerunds and infinitive to discuss at length party plans</p> <p><b>Key Content:</b> gerund, infinitives, stamp, trading cards, coin, memorabilia, rock concert, backgammon, chess, model, dolls, jewelry</p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Party Invitation</i> (written task)</li> <li>▪ <i>Unit 11 Section Quiz</i> (multiple-choice)</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Party Invitation Call</i> (VET)</li> </ul>
4	Unit 12: <i>Got to Have It</i>	<p><b>Key Concepts:</b> present simple passive, past simple passive, present simple active, survival items, suggestions</p> <p><b>Key Skills:</b> use past simple passive to talk about past brands and inventions, use present simple passive to talk about current technology, brands that people use,</p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Why Do you Buy the Things You Buy?</i> (written task)</li> </ul>

		<p>use vocabulary to explain or defend why certain items are important for survival</p> <p><b>Key Content:</b> key, credit card, mobile phone, hairbrush, identity card, comb, lip stick, driving license, razor, sunglasses, torch, towel, shaving cream</p>	<ul style="list-style-type: none"> <li>▪ <i>Unit 12 Section Quiz</i> (multiple-choice)</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Stranded on a Desert Island</i> (VET)</li> </ul>
5	<p>Unit 13: <i>Choosing the Right Person</i></p>	<p><b>Key Concepts:</b> personal characteristics, present perfect continuous, present perfect simple, for how long, since</p> <p><b>Key Skills:</b> use perfect present continuous/simple to ask point in time or period of time questions (how long) about a person's history, use perfect present continuous/simple tense to answer point in time and period of time (for, since) questions about personal history, use perfect present continuous/simple tense to write a cover letter</p> <p><b>Key Content:</b> good listener, sympathetic, naturally talented, totally committed, experienced, motivated, honest, imaginative, well-organized, self-discipline</p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Application letter &amp; form</i> (written task)</li> <li>▪ <i>Unit 13 Section Quiz</i> (multiple-choice)</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ Interview (VET)</li> </ul>
6	<p>Unit 14: <i>Money, Money, Money</i></p>	<p><b>Key Concepts:</b> money, past perfect tense, time expressions, money expressions</p> <p><b>Key Skills:</b> use past perfect tense and time words to discuss a past budget they created and the reasoning</p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Vacation Plans</i> (written task)</li> <li>▪ <i>Unit 14 Section Quiz</i> (multiple-choice)</li> </ul>

		there, use past perfect tense and time words to discuss and explain money habits  <b>Key Content:</b> a piece of paper, change, coins, foreign currency, purse, wallet	<b>Summative Assessment:</b>  ▪ <i>Vacation Budget (VET)</i>
7	Unit 15: <i>Imagine</i>	<b>Key Concepts:</b> first and second conditional, will and would, decision making, likelihood  <b>Key Skills:</b> use first conditional tense to write and talk about a likely action they have in their 5-year plan, use second conditional tense to write and talk about a possible but unlikely dream they have  <b>Key Content:</b> imagine, realistic, unrealistic, affordable, expensive	<b>Formative Assessment:</b>  ▪ <i>My 5-year plan/My Dream Future (written task)</i> ▪ <i>Unit 11-15 Consolidation Quiz (multiple-choice)</i>  <b>Summative Assessment:</b>  ▪ <i>My future/My Dream Future (VET)</i>

**COURSE EQUIVALENCY** *Activities, methods tools substitutions*

IN-PERSON	VILT COURSE
Social Exchanges: interviews, sharing, debating, peer review, teaching  Q&A	Scenario-based learning, problem based: (multiple-choice)  Phone/Video conferencing, phone calls  SMS messaging

	Instant messaging (chat)
Paper exams/test/quizzes Individual/group presentations	Interactive quizzes Interactive DOCs/PDFs Phone/Video conferencing, phone calls

### ***TECHNICAL REQUIREMENTS***

<b>LMS/LRS COMPATIBILTY</b>
<input checked="" type="checkbox"/> LMS <input type="checkbox"/> LRS Value for LMS/LRS: <input checked="" type="checkbox"/> Passed <input checked="" type="checkbox"/> Failed <input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
<b>ADDITIONAL TECH DETAILS</b>

**OTHER:**

- YouTube: recorded videos
- Mentimeter: interactive presentation tool (gauge comprehension, test knowledge retention)
- Section 508/ADA Compliant: DOCs, PPTs, PDFs

Yes. If yes, please specify.

- Structure, meaningful hyperlinks, color contrast, tabs navigation, consistency, color, alt-text, audio captions

No

**AUTHORING TOOL:** WaWa, LQ Education (LQ 教育平台)

**TESTING & ASSESS**

<b>PRE-TEST</b>	<b>POST TEST</b>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes. If yes, please specify. <input type="checkbox"/> No <ul style="list-style-type: none"><li>▪ How many attempts per question? 1</li><li>▪ Randomized? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</li><li>▪ Can they leave in the middle? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</li><li>▪ Can they go back and change an answer? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</li><li>▪ Do they see feedback after answering or only at the end? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</li></ul>

	<ul style="list-style-type: none"> <li>▪ Can they review? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</li> <li>▪ Can they retry? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</li> <li>▪ Passing score? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/a</li> </ul>
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***PROJECT MANAGEMENT***

NAME	ROLE	ORGANIZATION
[REDACTED]	Project Manager	Supervisor, Chinese Dept.
Jai'mie Terry	Writer / Instructional Designer	employee
Jai'mie Terry	Developer/LMS Integration	employee
Jai'mie Terry	Subject-Matter Expert	employee
[REDACTED]	QC Editor/Reviewer	employee
[REDACTED]	Tech Expert/LMS Integration Specialist	employee

## ***COMMUNICATION***

Wechat/微信	Emergency announcements & communication, IT communication and requests, QC Editor communication, Learner communication
Email	Announcements, Schedules, Deliverable transfers
WaWa LQ LMS/ LQ 教育平台:	Course materials and resources uploads, Teaching, Instant messaging