



THE UNIVERSITY OF BRITISH COLUMBIA

English Language Institute
Faculty of Education

GLOBAL

Citizenship through English

Program Description

Global Citizenship through English (GCE-C) 4-Week On Campus Program

ENGLISH LANGUAGE INSTITUTE
2121 WEST MALL VANCOUVER BC CANADA
MARCH 2023

Land Acknowledgement:

UBC Vancouver is located on the traditional, ancestral and unceded territory of the Musqueam people.

GLOBAL CITIZENSHIP THROUGH ENGLISH (GCE-C)- PROGRAM OVERVIEW

Global Citizenship through English (GCE-C) explores what it means to be a member of the global community while at the same time developing English language skills through the *Content and Language Integrated Learning* (CLIL) approach. Students “*learn to use language and use language to learn*” (Coyle, 2005). The integration of language with the content-guided curriculum draws students’ attention to the relationship between subject matter, lexis, grammar, and usage.

What is Global Citizenship?

According to UBC’s Centre for Teaching, Learning and Technology, “*A global citizen is someone who feels a duty to respect and protect the Earth, the global community of fellow human beings and all other living creatures ... and has developed an understanding of the interconnected world and who deeply appreciates and values ecological sustainability and social justice.*”

How is the course content global?

- The content focuses on interconnections; students' backgrounds and experience are essential.
- The tasks and materials encourage students to approach the topics from a global perspective.
- The classroom is a place of inclusiveness, equity, open-mindedness, curiosity and humility.

The GCE program is unique in that it puts language learning and practice in the context of UBC’s Vision of “inspiring people, ideas and actions for a better world”.

This is an integrated skills program (reading, writing, speaking, and listening), with a dominant component dedicated to speaking fluency and accuracy. Students learn and practice language (vocabulary, pronunciation, grammar, etc.) as they communicate about current issues relevant to people around the globe. Activities include English lessons, collaborative assignments and projects, educational outings, and guest speakers. It is a very active program, with maximum student engagement, classroom interaction and individualized instructor feedback. The goals of the program are for students to communicate with improved accuracy, fluency and complexity, gain increased language confidence and comfort and develop awareness of local and global issues.

GCE classes are offered from the **Upper Elementary 200 to Advanced 700 levels (CEFR A2 to C1+)**. Registered students are requested to complete the ELI Online Placement Test prior to the start of the program. If required, online interviews are conducted by ELI instructors to further assess the level of students’ English language skills.

COURSE SCHEDULE

9:00AM- 12:30 PM Monday – Friday
Integrated Skills Level-appropriate language skills are taught and developed through weekly global citizenship themes
12:30PM - 1:30 PM Lunch
1:30PM- 3:45 PM Monday – Thursday
Project Based Learning Practical application of language is re-enforced through student-centered tasks and projects that explore and investigate real world issues and questions

ALIGNMENT OF UBC ELI LEVELS WITH OTHER MEASURES OF PROFICIENCY

ALIGNMENT OF UBC ENGLISH LANGUAGE INSTITUTE ENGLISH PROGRAM W/ RECOGNIZED PROFICIENCY MEASURES*

COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR)		UBC EAP EXIT LEVELS	IELTS	TOEFL iBT	CAMBRIDGE ESOL EXAMS	CELP	CAEL		CANADA LANGUAGE BENCHMARKS
	C1+	700	7.0+	90+	CAE-CPE	8-12	70+	12-9	
	C1							8	
	B2+	600 UBC Certificate of English Language (CEL)**	6.5 no skill less than 6	90 R-22 W-21 S-21 L-22	CPE – C CAE – B	7	70	7	
	B2								
	B1+	500	5.0 - 5.5	50-77	FCE	5-6		5-6	
	B1	400	4.0 - 4.5	35-49	PET	4		4	
	A2+	300	>4.0	>35	KET	3		3	
	A2	200			KET			2	
	A1	100						1	

UBC ADMISSION STANDARD

Notes:

* This chart is intended only as a reference and general guide and is not meant to provide exact equivalencies.

** EAP 600 only meets UBC's English Language Admission Standard.

PROGRAM THEMES

The GCE program has three different thematic modules. Students can take all three modules without repeating themes. In each module, students learn and practice English by looking at themes related to global issues.

4-Week Modules, Weekly Themes, & Possible Topics

Module 1			
INTERCULTURAL COMMUNICATION	FOOD IN SOCIETY	MEDIA & TECHNOLOGY	LIFE IN SOCIETY
Communication Styles Culture Shock Stereotypes Values & Norms	Eating Habits & Trends Ethical Agriculture Food Marketing Food Sources	Advertising Arts & Entertainment News Media Social Media Technological Advances	Educational Approaches Housing Law & Justice Quality of Life University Life

Module 2			
CANADIAN SOCIETY	ENVIRONMENT	WORKING WORLD	HUMAN RIGHTS
Indigenous Peoples Immigration Interculturalism Equity, Diversity, Inclusion and Decolonization (EDID)	Ecosystems Green Businesses Renewable Energy Waste Reduction	Career Planning Job Search Workplace Conditions Working Life	Children's Roles & Rights Free Speech Gender Roles & Equity Minority Rights

Module 3			
LIVING IN COMMUNITIES	SPORTS IN THE WORLD	THE CONSUMER	GLOBAL CITIZEN
Family Generations Local Communities Marginalized Groups The Differently Abled	Active Lifestyles Commercialization Ethics & Competition Inclusion in Sports Sports Celebrities	Branding & Marketing Consumer Choices Fair Trade Small vs Big Business The Global Marketplace	Cultural Appropriation Effects of Globalization Identity & Belonging NGOs & Volunteering Responsible Travelling

COURSE OUTCOMES

By the end of the course, students will improve their general speaking and listening skills, increase their knowledge and use of level- specific lexical content (vocabulary, collocations, idioms), improve their accuracy of spoken grammar and identify pronunciation aspects for individual improvement. Short reading and writing activities will be integrated to enhance thematic content and language objectives. Students will be introduced to multiple activities and tasks that support practicing functional language, applying critical thinking skills and developing strategies for self-error correction. Students will communicate with improved accuracy, fluency and complexity and with increased confidence and comfort.

ASSESSMENT

The following scale is used to measure student achievement:

- **EXCELLENT:** Student exceeds language learning outcomes for the level. (90-100%)
- **VERY GOOD:** Student fully meets language learning outcomes for the level and at times exceeds language learning outcomes for this level. (80-89%)
- **GOOD:** Student meets language learning outcomes for the level. (68-79%)
- **SATISFACTORY:** Student mostly meets language learning outcomes for the level. (50-67%)
- **IN PROGRESS/INCOMPLETE:** Student is in the process of meeting the language learning outcomes for the level. (0-49%)

CORE LANGUAGE OBJECTIVES

SAMPLE: Upper Intermediate 500 (CEFR B1+)

The language objectives below indicate the range and depth of language points that are covered; specific language points are identified based on student needs and the content of the themes.

Listening

- Understand gist of extended conversations
- Identify the main ideas and specific details
- Recognize facts, opinions, and bias
- Distinguish between formal and informal speech

Speaking

- Use extended narrative & effective use of transitions
- Lead and participate in group discussions
- Asking questions and clarifying information
- Demonstrate conversational fluency – responding promptly and appropriately, paraphrasing, turn-taking, and concluding
- Give reasons for an opinion
- Agree and disagree appropriately
- Present information formally and informally
- Interview others and summarize responses
- Report findings of guided research

Vocabulary

- Use theme-related vocabulary with collocations
- Recognize and use phrasal verbs and idioms in context
- Use time references
- Use qualifying adverbs

Pronunciation

- Practice discrete consonants and vowels according to need
- Identify thought groups and use effective pausing
- Recognize and use linking patterns and reduced pronunciations of function words
- Understand and use syllable stress and sentence stress to indicate focus

Spoken Grammar in Context

- Verb tenses - accuracy and usage
- Modals of assumption & hearsay
- Modals of necessity & obligation
- Comparisons
- Tag questions & responses
- Question formation -varying register
- Reported speech – word order, tense shifting
- Relative clauses
- Expressing cause, effect, result

CORE CONTENT (TOPICS AND ACTIVITIES)

SAMPLE: Module 1 (Week 1) Upper Intermediate 500 (CEFR B1+)

Week 1 Intercultural Literacy and Communication

- The Cultural Iceberg and You
Using comparing language in discussion of 'Surface Culture' vs 'Deep Culture' in Canada and home country
- Intercultural Literacy and Understanding
Reading and engaging with text and related vocabulary
Video listening for main ideas and supporting details
- Multiculturalism/Diversity in Canada -Stereotypes vs Generalizations
Developing question formation language and interviewing guest speakers in an in-class forum
Developing discussion language- giving opinions, agreeing/disagreeing, clarifying, reporting
- Pronunciation Study:
Practicing syllable stress for topic related vocabulary and sentence stress/focus words for discussion gambits
- Weekly Assignment/Journal:
Writing a short personal reflection of a Week 1 topic
- Weekly PM Project:
Developing presentation language and preparing a group mini Pecha Kucha presentation on "Canadian and Home Country Etiquette/Values/Interactions"

SOCIOCULTURAL ACTIVITIES

Students will have the opportunity to participate in a variety of activities offered on evenings and weekends. The socio-cultural activities are led by ELI Cultural Assistants who are all UBC students.

Note some activities may require a charge.

Examples of Social Activities

- Whistler Day/Overnight Trip
- Victoria Day Trip
- Tours of Vancouver
- Watching Hockey, Football, Soccer and Baseball Games
- Volunteer Activities (Vancouver Food Bank, Local Festivals etc.)
- Valentine's Day Chocolate-Making Workshop
- International Night
- Lunch time Mixers
- Sports Nights