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| --- | --- |
| **Course Title:** | **Listening and Speaking 1** |
| **Course Code:** | **ENGL 112** |
| **Program:** | **B.A English Language** |
| **Department:** | **English** |
| **College:** | **science and humanities in Rumaah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | |  | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | |  | Others |  |  |
| **b.** | | Required | | | |  | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **Level 2** | | | | |
| **4. Pre-requisites for this course** (if any)**:**  **N/A** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**:** | | | | | | | | | | | | | | | | |
| **N/A** | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 20 | 44% |
| **2** | **Blended** | 20 | 44% |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 30 |
| **2** | **Laboratory/Studio** | 15 |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 45 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description This course aims primarily to train students to develop good and effective speaking and listening skills. They will be trained to speak and listen actively and effectively for different purposes and in different social contexts. A wide range of speaking and listening strategies will be continuously described and emphasized throughout the course. English is a global language and students will be exposed to a variety of native and nonnative English accents. What is more, they will be trained to speak clearly, expressively and intelligibly to a wide range of English speakers and users (of various accents and cultural backgrounds). The course utilizes vast and varied audio and videotaped materials (multimodal materials) taught with a view to integrate listening and speaking with other major language skills (reading and writing). The Videos and audios will particularly help to train students on stress and connected speech features (intonation, assimilation, rhythm, etc.). Additionally, A wide range of speaking tasks have been designed which engaged the learners in individual speaking, dialogues in pairs, group discussions and role-play. Focus is also on preparing the students for language proficiency tests such as IELTS and iBT TOEFL tests. Instructors are required to keep updated and to be context-sensitive, flexible, dynamic and to vary both teaching and evaluation strategies (integrating teaching and testing). Although the Interactions series is currently used in the course, this can change or may be supplemented by any other materials (materials selection or collation depends largely on the course philosophy, aims and outcomes). |
|  |
| 2. Course Main Objective By the end of the course, students should be able to:     1. Communicate effectively with both native and nonnative speakers (World Englishes accents). 2. Speak effectively about different topics in different communicative situations and contexts. 3. Demonstrate clarity and intelligibility in producing spoken language. 4. Recognize variation in sounds due to varieties in English language. 5. Infer meaning from spoken messages. 6. Take notes from a conversation and from lectures. 7. Use of pitch, intonation, duration, tone of voice, gesture and facial expression to full import of a spoken message. |
|  |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Enlist listening/speaking strategies | 1.2 |
| 1.2 | Identify main ideas and specific details from listening. | 1.1, 1.2 |
| 1.3 | Recognize stressed words. | 1.3 |
| 1... |  |  |
| **2** | **Skills :** |  |
| 2.1 | Get meaning from the listening text | 2.1, 2.4 |
| 2.2 | Speak for a purpose  in various situations and contexts | 2.3, 2.5 |
| 2.3 | Takes notes from the lectures and presentations | 2.3, 2.4 |
| 2.4 | Explain inferential meanings | 2.5 |
| **3** | **Values:** |  |
| 3.1 | Record a dialogue in pairs. | 3.1, 3.2 |
| 3.2 | Meet deadlines (of listening assignments and other tasks). | 3.2 |
| 3.3 | The students will act responsibly in carrying out individual as well as group assignments. | 3.2, 3.3 |
| 3... | Practice online listening/speaking tests | 3.2, 3.3 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Course Orientation | 3 |
| 2 | Education and Student Life – Pre-listening, listening and post-listening | 6 |
| 3 | City Life – Stressed words, language functions, notes-taking | 6 |
| 4 | Business and money – Listening for specific details, listening and speaking teens and tens | 6 |
| 5 | Jobs and Profession –Getting meaning from the context, Focused listening | 6 |
| 6 | Lifestyles Around the World – Inference, Summarizing | 6 |
| 7 | Listening tests for language proficiency – Introduction to IELTS listening tasks | 6 |
| 8 | Speaking tests for language proficiency– Introduction to IELTS speaking tasks | 6 |
| 9 | Revisions and Midterm Exams | 3 |
| **Total** | | 45 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | |
| 1.1 | Enlist listening/speaking strategies | Presentation, discussion  Online activities  Listening to tracks | Observation, quizzes |
| 1.2 | Identify main ideas and specific details from listening | Exposure to online resources, presentations | Quizzes/tests/exams |
| 1.3 | Recognize stressed words | Pair/group work | Assignments/tests |
| **2.0** | **Skills** | | |
| 2.1 | Get meaning from the listening text | Display on graphic organizers  Charts/table  Discussions | Observation/rubric |
| 2.2 | The students will be able to complete assignments in due time. | Making students aware of the significance of time management in teaching learning process by setting a due time as a deadline for the assignments. | -Assignments.  - Homework will clarify student’s ability to fulfill assignments and respect deadlines. |
| 2.3 | Speak for a purpose  in various situations and contexts | PPP (Presentation-Practice-Production)/pair and group work | Exams  Rubric for evaluation of essays |
| **3.0** | **Values** | | |
| 3.1 | Takes notes from the lectures and presentations | PPP  Multimodes  Exposure to online resources | Rubric/Dropbox evaluation  Exams |
| 3.2 | Explain inferential meanings | Group discussion  Text reading activities | Quizzes, exams, observation |
| 3.3 | Record a dialogue in pairs. | Guidance  Groups discussions  Data collection  Interviews  referencing | Observation  Rubric |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Midterm(s) | 6 & 12 | 30% |
| **2** | Assignments and participation | All the way through | 10% |
| **3** | Projects/ papers/ presentations/ reflections | All the way through | 20% |
| **4** | Final Examination |  | 40% |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

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| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**  Academic advisors are available during office hours and hours allotted for academic advice (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed. |
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# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Interactions 2, Listening and Speaking, ME Gold Edition by Judith Tanks and Lida R. Baker, Publisher: McGraw Hill, Year 2007 (ISBN: 0077116526) |
| **Essential References Materials** | Listening for IELTS by Fiona Aish & Jo Tomlinson Collins English for Exams, Year 2011  ISBN 9780007423262 |
| **Electronic Materials** | 1. Improve your IELTS Listening and Speaking Skills CD2 (MacMillan,2007)  2. URL: http://libguides.westvalley.edu/esl  3. http://jckvmi.jimdo.com  4. http://www.eslpartyland.com/teachers/nov/listen.htm  5. www.listen-and-write.com/  6. www.rong-chang.com/listen.htm |
| **Other Learning Materials** |  |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | Enough space is available at college for accommodating the students:  • Lecture rooms can accommodate up to 50 students.  • Laboratories accommodate up to 32 students. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Boards, digital podiums and Internet facilities are available in the classrooms. * Well -equipped language labs are available at the college for students during practical lectures. |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | N/A |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Lecturers and coordinators | #A "Course evaluation" questionnaire done by the students on the university portal at the end of each term.  #A "Students' academic experience evaluation" questionnaire done by the students at the end of each term.  # A "Program evaluation" questionnaire done by the students at the end of each term. |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Instructors and coordinators | # Revising study plans of the department by the college committee of Academic Study Plans.  # Quality check by colleagues and Head of the Department. |
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**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |