COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	Majmaah University
Academic Department :	Department of English, College of Education
Program:	B.A. English
Course title and code:	**ENGL112 (Listening & Speaking1)**
Specification Approved Date :	17/ 06 / 1440 H

Institution: Majmaah University	Date: 12/02/2019
College/Department : Department of English, College of Education, Majmaah	

A. Course Identification and General Information

1. Course title and code:Listening & Speaking١ (ENGL١١٢)
2. Credit hours: 3
3. Program(s) in which the course is offered. B.A. English   (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: Muhammad Iqbal Muhammad
5. Level/year at which this course is offered: Level 4
6. Pre-requisites for this course (if any):ICENG   001
7. Co-requisites for this course (if any): NA
8. Location if not on main campus:Main Campus, Majmaah University

9. Mode of Instruction (mark all that apply):

a. traditional classroom	√	What percentage?	50%
b. blended (traditional and online)	√	What percentage?	30%
c. e-learning	√	What percentage?	10%
d. correspondence		What percentage?	
f. TBL	√	What percentage?	10%

Comments:

B Objectives

On successful completion of the course, students will 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.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
1. Flexibility in the selection of the text book – a book covering latest strategies of Listening and Speaking
2. Course contents to be modified in view of the latest development in listening and speaking
3. Incorporate more technology tool for improving listening and speaking

C. Course Description (Note: General description in the form used in Bulletin or handbook)

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 emphasised 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 video-taped 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).

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

2. **Course components (total contact hours and credits per semester):**

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	**Planned**	45					45
	Actual	45					45
Credit	**Planned**	3					3
	Actual	3					3

3. Additional private study/learning hours expected for students per week.	2

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
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	**Cognitive Skills**		
2.1	Get meaning from the listening text	Display on graphic organizers Charts/table Discussions	Observation/rubric
2.2	Speak for a purpose in various situations and contexts	PPP (Presentation-Practice-Production)/pair and group work	Exams Rubric for evaluation of essays
2.3	Takes notes from the lectures and presentations	PPP Multimodes Exposure to online resources	Rubric/Dropbox evaluation Exams
2.4	Explain inferential meanings	Group discussion Text reading	Quizzes, exams, observation

		activities	
3.0	**Interpersonal Skills & Responsibility**		
3.1	Record a dialogue in pairs.	Guidance Groups discussions Data collection Interviews referencing	Observation Rubric
3.2	Meet deadlines (of listening assignments and other tasks).	Lecturing	Being tough n deadlines.
4.0	**Communication, Information Technology, Numerical**		
4.1	Making blogs	Blackboard (LMS) blogs Google blogs	Observation Rubric
4.2	Practice online listening/speaking tests	Using internet resources	Assignments evaluation
5.0	**Psychomotor**		
5.1	NA		

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.) Open to change	**Week Due**	**Proportion of Total Assessment**
1	Assignment task 1 (Listening)	2nd week	2%
2	Assignment 2/quiz 1 (Listening)	4th week	2%
3	Group Speaking task	5th week	3%
4	First midterm exam	6th week	10%
5	Speaking assignment task 3	7th and 8th week	2%
6	Students presentations	9th and 10th week	5%
7	Second midterm exam	11th week	10%
8	Group project (Recording Dialogues/Podcasts)	12th and 13th week	5%
9	Blackboard (LMS) activities evaluation	14th and 15th week	1%

| 10 | Final exam | 16th week | 60% |

10	Final exam	16th week	60%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

2 hours a week. Besides, there is a separate arrangement of students' counselling through a Student Advisor

E Learning Resources

1. List Required Textbooks
   Interactions 2, Listening and Speaking, ME Gold Edition by Judith Tanks and Lida R. Baker, Publisher: McGraw Hill, Year 2007 (**ISBN: 0077116526)**

2. List Essential References Materials (Journals, Reports, etc.)

Listening for IELTS by Fiona Aish & Jo Tomlinson Collins English for Exams, Year 2011
ISBN 9780007423262

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
   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**

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Blackboard (LMS), University website

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access,etc.)
- Number of seats 30
- 5 Computer labs with 24 seats in each

- Internet access

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classrooms and computer labs

2. Technology resources (AV, data show, Smart Board, software, etc.)
 	
   • Projectors
   • Smartboard
   • Internet access

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G   Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching •   Classroom feedback •   Online feedback by students on the University Website •   Questionnaires
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department •   Peer Review •   Opinion of the students •   Faculty Members feedback
3. Processes for Improvement of Teaching •   Seminars •   Training programs by the University •   Revisions in the light of feedback
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) •   Quality documents/evaluation •   Summative and formative assessment •   Grade system and re-checking   • Prescribed reports
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   • **Discussion in the WhatsApp Group of Department of English**

- **Review Committees**
- **Discussions with quality supervisors**

Name of Course Instructor: Muhammad Iqbal Muhammad

Signature: ………………………….   Date Specification Completed: 17/06/2018

Program Coordinator: Dr. Aied Elenizi

Signature: …………………………..   Date Received: ………………………………......