Course Specification
— (Bachelor)

Course Title: **Listening and Speaking 2**
Course Code: **ENGL 212**
Program: **B.A in English Language**
Department: **Department of English**
College: **Education**
Institution: **Majmaah University**
Version: **2023**
Last Revision Date: **October 2023**

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A. General information about the course:

1. Course Identification

1. Credit hours: (3 hours)

2. Course type

A.	☐University	☐College	☒ Department	☐Track	☐Others
B.	☒ Required		☐Elective		

3. Level/year at which this course is offered: (Level 1)

4. Course General 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 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).

5. Pre-requirements for this course (if any): Listening &Speaking 1

6. Co-requisites for this course (if any):

7. Course Main Objective(s):

By the end of the course, students should be able to:
1. Making use of academic contents
2. Organization information
3. Scaffolding instructions
4. Activating prior knowledge
5. Interacting with others
6. Cultivating critical thinking
7. Employing advanced listening and speaking strategies

Use of pitch, intonation, duration, tone of voice, gesture, and facial expression to full import of a spoken message.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	23	50%
2	E-learning	4	10%
3	Hybrid • Traditional classroom • E-learning	18	40%
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	15
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.1	Identify listening and speaking strategies and relevant language functions.	K2	Pre-listening activities Presentations Discussions	Quizzes Major Exams
1.2				
...				
2.0	**Skills**			
2.1	(Cognition): Comprehend listening texts using effective listening strategies (skimming, scanning and inferring, etc.).	S1	Playing listening track Activities for gist listening, specific details and inference	Listening Tests Quizzes Major Exams
2.2	(Communication): Speak and respond in various settings using good and appropriate vocabulary and expressions.	S2	Oral discussion/feedback after listening Role-play Podcasting	Speaking Tests Interview Dialogues
...				
3.0	Values, autonomy, and responsibility			
3.1	The students will act responsibly in carrying out individual as well as group assignments.	V2	Presentation Group Assignments	Observation Formative Assessment
3.2				
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Course Orientation	3

2.	Meeting new people, Learning new things [Using expression ,using reductions}	6
3.	Come rain or shine – Stressed words, language functions, notes-taking	6
4.	Diet? A piece of cake – Listening for main ideas, notes taking	6
5.	A connected world [using reductions, Asking &giving directions]	6
6.	Make yourself at home [Expressing preference, agreeing]	6
7.	Listening tests for language proficiency- Introduction to IELTS listening tasks	6
8.	Speaking tests for language proficiency { Introduction to IELTS speaking tasks]	3
9.	Synthesis of Units 1 to 5	3
Total		**45**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Examination	Week 6 & 12	30%
2.	Final Examination	Week 16	40%
3.	Individual Performance Skills [Speaking Tasks]	Weeks 1 to 15	20%
4.	Paired and Group Dialogues	Weeks 1 to 15	10%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Listening for IELTS by Fiona Aish & Jo Tomlinson Collins English for Exams, Year 2011 ISBN 9780007423262
Supportive References	NEW Interactions 2, Listening and Speaking, MC Graw HIl by Judith Tanks and Lida R. Baker, Publisher: McGraw Hill, Year 2020 (ISBN: 9781526847577)
Electronic Materials	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	SDL, Central Library on the Campus

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	• Enough space is available at college for accommodating the students: • •Lecture rooms can accommodate up to 30 students. • •Laboratories accommodate up to 30 students
Technology equipment (projector, smart board, software)	• 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 equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	**Student Program Leaders**	**Direct**
Effectiveness of Students' assessment	**Program Leaders Curricula Evaluators**	**Direct**
Quality of learning resources	**Faculty Program Leaders Curricula Evaluators**	**Indirect**
The extent to which CLOs have been achieved	**Peer Reviewer Program Leaders Curricula Evaluators**	**Direct**
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	**DEPARTMENT BOARD ACADEMIC BOARD AND COMMITTEE FOR COURSE AND CURRICULA DEVELOPMENT**
REFERENCE NO.	
DATE	