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| Institution : | College of Science and Humanities,Majmaah University |
| Academic Department : | English Language Department |
| Programme : | B.A  |
| Course title and code: | Listening and Speaking 2, ENG 123 |
| Specification Approved Date :  | 12./ 1 / 1439 H |

**Course Specifications**

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| **Institution:** Majmaah University | **Date:** 25/2/1439 |
| **College/Department :**College of Science and Humanities/ English Language |

**A. Course Identification and General Information**

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| 1. Course title and code: Listening and Speaking 2 ENG 123 |
| 2. Credit hours: 3 |
| 3. Program(s) in which the course is offered. B.A in English Language(If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course Ghada Dafallah  |
| 5. Level/year at which this course is offered:Level 2 |
| 6. Pre-requisites for this course (if any):Listening and Speaking 1 ENG 112 |
| 7. Co-requisites for this course (if any):NONE |
| 8. Location if not on main campus:- |
| 9. Mode of Instruction (mark all that apply):60 a. traditional classroom What percentage?  b. blended (traditional and online) What percentage?40 c. e-learning What percentage? d. correspondence What percentage? f. other What percentage?**Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?This course aims to train the students* To develop their speaking & listening skills. Primarily the focus will be on practical language use .
* To enable the students to understand spoken English at a variety of communicative situations.,
* To familiarize students with the sound patterns such as phonemes, stress, rhythm, intonation & tone simultaneously accustom students to the normal rate of speech of the native speakers during normal conversation.
* To enable students to produce language that approximates native language rhythms by giving intonation drills
* To familiarize students with false start, pause, fillers & redundancies
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| 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)Separate lab for listening & speaking so that every student individually listens thus , making listening easy & remove the barriers in listening1. To increase use of IT or web-based reference material2. To use Web-CT for uploading material 3. Consistently doing practice of Listening & Speaking activities.4. To use of www.mhhe.com/interactionsmosaic for collaborative Listening and speaking skills learning5. Include e-books such as those from Gutenberg |

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

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| Course Description: The course aims to train the students to develop their speaking and listening skills so that at the end of the course they will be able to handle specific communicative tasks. The focus of the course will be on practical language use. Every student will perform these tasks numerous times within the class. Extensive use will be made of audio and visual materials to train the students to listen to language used in different situations. Intonation drills will be covered so that students can produce language that approximates native language rhythms. |

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| **1. Topics to be Covered** |
| **List of Topics** | **No. of****Weeks** | **Contact hours** |
| Introduction to the Course | **1** | **3** |
| The World is your classroom | **3** | **9** |
| Change and Choice | **2** | **6** |
| This is who I am | **3** | **9** |
| Health: Getting the Most of Life | **2** | **6** |
| When Cultures Meet | **2** | **6** |
| What do you mean? Thought and communication  | 2 | 6 |

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| **2. Course components (total contact hours and credits per semester):** |
|  | **Lecture** | **Tutorial** | **Laboratory/****Studio** | **Practical** | **Other:** | **Total** |
| **Contact****Hours** | **Planned** | **45** | **None** | **None** | **None** |  | **45** |
| **Actual** | **45** | **None** | **None** | **None** |  | **45** |
| **Credit** | **Planned** | **3** | **None** | **None** | **None** |  |  **3** |
| **Actual** | **3** | **None** | **None** | **None** |  | **3** |

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

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| 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** | To pay attention to a speaker's intonation. When listen to a teacher's lecture, pay special attention whenever the teacher emphasizes or repeats points.  | Understanding intonation in tag questions. | Group/Pair Conversation |
| **1.2** | To listen to stressed words when people speak. Organize your ideas before telling a story, and to brainstorm to explore your ideas. | Communicative drills. | Class presentations based on outside activities |
| **2.0** | **Cognitive Skills** |
| **2.1** | . To improve students’ developmental skills approach that encourages speaking, listening, writing, and reading abilities through a wide variety of exercises | Communicative drills | Class presentations based on outside activities |
| **2.2** | To Introduce students to a wide range of exercises designed to get students to talk about their ideas, their everyday lives, and their environment | Communicative drills | Class presentations based on outside activities |
| **3.0** | **Interpersonal Skills & Responsibility** |
| **3.1** | To make students complete listening & speaking assignments in due time. | 1. Students are made aware of the significance of time management in teaching learning process | 1. Active class participation reflects the students ability to keep up with the computer schedule effectively |
| **3.2** |  To participate in class discussion and think independently  | Discussions | 2. The habit of doing home work will certify to the student’s ability to fulfil assignments and respect deadlines |
| **4.0** | **Communication, Information Technology, Numerical** |
| **4.1** | To use electronic journals and data basis | Encourage students to make extensive use of material on the web | 1. Allocate marks for the use of web-based material in students' presentations.  |
| **4.2** | To use communicative drills | 3. Demand the use of PowerPoint when giving presentations | Appreciate the responsive students and encourage the slow learners to come forward and participate. |
| **5.0** | **Psychomotor** |
| **5.1** | **Not Applicable** |  |  |
| **5.2** |  |  |  |

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| **5. Schedule of Assessment Tasks for Students During the Semester** |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | 1st midterm | Middle of the term | 20 |
| **2** | Participation | All along | 5 |
| **3** | Role-plays | All along | 5 |
| **4** | Quizzes all along | All along | 5 |
| **5** | Oral presentation on various topics & Home-assignments | All along | 5 |
| **6** | 2nd midterm | Week 12 | 20 |
| **7** | Final test | Week 15 | 40 |
| **8** |  |  |  |

**D. Student Academic Counseling and Support**

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| 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):The teacher concerned is available to the students throughout the week during office hours. |

**E Learning Resources**

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| 1. List Required Textbooks* Oxford, Rebecca L., *Tapestry Listening & Speaking 2*
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| 2. List Essential References Materials (Journals, Reports, etc.)None |
| 3. List Electronic Materials, Web Sites, Face book, Twitter, etc.* http://www.edufind.com/english/reading/
* http://www.englishclub.com/reading
* http://reading.ccc.comment.edu/reading/
* http://en.wikipedia.org/wiki/English\_reading
* http://englishplus.com/reading/
* http://owl.english.purdue.edu/handouts/reading/
* http://esl.about.com/od/englishgrammar/English\_reading\_Help\_Rules\_

Worksheets\_Games\_Quizzes\_Exercises.htm (Interesting) |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.ComputerC.D |

**F. Facilities Required**

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| 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.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)* Lecture rooms well equipped with teaching aids
* Language labs
 |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)* Data show to facilitate going over student papers in class
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| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) * Laptop computer
* Multimedia projector system

 Computer lab |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of TeachingMidterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class 2. End of term college evaluation of course by students ( to be collected by the department)3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department1. Peer evaluation to assess ability of faculty members to work with their colleagues,2. Class observations by supervisors |
| 3. Processes for Improvement of Teaching1 Training sessions2. Workshops to facilitate experience exchange among faculty members3. Regular meetings to discuss and solve problems4. Discussion of challenges in the classroom with colleagues and supervisors5. Encouraging faculty members to attend professional development conferences6. Keep up to date with pedagogical theory and practice7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results |
| 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)Check marking of a sample of examination papers either by a resident or visiting faculty member2. Arrange with another institution to have two common test items included on an exam and compare marks given3. Double-check papers by a second reader in case of students who believe they are underrated. |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.1. Compare syllabi and course description with other universities (including those on the net)2. Bi-annual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements |

**Name of Course Instructor: Ghada Dafallah**

**Signature: Ghada………………. Date Specification Complet 12/1/1439**

**Program Coordinator: Dr. Murad Al.Shboul**

**Signature: ………………………….. Date Received: 12/1/1439**