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| **Course Title**: Listening and Speaking 1 |
| **Course Code**: ENG1301-3 |
| **Program**: Bachelor of Arts in English + Bachelor of Arts in Translation |
| **Department**: **Department of English and Department of Translation** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (3) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 1 - Year 1) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG1301-3 Listening and Speaking 1 serves as an introductory course, designed to foster students' knowledge and understanding of the fundamental elements of the English language related to listening and speaking. The course curriculum focuses on memorizing key vocabulary concerning themes like people, seasons, lifestyle, places, jobs, homes, food, culture, and transport. It also emphasizes the recognition of various language constructs, auditory cues, and the identification of visual aids. Through the practical application of these elements, students will enhance their pronunciation, note-taking, listening comprehension, and speaking skills, equipping them to effectively describe, discuss, and present information across various contexts. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| N/A | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objective of ENG1301-3 Listening and Speaking 1 is to lay the foundational groundwork for English listening and speaking, imbuing students with the essential skills and knowledge needed for more advanced study. Specifically, the course aims to help students memorize relevant vocabulary, recognize language constructs, recall auditory cues, and identify visual aids that complement listening and speaking activities. In addition, students will learn to use appropriate pronunciation, synthesize notes, analyze problems, comprehend main ideas and details in auditory materials, and utilize speaking skills with clarity and coherence. Through a structured and supportive learning environment, the course strives to build a solid base that prepares students for further exploration and mastery of the English language. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 45 | 100% |
| 2 | E-learning | - | - |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

**3. Contact Hours** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 45 |

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

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Recognize essential vocabulary related to common topics like food, family, and travel (Listening) | K1 | Implement interactive word recognition exercises where students listen to pre-recorded scenarios and identify key terms, reinforcing vocabulary acquisition through auditory exposure. | Formative Assessment 1 (10 marks) |
| 1.2 | Understand basic grammatical structures to form coherent sentences (Speaking) | K1 | Utilize sentence-building activities that prompt students to create and speak coherent sentences by arranging word cards in the correct grammatical sequence, fostering an understanding of syntax. | Speaking Assessment (20 marks) |
| 1.3 | Recall auditory cues such as word stress, sentence stress, and intonation patterns in English speech (Listening) | K1 | Engage students in listening exercises that focus on stress and intonation, followed by immediate repetition drills, to help internalize the auditory elements of the language. | Listening Quiz (10 marks) |
| 1.4 | Identify context-relevant vocabulary to facilitate understanding in conversations (Speaking) | K1 | Implement role-playing exercises that simulate real-life conversational settings, prompting students to actively utilize and recognize context-specific vocabulary. | Speaking Assessment (20 marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Apply listening strategies to comprehend main ideas and supporting details in spoken narratives across a range of topics (Listening) | S1 | Conduct guided listening sessions where students are tasked with jotting down the main ideas and supporting details, which are subsequently discussed to validate comprehension and accuracy. | Listening Midterm Exam (20 marks) |
| 2.2 | Demonstrate active listening by summarizing spoken content (Listening) | S1 | Incorporate the practice of conducting guided listening sessions. These sessions should seamlessly integrate with the existing approach. In addition to encouraging students to actively listen by summarizing spoken content, instructors must include guided listening sessions where students are unequivocally tasked with jotting down the main ideas and supporting details from the audio or conversation. | Listening Final Exam (40 marks) |
| 2.3 | Utilize appropriate pronunciation, stress, and intonation while organizing and articulating thoughts coherently and responsively on a given subject within a stipulated timeframe (Speaking) | S2, S5 | Implement timed "lightning talks" where students prepare and present a short speech on a given topic, focusing on pronunciation, stress, and intonation, followed by peer and instructor feedback for immediate refinement. | Speaking Assessment (20 marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Recognize and respect different accents and speaking styles by listening to simple audio materials from diverse cultures, sharing what was understood, and expressing interest in learning about others' communication styles | V1 | Introduce students to different accents and speaking styles by playing simple audio materials from various cultures found within the textbook and accompanying soundtracks. Engage students in group discussions to share what they have understood and to express their curiosity about the communication styles of others. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Use Blackboard to access and download sound files selected by the teacher, following guided instructions, and practicing with these materials to develop listening skills | V2 | Instruct students on how to use Blackboard to access and download specific sound files chosen by the teacher. Provide guided step-by-step instructions, ensuring that they practice with these materials to enhance their listening skills. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Take initial steps towards personal growth by engaging with assigned listening exercises, identifying areas of difficulty, and asking for help or additional resources from the teacher or peers when needed, showing commitment to learning | V3 | Guide students in taking initial steps towards personal growth by assigning targeted listening exercises. Encourage self-reflection and identification of areas of difficulty, promoting an environment where students feel comfortable asking for help or additional resources from the teacher or peers. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | **PEOPLE UNIT 1**  **Listening skills** Understand key vocabulary; take notes.  **Critical thinking** Choose information for an ideas map.  **Grammar** Use subject pronouns and possessive adjectives; use the verb *be.*  **Speaking skill** Introduce and start a talk.  **Speaking task** Talk about a famous person from your country.  **Teacher development** Help your students become better at **choosing information for an ideas map**. | Listening: 2 hours  Speaking: 1.5 hours  Review and Practice: 0.5 hours  **Total: 4 hours** |
|  | **SEASONS UNIT 2**  **Listening skill** Use visuals to predict content.  **Critical thinking** Use visuals in a talk.  **Grammar** Use *there is* / *there are*; use adjectives.  **Speaking skill** Describe visuals.  **Speaking task** Describe photos of a place you want to visit.  **Teacher development** Help your students become better at **using visuals in a talk**. | Listening: 2.5 hours  Speaking: 2 hours  Review and Practice: 0.5 hours  **Total: 5 hours** |
| **3.** | **LIFESTYLE UNIT 3**  **Listening skills** Listen for main ideas.  **Critical thinking** Understand surveys.  **Grammar** Use the present simple.  **Speaking skill** Use prepositions to talk about when things happen.  **Speaking task** Interview students for a survey.  **Teacher development** Help your students become better at **understanding surveys**. | Listening: 2.5 hours  Speaking: 2 hours  Review and Practice: 0.5 hours  **Total: 5 hours** |
| **4.** | **PLACES UNIT 4**  **Listening skill** Listen for detail.  **Critical thinking** Interpret maps and directions.  **Grammar** Use prepositions of place; use the imperative.  **Speaking skill** Give and ask for directions.  **Speaking task** Ask for and give directions in a university town.  **Teacher development** Help your students become better at **interpreting maps and directions** | Listening: 2.5 hours  Speaking: 2.5 hours  Review and Practice: 0.5 hours  **Total: 5.5 hours** |
| **5.** | **JOBS UNIT 5**  **Listening skills** Use your knowledge to predict content; listen for opinions.  **Critical thinking** Identify criteria.  **Grammar** Use *have to*; use *should*; use comparative adjectives.  **Speaking skills** Compare people; ask for and give opinions and reasons; make a decision.  **Speaking task** Choose a person for a job.  **Teacher development** Help your students become better at **identifying criteria**. | Listening: 2.5 hours  Speaking: 2.5 hours  Review and Practice: 0.5 hours  **Total: 5.5 hours** |
| **6.** | **HOMES AND BUILDINGS UNIT 6**  **Listening skill** Listen for reasons.  **Critical thinking** Evaluate ideas.  **Grammar** Give an opinion with *should*.  **Speaking skills** Give reasons; ask for and give an opinion; agree and disagree.  **Speaking task** Discuss ideas for a new café.  **Teacher development** Help your students become better at **evaluating ideas**. | Listening: 2.5 hours  Speaking: 2 hours  Review and Practice: 0.5 hours  **Total: 5 hours** |
| **7.** | **FOOD AND CULTURE UNIT 7**  **Listening skill** Listen for numbers.  **Critical thinking** Understand pie charts.  **Grammar** Use the past simple.  **Speaking skills** Introduce a report; talk about surveys.  **Speaking task** Report the results of a survey.  **Teacher development** Help your students become better at **understanding pie charts**. | Listening: 2 hours  Speaking: 2 hours  Review and Practice: 0.5 hours  **Total: 4.5 hours** |
| **8.** | **TRANSPORT UNIT 8**  **Listening skills** Listen for definitions; synthesize information.  **Critical thinking** Synthesize information for a talk.  **Grammar** Use the past simple; use *because* and *so*.  **Speaking skills** Describe a topic; describe a problem; describe a solution; describe results.  **Speaking task** Describe a transport problem, solution and results.  **Teacher development** Help your students become better at **synthesizing information for a talk**. | Listening: 2.5 hours  Speaking: 2.5 hours  Review and Practice: 0.5 hours  **Total: 5.5 hours** |
| **9.** | **Extra Time for Assessment and Review** | **5 hours** |
| **Total** | | **45** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (10 Marks)**  **1.1 Recognize essential vocabulary related to common topics like food, family, and travel (Listening).**  Reasoning: Formative assessments are well-suited for evaluating students' grasp of foundational listening skills, including the recognition of essential vocabulary related to common topics. This assessment may involve various listening exercises to gauge their understanding. | Mentioned in the new Course Syllabus | 10% |
|  | **Listening Midterm (20 Marks)**  **While aligned with specific CLOs for measurement purposes, this comprehensive listening assessment covers all course materials and assesses the listening related knowledge, understanding, and skills up until this point in time.**  **2.1 - Apply listening strategies to comprehend main ideas and supporting details in spoken narratives across a range of topics.**  Reasoning: The Listening Midterm Exam, aligned with CLO 2.1, is strategically designed to assess students' application of listening strategies. While the primary focus is on their ability to comprehend main ideas and supporting details in spoken narratives, this assessment also serves a broader purpose. It evaluates the cumulative listening skills that students have developed throughout the course, particularly in understanding various topics. The midterm format is particularly effective in gauging their overall proficiency in this aspect of listening comprehension, providing an opportunity to demonstrate their understanding in a controlled, evaluative setting. | Mentioned in the new Course Syllabus | 20% |
|  | **Speaking Assessment (20 Marks)**  **While aligned with specific CLOs for measurement purposes, this comprehensive speaking assessment covers all course materials and assesses the speaking related knowledge, understanding, and skills up until this point in time.**  **1.2 - Understand basic grammatical structures to form coherent sentences during spoken exercises.**  **1.4 - Identify context-relevant vocabulary to enhance comprehension in conversational contexts during speaking assessments.**  **2.3 - Utilize appropriate pronunciation, stress, and intonation while organizing and articulating thoughts coherently and responsively within a given timeframe during speaking assessments.**  Reasoning: Incorporating a Speaking Assessment is advantageous as it allows for a comprehensive evaluation of students' speaking skills across multiple dimensions, aligning with the specified CLOs. This assessment method emphasizes the importance of understanding grammatical structures, recognizing context-relevant vocabulary, and utilizing appropriate pronunciation, stress, and intonation. Speaking assessments provide a holistic view of students' speaking proficiency, assessing their ability to construct coherent sentences, enhance comprehension through vocabulary use, and communicate effectively with the right pronunciation and intonation. This approach ensures a thorough evaluation of their speaking capabilities within real-life conversational contexts, enhancing their overall language proficiency. | Mentioned in the new Course Syllabus | 20% |
| **4.** | **Listening Quiz (10 Marks)**  **1.3 - Recall auditory cues such as word stress, sentence stress, and intonation patterns in English speech.**  Reasoning: Utilizing a Quiz Assessment is an effective means of evaluating students' ability to recall and identify auditory cues, including word stress, sentence stress, and intonation patterns in English speech, as specified in CLO 1.3. This assessment method provides a structured way to test their listening skills and reinforces their understanding of these essential aspects of English pronunciation. | Mentioned in the new Course Syllabus | 10% |
| **5.** | **Listening Final Exam (40 Marks)**  **Although aligned with certain CLOs for measurement purposes, this comprehensive listening final exam evaluates the listening related knowledge, understanding, and skills across all topics covered throughout the course.**  **2.2 Demonstrate active listening by summarizing spoken content (Listening)**  Reasoning: The Listening Final Exam is an essential component in evaluating students' mastery of active listening, as indicated in CLO 2.2. This exam not only tests their ability to summarize spoken content effectively but also encapsulates the broader listening skills acquired over the course duration. By requiring students to actively listen and then articulate summaries, the exam comprehensively assesses their understanding and engagement with the spoken material. The final exam's significant weight in the course grading structure emphasizes the importance of these skills in their overall listening competence and ensures a substantial evaluation of their ability to apply what they have learned. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | White, N., Peterson, S., Jordan, N., Sowton, C., Williams, J., Cavage, C., & Russell, K. (2021). Unlock 1 Listening, Speaking & Critical Thinking Student’s Book (2nd ed.). Cambridge, UK: Cambridge University Press. |
| **Essential References** | Lea, D., Bradbery, J. (2020). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press. |
| **Electronic Materials** | [BBC Learning English](https://www.bbc.co.uk/learningenglish/)  **Highlights:**   * Offers a wide array of listening exercises that are categorized according to CEFR levels, making it suitable for A2 to B1 students. * The materials include podcasts, dialogues, and interviews, each followed by comprehension questions to assess understanding. * Additional features like transcripts and vocabulary lists support the learning process.   [VOA Learning English](https://learningenglish.voanews.com/)  **Highlights:**   * Provides free access to a multitude of news stories, feature articles, and conversations specifically designed for English learners. * Materials are spoken at a slower pace and are read by professional announcers, making it easier for EFL students to understand. * Offers comprehension questions and vocabulary explanations, enabling a multi-faceted learning experience.   Transcripts are often available, allowing students to read along as they listen, thus reinforcing both listening and reading skills. |
| **Other Learning Materials** | [Randall’s ESL Cyber Listening Lab](https://www.esl-lab.com/)  **Highlights:**   * Provides an extensive selection of listening exercises that are suitable for various CEFR levels, including A2 to B1. * Each exercise is paired with pre-listening activities, quizzes, and vocabulary tasks to offer a comprehensive listening practice.   The exercises range from daily life conversations to academic topics, catering to diverse learning needs. |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |