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| --- |
| **Course Title**: Listening and Speaking 3 |
| **Course Code**: ENG2309-3 |
| **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 3 - Year 2) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG2309-3 Listening and Speaking 3 is a course designed to develop students' listening and speaking skills at the B1 level of the Common European Framework of Reference for Languages (CEFR). The course focuses on enhancing students' ability to understand and engage with standard speech on familiar topics encountered in various contexts, such as everyday life, work, school, and leisure activities. Students will learn to identify main points, specific details, and straightforward factual information in clearly articulated speech. Additionally, the course aims to improve students' speaking skills, enabling them to sustain straightforward descriptions, participate in unprepared conversations, express personal opinions, and communicate confidently on a range of familiar topics. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG1305-3 Listening and Speaking 2 | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objectives of ENG2309-3 Listening and Speaking 3 are to develop students' listening comprehension and speaking skills at the B1 level of the CEFR. The course aims to enhance students' ability to understand the main points and specific details of standard speech on familiar topics encountered in various contexts, recognize straightforward factual information in clearly articulated speech, and expand their language repertoire to deal with a wide range of situations. Additionally, the course focuses on improving students' speaking skills, enabling them to sustain straightforward descriptions, engage in unprepared conversations, express personal opinions, and communicate confidently on familiar topics. By the end of the course, students will have improved their listening skills, allowing them to better understand standard speech on familiar matters and identify key information. They will also have developed their speaking abilities, enabling them to communicate effectively on routine and non-routine matters related to their interests and professional field, exchange and confirm information, deal with less routine situations, and explain problems. | | | | | | |

**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 | Recall the key elements of sustaining a straightforward description of a familiar subject within one's field of interest, presenting it as a linear sequence of points with reasonable fluency, and express thoughts on more abstract, cultural topics such as films, books, and music. (Speaking) | K1 | Assign students to give short presentations on familiar subjects within their field of interest, using the coursebook's topics as a guide  Practice using cohesive devices and transitional phrases from the book to present information in a linear sequence  Use the book's discussion questions on abstract, cultural topics to develop fluency and express thoughts | Speaking Assessment (20 Marks) |
| 1.2 | Recall the importance of using a wide range of simple language to deal with most situations likely to arise while travelling and exchanging, checking, and confirming information. (Speaking) | K2 | Utilize the coursebook's dialogues and role-plays that focus on travel situations to introduce and practice a wide range of vocabulary and expressions  Encourage students to use the language structures and vocabulary from the book when practicing circumlocution and paraphrasing techniques | Speaking Assessment (20 Marks) |
| 1.3 | Identify the main points and specific details of standard speech on familiar topics encountered in everyday life, work, school, and leisure activities. (Listening) | K2 | Use the coursebook's audio materials on familiar topics and guide students to identify main points and specific details  Adapt the book's pre-listening activities to activate prior knowledge and introduce key vocabulary | Listening Midterm Exam (20 Marks) |
| 1.4 | Recognize straightforward factual information about common everyday or job-related topics when speech is clearly articulated in a generally familiar accent. (Listening) | K2 | Expose students to the variety of accents presented in the coursebook's listening exercises and discuss strategies for understanding different accents  Focus on listening for factual information in job-related and everyday contexts using the book's audio materials | Listening Qui z (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Apply understanding of short narratives presented in clear standard speech on familiar matters regularly encountered in various contexts. (Listening) | S1 | Utilize the short narratives in standard speech provided by the coursebook and use the accompanying comprehension questions targeting main ideas and details  Provide regular practice with narratives in various contexts using the book's materials to build understanding | Formative Assessment 1 (10 marks) |
| 2.2 | Interpret the general messages and specific details of clearly articulated speech on common everyday or job-related topics. (Listening) | S2 | Expose students to clearly articulated speech on common topics using the coursebook's audio materials and guide them in interpreting general messages and specific details  Use the book's listening exercises that focus on everyday and job-related situations | Listening Final Exam (40 Marks) |
| 2.3 | Communicate with confidence on familiar routine and non-routine matters related to one's interests and professional field, exchanging and confirming information, dealing with less routine situations, and explaining problems. (Speaking) | S5 | Use the coursebook's scenarios to practice communicating in routine and non-routine situations  Encourage students to use the language structures and vocabulary from the book confidently, even if they make mistakes  Utilize the book's dialogues and role-plays that focus on explaining problems and finding solutions | Speaking Assessment (20 Marks) |
| 2.4 | Engage in unprepared conversations on familiar topics, expressing personal opinions and exchanging information on matters of personal interest or relevance to everyday life, such as family, hobbies, work, travel, current events, and more abstract, cultural topics like films, books, and music. (Speaking) | S6 | Regularly engage students in unprepared conversations using the wide range of topics provided in the coursebook  Encourage students to express personal opinions and share information about their interests and experiences, using the book's discussion questions as prompts  Use the group discussion activities from the coursebook to explore more abstract, cultural topics and promote exchange of ideas | Speaking Assessment (20 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate an understanding of the importance of effective communication in everyday life and professional settings by actively participating in class discussions and activities aimed at improving their listening and speaking skills in English. | V1 | Facilitate class discussions on the importance of effective communication in various contexts  Provide real-life examples and case studies that highlight the benefits of strong listening and speaking skills  Design interactive activities and role-play scenarios that allow learners to practice and improve their communication skills in English  Encourage learners to share their own experiences and insights related to effective communication | Listening Final Exam (40 Marks) |
| 3.2 | Independently engage in conversations on familiar topics, express personal opinions, and exchange information on matters related to their interests and professional field, demonstrating increased self-confidence and self-reliance in their English language abilities. | V2 | Create a supportive and inclusive classroom environment that encourages learners to express themselves freely  Provide opportunities for learners to engage in pair and group work activities on familiar topics related to their interests and professional field  Offer guidance and feedback to help learners improve their language structures and build self-confidence  Gradually increase the complexity of the conversations and topics to promote learner autonomy and self-reliance | Speaking Assessment (20 Marks) |
| 3.3 | Demonstrate commitment to their learning by regularly attending classes, completing assigned tasks on time, and actively participating in class discussions and activities. | V3 | Set clear expectations for attendance, participation, and timely completion of assignments  Foster a sense of accountability by regularly monitoring learners' progress and providing constructive feedback  Implement a variety of engaging and interactive class activities that encourage active participation  Recognize and praise learners' efforts and achievements to maintain their motivation and commitment to learning | Listening Final Exam (40 Marks)  Speaking Assessment (20 Marks) |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | **ANIMALS UNIT 1**  **Listening skills:** Take notes; listen for contrasting ideas; listen for signposting language.  **Critical thinking:** Create a talk for a specific audience; organize information for a presentation.  **Grammar:** Use modals for obligation, prohibition and advice.  **Speaking skills:** Use signposting language, introduce examples; express general beliefs.  **Speaking task:** Give a two-minute presentation about the human threats to an endangered species.  **Teacher development:** Help your students become better at **creating a talk for a specific audience.** | Listening: 2.5 hours  Speaking: 2.5 hours  Review and Practice: 0.5 hours  **Total: 5.5 hours** |
|  | **THE ENVIRONMENT UNIT 2**  **Listening skills:** Listen for explanations; listen for counter-arguments.  **Critical thinking:** Make counter-arguments.  **Grammar:** Use modals to express future possibility.  **Speaking skills:** Link ideas with transition words and phrases; talk about advantages and disadvantages; give counterarguments.  **Speaking task:** Take part in a debate about allowing a new wind farm near your town.  **Teacher development:** Help your students become better at **making counter-arguments.** | Listening: 3 hours  Speaking: 1.5 hours  Review and Practice: 0.5 hours  **Total: 5 hours** |
| **3.** | **TRANSPORT UNIT 3**  **Listening skill:** Listen for rhetorical questions.  **Critical thinking:** Evaluate problems and propose solutions.  **Grammar:** Use comparative and superlative adjectives.  **Speaking skills:** Give recommendations; expand on an idea.  **Speaking task:** Give a presentation on a transport problem and suggest solutions to solve the problem.  **Teacher development:** Help your students become better at **evaluating problems and proposing solutions.** | Listening: 2.5 hours  Speaking: 2 hours  Review and Practice: 0.5 hours  **Total: 5 hours** |
| **4.** | **CUSTOMS AND TRADITIONS UNIT 4**  **Listening Skills:** Identify cause and effect; listen for opinions.  **Critical thinking:** Create a convincing argument.  **Grammar:** Use dependent prepositions.  **Speaking skills:** Be polite in a discussion; use adverbs for emphasis; use phrases with that.  **Speaking task:** Take part in a discussion about whether special occasions have become too commercial.  **Teacher development:** Help your students become better at **creating a convincing argument.** | Listening: 2.5 hours  Speaking: 2 hours  Review and  Practice: 0.5 hours  **Total: 5 hours** |
| **5.** | **HEALTH AND FITNESS UNIT 5**  **Listening skills:** Listen for attitude; identify references to common knowledge.  **Critical thinking:** Brainstorm and evaluate ideas using an ideas map.  **Grammar:** Understand and use phrasal verbs.  **Speaking skills:** Use problem–solution organization; present persuasively.  **Speaking task:** Give a presentation to a group of students about an idea for a health product or programme.  **Teacher development:** Help your students become better at **brainstorming and evaluating ideas using an ideas map.** | Listening: 2.5 hours  Speaking: 2 hours  Review and Practice: 0.5 hours  **Total: 5 hours** |
| **6.** | **DISCOVERY AND INVENTION UNIT 6**  **Listening skills:** Understand references to earlier ideas; understand lecture organization.  **Critical thinking:** Summarize information using Wh- questions.  **Grammar:** Use passive verb forms.  **Speaking skills:** Preview a topic; organize ideas; explain how something is used.  **Speaking task:** Give a presentation about an invention or discovery which has changed our lives.  **Teacher development:** Help your students become better at **summarizing information using Wh- questions.** | Listening: 2.5 hours  Speaking: 2 hours  Review and Practice: 0.5 hours  **Total: 5 hours** |
| **7.** | **FASHION UNIT 7**  **Listening skills:** Take notes on main ideas and detail; identify auxiliary verbs for emphasis.  **Critical thinking:** Create a purpose statement; evaluate interview questions.  **Grammar:** Make predictions and talk about expectations for the future.  **Speaking skills:** Ask for opinions and check information; ask follow-up questions.  **Speaking task:** Take part in an interview to find attitudes about uniforms and dress codes.  **Teacher development:** Help your students become better at **creating a purpose statement** and **evaluating interview questions.** | Listening: 2.5 hours  Speaking: 2 hours  Review and Practice: 0.5 hours  **Total: 5 hours** |
| **8.** | **ECONOMICS UNIT 8**  **Listening skill:** Understand paraphrases.  **Critical thinking:** Evaluate arguments  **Grammar:** Use conditional sentences.  **Speaking skills:** Use gerunds as subjects to talk about actions; present reasons and evidence to support an argument; use paraphrases.  **Speaking task:** Take part in a discussion about whether young people should be allowed to have credit cards.  **Teacher development:** Help your students become better at **evaluating arguments.** | Listening: 2.5 hours  Speaking: 2 hours  Review and Practice: 0.5 hours  **Total: 5 hours** |
| **9.** | **Extra Time for Assessment and Review** | **4.5 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)**  **2.1 Apply understanding of short narratives presented in clear standard speech on familiar matters regularly encountered in various contexts. (Listening)**  Reasoning: This assessment is designed to evaluate the learner's ability to comprehend short narratives delivered in clear, standard speech about familiar topics encountered in everyday life. | 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.**  **1.2 Identify the main points and specific details of standard speech on familiar topics encountered in everyday life, work, school, and leisure activities. (Listening)**  Reasoning: This midterm assessment, while directly aligned with CLO 1.2, encompasses a broader, cumulative evaluation of listening skills developed over the course up until the time this assessment is delivered. | 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.**  **1.1 Recall the importance of using a wide range of simple language to deal with most situations likely to arise while travelling and exchanging, checking, and confirming information. (Speaking)**  **1.4 Recall the key elements of sustaining a straightforward description of a familiar subject within one's field of interest, presenting it as a linear sequence of points with reasonable fluency, and express thoughts on more abstract, cultural topics such as films, books, and music. (Speaking)**  **2.3 Communicate with confidence on familiar routine and non-routine matters related to one's interests and professional field, exchanging and confirming information, dealing with less routine situations, and explaining problems. (Speaking)**  **2.4 Engage in unprepared conversations on familiar topics, expressing personal opinions and exchanging information on matters of personal interest or relevance to everyday life, such as family, hobbies, work, travel, current events, and more abstract, cultural topics like films, books, and music. (Speaking)**  Reasoning: This comprehensive speaking assessment aims to evaluate and enhance students' ability to communicate effectively in a wide range of situations, particularly while traveling or discussing topics related to their personal interests and professional fields. | Mentioned in the new Course Syllabus | 20% |
| **4.** | **Listening Quiz (10 Marks)**  **1.3 Recognize straightforward factual information about common everyday or job-related topics when speech is clearly articulated in a generally familiar accent. (Listening)**  Reasoning: This quiz is designed to assess students' ability to comprehend straightforward factual information about common everyday or job-related topics when the speech is clearly articulated in a generally familiar accent. The quiz will present students with audio recordings of various situations or conversations related to daily life or work, and students will be required to answer questions based on the information provided in the recordings. This assessment aims to evaluate students' listening comprehension skills and their capacity to extract key facts and details from spoken language in a familiar context, which is an essential skill for effective communication in both personal and professional settings. | 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 Interpret the general messages and specific details of clearly articulated speech on common everyday or job-related topics. (Listening)**  Reasoning: While this final exam specifically focuses on CLO 2.2, assessing students' ability to interpret the general messages and specific details of clearly articulated speech on common everyday or job-related topics, it is important to note that the assessment is cumulative in nature. It encompasses a comprehensive evaluation of skills developed throughout the course. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | **Unlock Level 3 Listening, Speaking and Critical Thinking Student's Book with Digital Pack 2nd Edition**  ISBN: 9781009031479  English Type: International English  Publication date: July 2021 |
| **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** |