



## Course Specifications

<b>Course Title:</b>	Listening and Speaking 2
<b>Course Code:</b>	ENG 114
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

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## A. Course Identification

<b>1. Credit hours:</b>	<b>3 Credits</b>
<b>2. Course type</b>	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	Level 2/Year 1
<b>4. Pre-requisites for this course (if any):</b>	
ENG 110 Listening and Speaking 1	
<b>5. Co-requisites for this course (if any):</b>	
N/A	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	45

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course is designed to enhance listening and speaking skills of the students. The content of this course, taught in group and language lab settings, focuses on communication skills for active participation in academic and social contexts. Students develop listening and speaking skills for classroom presentations and discussions, learn note-taking skills and practice using academic vocabulary forms appropriately in context.

### 2. Course Main Objective

- ❖ To consolidate students' listening and speaking skills acquired in the previous level
- ❖ To provide students with the skills they need for inter-cultural communication and broaden their understanding of the world outside their immediate environment, incorporating material related directly to students' personal, religious and cultural interests and experiences

- ❖ To furnish students with oral / aural strategies like: Distinguishing main ideas and supporting ideas in discourse; Using modals of suggestion; Recognizing men's and women's communication styles; and Communicating in groups (finding solutions)

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Students enhance their knowledge of English, especially of listening and speaking skills that enables them to comprehend and address a wide variety of topic.	K3
1.2	Students demonstrate sound knowledge of English that enables them to skillfully communicate using English in a wide variety of topics.	K3
1.3	Students relate previous knowledge to the introduced topic of the listening segment	K3
<b>2</b>	<b>Skills :</b>	
2.1	Students demonstrate listening skills by following listening comprehension tasks. Students listen to conversations, interviews, and lectures that are used with high quality audios followed by different varieties of questions.	S1
2.2	Students identify main ideas and details in listening passages on topics related to people, seasons, lifestyle, places, sport and jobs.	S1
2.3	Students predict the meanings of new vocabulary words used in different environments	S3
2.4	Students ask and answer questions about themselves and other people in the context of pair and small group conversation, conducting and responding to a survey or interview, and giving directions	S3
<b>3</b>	<b>Values:</b>	
3.1	Students acknowledge that they must exercise understanding as they effectively communicate with others	V2
3.2	Students take responsibility for their learning and for the development of competence in listening and speaking	V2

### C. Course Content

No	List of Topics	Contact Hours
1	<b>Orientation</b>	3
2	<b>Unit 1 Chapter 1</b> <b>Listening skills:</b> Words for plans for the future Listening for reasons and examples <b>Speaking:</b> Linking wh- questions words with “is/are” Reporting on plans for the future *Linking <i>will</i> in information questions, Predicting the future of transportation	6
3	<b>Unit 1 Chapter 3</b> <b>Listening skills:</b> Listening for similarities and differences, Listening for topic shift <b>Speaking:</b> Linking third person -s endings with articles and nouns, Describing a favorite new technology	6
4	<b>Unit 2 Chapter 4</b>	6

	<b>Listening skills:</b> Listening for degrees of certainty about plans, Distinguishing facts from opinions <b>Speaking:</b> Practicing reductions with <i>going to want to, have to</i> and <i>need to</i> , Describing a fitness plan	
5	<b>Unit 2 Chapter 5</b> <b>Listening skills:</b> Listening for degrees of certainty about plans, Distinguishing facts from opinions <b>Speaking:</b> Practicing verbs with <i>-ed</i> endings, Describing a team experience	6
6	<b>Unit 2 Chapter 6</b> <b>Listening skills:</b> Listening for ways speakers show interest and understanding, Listening for problems and solutions <b>Speaking:</b> Link <i>was/wasn't/were/weren't</i> with vowels, Describing how a change made life better, safer, or healthier	6
7	<b>Unit 3 Chapter 7</b> <b>Listening skills:</b> Listening for tone and attitude, Listening to take notes with a mind map <b>Speaking:</b> Linking <i>wh-</i> questions words with <i>was/were</i> , Describing an unusual or surprising travel experience	6
8	<b>Unit 3 Chapter 8</b> <b>Listening skills:</b> Listening for specific details, Listening for causes and effects, <b>Speaking:</b> Reducing <i>have to and has to</i> , Describing an important place and explaining why we should protect it	6
<b>Total</b>		45

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	<b>Knowledge and Understanding</b>		
1.1	Students enhance their knowledge of English, especially of listening and speaking skills that enables them to comprehend and address a wide variety of topic.	-Lab lectures -Role play -Pair work -Discussions	-Assignments and test includes: <i>Multiple Choice Questions, Fill-in-the-blanks, True and False Statements, Identifying Vocabulary Words</i>
1.2	Students demonstrate sound knowledge of English that enables them to skillfully communicate using English in a wide variety of topics.	-Lab lectures -Role play -Pair work -Discussions	-Speaking Test: <i>Fluency, accuracy, vocabulary, grammar, pronunciation and content</i>
1.3	Students relate previous knowledge to the introduced topic of the listening segment	-Role play -Pair work -Discussions	-Assignments -Tests -Online Quizzes
2.0	<b>Skills</b>		
2.1	Students demonstrate listening skills by following listening comprehension tasks. Student listen to conversations, interviews, and lectures that are used with high quality audios followed by different varieties of questions.	-Role play -Pair work -Discussions	-Same as Above
2.2	Students identify main ideas and details in listening passages on topics related to people, seasons, lifestyle, places, sport and jobs.	-Role play -Pair work -Discussions	-Same as Above

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.3	Students predict the meanings of new vocabulary words used in different environments	Role play -Pair work -Discussions	-Same as Above
2.4	Students ask and answer questions about themselves and other people in the context of pair and small group conversation, conducting and responding to a survey or interview, and giving directions	Role play -Pair work -Discussions	-Same as Above
<b>3.0</b>	<b>Values</b>		
3.1	Students acknowledge that they must exercise understanding as they effectively communicate with others	-Role play -Pair work -Discussions	-Assignments -Midterm and final exams Quizzes
3.2	Students take responsibility for their learning and for the development of competence in listening and speaking	-Role play -Pair work -Discussions	-Assignments -Tests -Online Quizzes

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Black Board, Homework etc.	2-14 week	10%
2	First Midterm Listening Test	8th week	20%
3	Second Midterm Speaking Test	12th week	20%
4	Final Speaking Test	15th week	10%
5	Final Listening Examination	16 <sup>th</sup> -17th week	40%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:**

- Office Hours (10 hours a week)
- Centre for Language Enhancement Program (LEP) (8 a.m. - 4 p.m. Sunday-Thursday)

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Laurie Blass. 2017. <i>TRIO Listening and Speaking 2</i> . Oxford University Press.
<b>Essential References Materials</b>	Merriam-Webster: Dictionary and Thesaurus Oxford Advanced Learner's Dictionary
<b>Electronic Materials</b>	<a href="https://elt.oup.com">https://elt.oup.com</a>
<b>Other Learning Materials</b>	Oxford University Press Webpage Leaning Resources Bank/ Young Learners, Oxford University Press

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Computerized Language Labs: maximum student number—24
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Internet and Intranet facilities for optimum usage of the costly Language Labs.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Language Labs Projectors High-speed internet and intranet connections

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Evaluate teachers' performance, teaching and learning environment as well as methods and approaches	Students	Questionnaire survey
Effectiveness of Textbooks	Researchers/ Academicians	Research Project using questionnaire and semi structured interviews
Teaching approaches in practice	Train the Trainers	Classroom Observation/Feedback sessions
Exam and Assessment Criteria	Instructor and Coordinator	Feedback from both the teachers and students
Extent of Achievement of Course Learning Outcomes	Quality Unit	Course Reports

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

Council / Committee	Department of English
Reference No.	14
Date	May 2, 2021