



## Course Specifications

<b>Course Title:</b>	Listening & Speaking 3
<b>Course Code:</b>	ENG 210
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages & Translation
<b>Institution:</b>	King Khalid University

## Table of Contents

<b>A. Course Identification</b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes</b> .....	<b>3</b>
1. Course Description.....	3
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content</b> .....	<b>4</b>
<b>D. Teaching and Assessment</b> .....	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students .....	7
<b>E. Student Academic Counseling and Support</b> .....	<b>7</b>
<b>F. Learning Resources and Facilities</b> .....	<b>7</b>
1. Learning Resources .....	7
2. Facilities Required.....	8
<b>G. Course Quality Evaluation</b> .....	<b>8</b>
<b>H. Specification Approval Data</b> .....	<b>8</b>

## A. Course Identification

<b>1. Credit hours:</b>	3
<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 3/Year 2
<b>4. Pre-requisites for this course (if any):</b>	ENG-114 (Listening & Speaking 2)
<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	N/A	0
3	E-learning	N/A	0
4	Distance learning	N/A	0
5	Other	N/A	0

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

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	0
	<b>Total</b>	45

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This is an integrated intermediate level course on listening and speaking, emphasizing the acquisition of sound learning strategies, the promotion of fluency and the refinement of communication skills. It contains exercises of listening, speaking and cognitive skills, and vocabulary development and reinforcement.

## 2. Course Main Objective

- To develop the skills necessary for personal, academic, work-related and inter-cultural communication.
- To equip the students with oral/aural skills like- being an active listener, presenting ideas in a clear manner, interviewing techniques etc.
- To enable the students to communicate with native English speakers in a reasonably appropriate register.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding: By the end of this course, students will be able to...</b>	
1.1	identify and summarize a variety of academic contexts and daily life situations while listening.	K1
1.2	outline speakers' mood and opinion and make inferences in academic and daily English conversations.	K1
1.3	discuss challenges in college and work experience, lead group discussions, present web apps etc.	K3
1.4	recognize a variety of English sounds while listening to different topics.	K1
2	<b>Skills: By the end of this course, students will be able to...</b>	
2.1	Utilize different listening strategies to infer the main ideas of a variety of spoken texts on a wide range of topics.	S1
2.2	practice English successfully to communicate orally to describe eating habits, the environment etc.	S2
2.3	use English appropriately for social communications.	S1
2.4	produce English sounds correctly and clearly while speaking.	S5
2.5	apply the learned contextual vocabulary to comprehend listening topics relevant to different real-life situations.	S5
3	<b>Values: By the end of this course, students will be able to...</b>	
3.1	Show responsibility in self-learning process and in continuing personal and professional development	V1
3.2	Reflecting strong leadership qualities of loyal and contributing citizens who pave the way for the development of an intellectual society and a prosperous nation.	V2
3.3	Exhibit the qualities of ideal team members who are aware their responsibilities both professionally and ethically.	V3

## C. Course Content

No	List of Topics	Contact Hours
1	<b>Orientation</b>	3
2	<b>Chapter 1:</b> Listening for a speaker's mood; Listening for phrases that signal emphasis; Practicing <i>-ed</i> sounds for past tense verbs; Discussing challenges in college	6

3	<b>Chapter 3:</b> Listening for past simple and present perfect; Listening for chunking; Practicing verb reductions for <i>wh</i> - questions; Discussing work experience	6
4	<b>Chapter 4:</b> Listening for descriptions of words; Listening for caveats; Practicing <i>be</i> verbs in passive statements; Describing a dish from your country	3
5	<b>Chapter 5:</b> Listening for supporting information; Listening for contrasts; practicing intonation in direct and indirect questions; Surveying eating habits	3
6	<b>Chapter 6:</b> Listening for key words; Listening for time markers; Practicing adverb stress; Leading a group discussion	3
7	<b>Chapter 7:</b> Listening for general information; Listening for cause-effect relationships; Practicing minimal pairs; Describing the environment you live in	3
8	<b>Chapter 8:</b> Listening to make inferences; Listening for additional information; Practicing intonation for words in a series; Presenting a web app	3
9	<b>Chapter 9:</b> Listening for opinions; Listening for facts; Practicing the schwa sound; Having a group discussion	3
10	<b>Assessment:</b> Examinations and Quizzes	12
<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	Identifying and summarizing a variety of academic contexts and daily life situations while listening.	Lectures Pair work Discussion Elicitation	Assignments and tests that include <i>MCQ questions, gap-fill, true false, information questions, identifying vocabulary (words and phrases)</i>
1.2	Outlining speakers' mood, opinion and making inferences in academic and daily English conversations.	As above	As above
1.3	Discussing challenges in college and work experience, leading group discussions, presenting web apps etc.	As above	Speaking tests based on the following criteria: <i>Fluency, accuracy, vocabulary coverage,</i>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			<i>pronunciation and content.</i>
1.4	Recognizing a variety of English sounds while listening to different topics.	As above	As above
<b>2.0</b>	<b>Skills</b>		
2.1	Utilizing different listening strategies to infer the main ideas of a variety of spoken texts on a wide range of topics.	Pair work Group work Role-play	Assignments and tests that include <i>MCQ questions, gap-fill, identifying vocabulary (words and phrases)</i>
2.2	Practicing English successfully to communicate orally to describe eating habits, the environment etc.	Pair work Group work Role-play Discussion Elicitation	Speaking tests based on the following criteria: <i>Fluency, accuracy, vocabulary coverage, pronunciation and content.</i>
2.3	Using English appropriately for social communications.	Pair work Group work Role-play Discussion	As Above
2.4	Producing English sounds correctly and clearly while speaking.	Drills	Assessed speaking tasks
2.5	Applying the learned contextual vocabulary to comprehend listening topics relevant to different real-life situations.	Concept checking	Assignments and tests that include <i>MCQ questions, gap-fill, identifying vocabulary (words and phrases)</i>
<b>3.0</b>	<b>Values</b>		
3.1	Showing responsibility in self-learning process and in continuing personal and professional development	Concept checking Discussion	Assessed speaking tasks.

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.2	Reflecting strong leadership qualities of loyal and contributing citizens who pave the way for the development of an intellectual society and a prosperous nation.	Pair work Group work Role-play Discussion	As Above
3.3	Exhibiting the qualities of ideal team members who are aware their responsibilities both professionally and ethically.	Pair work Group work Role-play Discussion	As Above

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	7	5%
2	Midterm 1 Examination	8	20%
3	Quiz 2	11	5%
4	Midterm 2 Examination	12	20%
5	Final Exam Speaking	15	10%
6	Final Exam Listening	17	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 :**

Dedicated office hours of the concerned instructor are announced in the beginning of each semester. Students can come for their various academic needs and get necessary counseling and support. Also, students can get help with their specific academic needs at the Language Enhancement Program (LEP).

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Hamlin, D. (2017) <i>TRIO LISTENING AND SPEAKING 3</i> : Oxford: Oxford University Press.
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>Merriam-Webster Dictionary and Thesaurus</li> <li>Oxford Advanced Learner's Dictionary</li> </ul>

<b>Electronic Materials</b>	BBC English language learning webpage, CNN Learning Resources for the English as a Foreign Language learner.
<b>Other Learning Materials</b>	Online podcasts, e-books, etc.

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Language Labs with good quality sound system. Maximum number should not exceed 20-22 students per classroom.
<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)	Dedicated library for Listening & Speaking course learners with rich, level specific collection of listening and speaking materials.

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Online survey
Confidential Questioner	Students	Online survey
Peer observation	Fellow instructors	Direct

**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

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