

## **T6. Course Specifications (CS)**

**ENG. 122-3**

**Listening and Speaking -2**

### Course Specifications

Institution <b>Najran University</b>	Date of Report 14/3/1438
College/Department <b>College of languages &amp; translation- languages &amp; translation Department</b>	

#### A. Course Identification and General Information

1. Course title and code:	<b>ENG-122</b>																						
2. Credit hours	<b>3 Hours</b>																						
3. Program(s) in which the course is offered.	<b>English program</b>																						
4. Name of faculty member responsible for the course	<b>Fahad Al-Saad Amal Salim</b>																						
5. Level/year at which this course is offered	<b>Level 2/ 1<sup>st</sup> Year</b>																						
6. Pre-requisites for this course (if any)	<b>ENG112- Listening &amp; Speaking 1</b>																						
7. Co-requisites for this course (if any)	<b>None</b>																						
8. Location if not on main campus	<b>Main Campus</b>																						
9. Mode of Instruction (mark all that apply)	<table border="0"> <tr> <td>a. Traditional classroom</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. Blended (traditional and online)</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="text" value="100%"/></td> </tr> <tr> <td>c. e-learning</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="checkbox"/></td> </tr> <tr> <td>d. Correspondence</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="checkbox"/></td> </tr> <tr> <td>f. Other</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="checkbox"/></td> </tr> </table>			a. Traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>	b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text" value="100%"/>	c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>	d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>	f. Other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
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Comments: None																							

## B Objectives

1. What is the main purpose for this course?

**Developing the students' skills to correctly express themselves in different communicative situations, produce spoken language that has an acceptable level of clarity and improve listening skills.**

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)

**1. Increasing the use of technology (power point and data show).**

**3. Consistently updating the list of topics.**

**4. Using different methods to improve speaking and listening abilities, such as prepared presentations, spontaneous speeches, and role play.**

## C. Course Description (Note: General description in the form to be used for the Bulletin or handbook)

### Course Description

The course encourages the students to speak about different topics which are closely related to their daily lives to help the students express themselves naturally and freely. The students will also listen to various topics and real life situations of to encourage students create new ideas while speaking.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
<b>Chapter One: Education and Student Life</b>	<b>3</b>	<b>9</b>
<b>Chapter Two: City Life</b>	<b>3</b>	<b>9</b>
<b>Chapter Three: Business and Money</b>	<b>3</b>	<b>9</b>
<b>Chapter four: Jobs and professions</b>	<b>3</b>	<b>9</b>
<b>Chapter Five: Lifestyles Around the World</b>	<b>3</b>	<b>9</b>

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	3x 15 weeks	-----	-----	-----	-----	45
Credit	3	-----	-----	-----	-----	3

3. Additional private study/learning hours expected for students per week.	<b>3 hours per week</b>
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Identify the main ideas, new lexis and syntactic structures of passages through listening.	- Lecturing - Cooperative learning - Discussion	-Achievement tests -Midterm exams - Final exam. -Oral tests
1.2	Distinguish between different sounds of English.	- Lecturing - Cooperative learning - Discussion	-Achievement tests -Midterm exams - Final exam. -Oral tests
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Present available information of different topics coherently and effectively.	- Lecturing - Problem solving - Discussion - Cooperative learning	- Achievement tests - Midterm exams - Final exam. - Oral tests
2.2	Draw personal conclusions and opinions while responding to different semi real life situations in presentations.	- Lecturing - presentations - Discussion	- Achievement tests - Midterm exams - Final exam.

		- Cooperative learning	-Oral tests
3.0	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Present the required topic within a given time.	- Cooperative learning -Self-learning - Presentations	Observation cards Online participation & Quizzes
3.2	Act responsibly and ethically in carrying out & participating in individual as well as group work.	- Cooperative learning - Self-learning	Observation cards Online participation & Quizzes
4.0	<b>Communication, Information Technology, Numerical</b>		
4.1	Produce comprehensible presentations with good usage of grammar and Pronunciation.	- Cooperative learning - Self-learning	Observation cards Online participation & Quizzes
4.2	Use internet websites to practice communicating in spoken English.	- Cooperative learning - Self-learning	Observation cards Online participation & Quizzes
5.0	<b>Psychomotor</b>		
	NA		

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)								
	1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2
1.1		√							
1.2			√						
2.1				√					
3.1					√	√			
3.2							√		
4.1								√	
4.2									√

#### 6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Midterm written Exam 1	7	20%
2	Midterm oral & written Exam 2	11	20%
3	Final oral examination	16/17	50%

4	Online participation & Quizzes	To be decided by the instructor	10%
40 % for measuring listening skills and 60% for measuring speaking skills			

#### D. Student Academic Counseling and Support

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)

**Teaching staff member is available 10 hours per week for student consultations (office hours, in addition to (6)hours for academic advising**

Besides:

1. Students are divided according to their levels among faculty members for academic counseling and consultation.
2. Names of distinguished students are given to a particular faculty member for guidance and academic counseling.
3. Names of low-graded students are given to a particular faculty member for guidance and academic counseling.
4. Complaints and suggestion file is assigned to a particular committee faculty member for discussion and problem solving.
5. Academic Advising icon is activated online through the University gate.
6. Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.
7. Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system.

#### E. Learning Resources

1. List Required Textbooks  
**Tanka, Judith and Lida Baker (2010) *Interactions 2: Listening and Speaking*, 5th Revised edition. London: McGraw-Hill.**

2. List Essential References Materials (Journals, Reports, etc.)

1. Sherman, Kristin D. (2006). *Quest Listening and Speaking Level 2*. United Kingdom: McGraw-Hill Education.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

1. Schmidt, Jennifer P.L. & Helen Solorzano (2003). *Northstar Focus on Listening and Speaking, Intermediate*. UK: Longman.

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

<http://faculty.uccb.ns.ca/pmacintyre/apics/presentationtips.htm>

[http://www.washington.edu/doit/TeamN/present\\_tips.html](http://www.washington.edu/doit/TeamN/present_tips.html)  
<http://www.englishclub.com/speaking/presentations.htm>  
<http://www.thoracirad.org/assets/downloads/education/presentation.pdf>  
<http://www.englishclub.com/>  
<http://www.english-at-home.com/>  
[http://www.teachingenglish.org.uk/try/speaktry/speaking\\_activities.shtml](http://www.teachingenglish.org.uk/try/speaktry/speaking_activities.shtml)  
<http://esl.wikidot.com/listening-speaking>  
<http://www.britishcouncil.org/morocco-english-lz-links-speaking-listening.htm>  
<http://www.learnenglish.de/improvepage.htm>

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

**All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures & also electronic versions of available textbooks/references.**

## F. Facilities Required

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 that accommodate the number of registered Students.**

2. Computing resources (AV, data show, Smart Board, software, etc.)

1. **Speaking & Listening labs.**
2. **Laptop, Pc - projector system.**
3. **Data show.**

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

**Wireless internet access**

## G Course Evaluation and Improvement Processes

- 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Students' questionnaire evaluating teaching staff member and courses.
- Indirect Course Learning outcomes effectiveness assessment questionnaire by students.
- Assessment of Electronic learning effectiveness questionnaire by students.
- Feedback of students' acquisition of taught material in the previous lectures.
- Exam Paper Evaluation by students.
- Meetings with students.

- 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- Self-evaluation report.
- Peer evaluation.
- Program Head evaluation report.

<ul style="list-style-type: none"> <li>- Peer review of marks on corrected exam papers.</li> <li>- Revision of exam paper marks' sheets.</li> <li>- Revision of Random corrected exam papers.</li> <li>- Review of exam papers by Measurement &amp; Assessment Committee.</li> <li>- Review of course report by a committee of staff members.</li> <li>- Course Specification Updating &amp; Review by Internal Review Committee in collaboration with Staff members.</li> </ul>
<p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> <li>1. Regular meetings with teaching staff members where problems are discussed and solutions given</li> <li>2. Discussion of challenges in the classroom with colleagues and supervisors.</li> <li>3. Encouragement of faculty members to attend professional development conferences, seminars, workshops &amp; training programs.</li> <li>4. Keep up-to-date with pedagogical theory and practice</li> <li>5. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results.</li> </ol>
<p>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)</p> <ol style="list-style-type: none"> <li>1. Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee.</li> </ol>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> <li>1. Course report, including data that are periodically completed and reviewed, is one of the most important procedures to verify course effectiveness. It also includes an improvement plan set depending on the points of weakness mentioned in the different items of the report.</li> </ol>

Name of Instructors: **Fahad Al-Saad & Amal Salim AL.Qudhaya**

Signature: \_\_\_\_\_ Date Report Completed: 14/3/1438

Name of Field Experience Teaching Staff \_\_\_\_\_

Program Coordinators: \_\_Dr. Hussien Habbour & T./ Looloo Al-Raimy

Signature: \_\_\_\_\_ Date Received: 16/3/1438

**Reviewed & Updated by quality coordinator: Dr. Asmaa Al-Adham**