



Course Specification

— (Bachelor)

Course Title Listening & Speaking 3

Course Code: ENG 1110

Program: BA in English Language

Department: English

College: Social Sciences

Institution: Umm Al-Qura University

Version: 2

Last Revision Date: 2023



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A. General information about the course:

1. Course Identification

1. Credit hours:					
3					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
3. Level/year at which this course is offered:					
Year 1 - Level 3					
4. Course general Description:					
<p>This upper-intermediate course focuses on the acquisition and practice of essential listening and speaking strategies. Students will focus on developing their listening and speaking skills in a variety of contexts. They will learn such listening strategies as listening for main ideas and details, predicting content, dealing with distractions, and using context clues to understand what they hear. The course also adopts an integrated-skill approach to improve speaking fluency. Students respond to lectures by engaging in level-appropriate speaking tasks that require the application of proper expressions and vocabulary items. They will also improve their pronunciation. Students will participate in a variety of activities designed to improve their confidence in speaking.</p>					
5. Pre-requirements for this course (if any):					
Listening and Speaking 2					
6. Co-requirements for this course (if any):					
None					
7. Course Main Objective(s):					
The aim of this course is to help students acquire the essential technical and conceptual skills needed to progress from an intermediate to an upper intermediate level.					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning (online materials)		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 	3 hours per week 1 hour per week	90% 10%
4	Distance learning		







3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	3 hours per week
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify) (online materials and exams)	10
Total		30

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Create presentations following different strategies, including organization, preparation, and delivery techniques.	K1	Listening and watching videos - In-class practice and exercises.	Quizzes - Exams - Assignments
1.2	Identify note-taking strategies in a variety of contexts.	K1	Traditional lecture - In-class discussion	Presentation - In-class practice
2.0	Skills			
2.1	Take notes while listening to oral passages.	S1	- Traditional lecturing. - Class discussion.	Quizzes and exams. - In-class practice. - Assignment.
2.2	Use note-taking skills to organize ideas.	S1		-Exams
2.3	Distinguish main ideas and important details from oral passages.	S1	Class discussion. - group tasks	Quizzes and exams. - Assignment.
2.4	Produce oral responses to express ideas fluently in a variety of contexts.	S1	group discussion - Timed in-class exercise	Individual and Group discussions
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts	V1	In-class workshop - Class discussion	Group activities. - Group Project. Assignments



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Work responsibly and autonomously when performing a task individually or within a team.	V2	Class discussion In-class workshop	- Projects

C. Course Content

No	List of Topics	Contact Hours
1.	Unit 2: Protecting the Wild <i>Targeted Skills and Strategies</i> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> ○ Activating prior knowledge. ○ Taking notes during a Q & A. • Speaking <ul style="list-style-type: none"> ○ Responding to an argument. ○ Pronouncing and linking s- Endings. • Critical thinking skills <ul style="list-style-type: none"> ○ Evaluating arguments in a debate. 	5
2.	Unit 3. Beauty and Appearance <i>Targeted Skills and Strategies</i> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> ○ Listening for specific information. ○ Using an outline. • Speaking <ul style="list-style-type: none"> ○ Paraphrasing ○ Intonation for clarification. • Critical thinking skills <ul style="list-style-type: none"> ○ Interpreting a bar graph. 	5
3.	Unit 6. Tradition and Progress <i>Targeted Skills and Strategies</i> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> ○ Listening for a correction. ○ Using an idea map. • Speaking <ul style="list-style-type: none"> ○ Using rhetorical questions. ○ Stress in Adjective-Noun combinations. • Critical thinking skills <ul style="list-style-type: none"> ○ Thinking outside the box 	5
4.	Unit 9. The Mystery of the Mind <i>Targeted Skills and Strategies</i> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> ○ Recognizing appositives. ○ Highlighting conclusions. 	5





	<ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> ○ Expressing causal relationships. ○ Reduced function words. • Critical thinking skills <ul style="list-style-type: none"> ○ Evaluating conclusions. 	
5.	<p>Unit 10. The Future of Food <i>Targeted Skills and Strategies</i></p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> ○ Listening for suggestions. ○ The Cornell Method. • Speaking <ul style="list-style-type: none"> ○ Referring to group opinions. ○ Reduced auxiliary phrases. • Critical thinking skills <ul style="list-style-type: none"> ○ Categorizing. 	5
6.	Midterm/Quizzes	2
7.	Presentations + Oral Exam	3
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam and Quizzes: These exams should target listening, vocabulary and pronunciation skills. All teachers of the course should follow the same rubric. These rubrics are available in the teacher's manual or online.	6	20%
2.	Live or recorded Presentations and/or group task discussions: They should address the chapter's targeted speaking skills. All teachers of the course should follow the same rubric for evaluating speaking skills. These rubrics are available in the teacher's manual or online.	6 -12	Oral 10%
3.	Self-learning (My ELT): Students should access the MyElt platform and do the exercises that the teacher assigned immediately after every unit. This way, students can practice what they learn and receive immediate feedback from the platform.	1-12	10%
4.	Participation	1-12	10%
5.	Final: The final exam includes two parts: Part 1 Listening: This is a unified exam which includes pre-listening tasks about the general topic. listening to a topic with questions testing all the skills in the	13	Listening + Vocabulary + Other 40%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	<p>units (including vocabulary, pronunciation and grammar)</p> <p>Part 2 Speaking: Students are assessed individually by being interviewed through answering general questions about the topics.</p> <p>Note 1: Students will randomly choose from secured envelopes one of the given topics. The process will be explained, and Questions will be available for teachers and a unified rubrics will be available in the teacher's manual or online.</p> <p>Note 2: In addition to the questions related to the knowledge/skills introduced through the main textbook, part of the final exam should include a vocabulary component on a set of words that students acquire through self-directed learning. 10 marks should be allocated to this question so that students take this task seriously. The following is the assigned source which has been listed as a second textbook in the “Required Textbooks” section:</p> <ul style="list-style-type: none"> · “Units 29-42” in 504 Absolutely Essential Words, by Murray Bromberg, Julius Liebb and Arthur Traiger. 6th Edition. (New York: Barron’s, 2012) <p>It should be noted that students of this course would already have completed lessons 1-28 in Reading Comprehension 1 & 2. For this course, they will only be required to study lessons 29-42.</p>		Speaking Oral 10%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References

1. Chase, Becky Tarver. *Pathways: Listening, Speaking and Critical Thinking 4*. Latest Edition. (Boston: National Geographic Learning).

Self-directed learning material to be included in the final exam:

“Units 29-42” in *504 Absolutely Essential Words*, by Murray Bromberg, Julius Liebb and Arthur Traiger. 6th Edition. (New York: Barron’s, 2012)

Self-directed learning material to be included in the final exam: “Units 15-28” in *504 Absolutely Essential Words*, by Murray Bromberg, Julius Liebb and Arthur Traiger. 6th Edition. (New York: Barron’s, 2012)





Supportive References	Dimond-Bayir, Stephanie, Kimberley Russell and Chris Sowton. <i>Unlock 4: Listening, Speaking and Critical Thinking</i> . Cambridge University Press, Latest edition available.
Electronic Materials	Students should be advised to use their codes in order to access the companion website and the extra exercises offered there.
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Spacious well-equipped classrooms
Technology equipment (projector, smart board, software)	All classrooms are equipped with projectors and screens.
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students Peer reviewer Program leader	Institutionally controlled questionnaires
Effectiveness of Students' assessment		Institutionally controlled questionnaires / Peer-review procedure
Quality of learning resources		Institutionally controlled questionnaires
The extent to which CLOs have been achieved		
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453/132022
DATE	07 RABI-II 1445 H - 22 OCTOBER 2023

