****

**Department of English**

**College of Basic Education**

**Salahaddin University-Erbil**

**Subject:*[ Speaking and Listening]***

**Course-guide:*[First Stage]***

***Deeman Musheer Mawlood***

***&***

***Bukhari Abdullah Rasool***

**Academic Year: *[2021-2022]***

**Course Guide**

|  |  |
| --- | --- |
| **1. Course name** | Speaking and Listening |
| **2. Lecturer in charge** | Deeman Musheer Mawlood  Bukhari Abdullah Rasool |
| **3. Department/ College** | English Language |
| **4. Contact** | e-mail :deeman.mawlood@su.edu.krd  bukhari.rasool@su.edu.krd |
| **5. Time (in hours) per week** | Theory and practice 6 hours |
| **6. Office hours** | Ms. Diman: Sunday- Thursdays  Mr. Bukhari: Monday and Wednesday |
| **7. Course code** | / |
| **8. Teacher's academic profile** | 1- Ms. Diman:  Bachelor/ English Language 2005-2006- Salahaddin University  MA/ Applied Linguistics- 2012- Salahaddin University  Teaching:  Teaching Vocabulary, Measurement & evaluation and Listening as well as general English, grammar and speaking in University of Salahaddin/ College of Basic Education .  2\_ Mr. Bukhari  Bukhari Abdullah Rasool was born on 9th March, 1990 in Erbil. In 2012, he graduated in English Department, in the College of Languages, in Salahaddin University. Employed after the graduation, he worked as an assistant in the German Department, and he worked as an assistant in Record Department in the College of Languages. In 2013, he supervised the students of the same department for a one-month-academic trip organized by Salahaddin University to Leipzig University in Germany. In Germany, he collaborated with the German teachers of Herder Institute in teaching students Culture and Language. He has taught English language in more than 8 institutions and language centers, among them is Cambridge School Service. At his college life, he presented many seminars and activities. His current M.A. Thesis is entitled:  Illusion and Reality in Sophocles' Oedipus Rex and Albee's Who's Afraid of Virginia Woolf?  Supervised by Assist. Prof. Dr. Tara Dabbagh. |
| **9. Course overview**  The course is designed for students with the A Level or elementary proficiency in English language. It is a student-centred course which is meant to develop the speaking and listening skills of students as well as their critical thinking skills through instructional scaffolding and various activities. The class activities and assignments are based on material which is authentic and relevant to everyday functions and situations. | |
| **10. Course objective**  This course aims at:   1. Improving students’ listening and speaking skills, 2. Triggering and sharpening students’ critical thinking, 3. Enhancing students’ confidence to express themselves with lesser anxiety and difficulty, 4. Enriching students’ range of vocabulary, 5. Raising students’ consciousness regarding appropriate uses of language according to context, as well as the use of paralinguistic features 6. Developing students written, organizational and presentational skills. | |
| **11. Student's obligation**  **Attendance** is obligatory. If a student skips a class, they have to inform the instructor in advance (at least two hours ahead of the class and NOT in the classroom). Students are expected to be seated in their positions before the instructor enters the class. Only for the classes which start on 8.30 a.m. students may enter the class up to 8.45 or else they will be deprived from the lecture. Students’ attendance and their etiquettes will be considered in scoring their overall performance in the course. The classes last for 90 minutes. Students should avoid hammering on the instructor to leave unless she chooses to dismiss the class earlier than the due time.  **Preparation for class:** Students should prepare themselves for an active participation in each lecture according to the schedule that comes with this guide. They are expected to collect necessary vocabulary and information related to any homework that the instructor has assigned to them. They are also expected to bring with them neat and orderly copies of their works (with their full names on them) to the class. They should also bring any other item that the instructor requires during the course. Constantly they need to take notes inside the class because the slides contain mainly keywords and practically cannot cover the entire conversation and range of exchanged information inside class.  **Seminars and homework**: Throughout the course, students will be asked to prepare a film review. The assignment is assigned to groups of maximum 6 students where they will submit a written report of their review, which should reflect the contribution of all members of the group. They will be guided as to how write the report. Then they should present either a seminar or hold a group video conference with the instructor about different aspects of the movie as well as their evaluation and understanding of it. The details of the format of the review and the method of student presentation will be explained thoroughly inside the class. | |
| **12. Forms of teaching**  A student-centred environment and a workshop style class will be created where the students are responsible for learning. The role of the teacher is mainly that of a facilitator, communicator, moderator, prompter and an assessor. That means the teacher will spend a little time talking and the students will spend a lot of time speaking or working.  Spoon feeding is in principle rejected. Traditional methods of writing vocabulary or expressions for the students to jot down in isolation and memorize will not be followed. Every expression in the classroom will be taught through brainstorming, critical thinking, discussion, and when applicable, reference to the context, environment and background of the learners.  A student-centred environment will be created where the students are responsible for learning.  In the listening classes a variety of material including the authentic audio tutorials offered by the British Council will be played for the students. The lessons will start with easily comprehensible material and gradually the level of difficulty of the conversation with be raised. Students will be issued worksheets with different kinds of questions, such as fill-in-blanks and missing words to answer. An audio might be played more than once as long as the students get the idea.  Students should expect to do a lot of pair discussion work along with individual tasks. For some lectures they will be asked to work on their own, in big or small groups and take over the conversation in the class.  Almost in every lecture some video will be screened to launch a conversation, debate or illustrate some vocabulary, situation or new expression.  Situational dialogue will be another focus of the syllabus that will be taught through role-playing among other methods.  Halfway through the course students start to submit and present or discuss their film review. This might be a totally new for them but encourages them to play their role in running a conversation and debate. | |
| **13. Assessment scheme**  By the virtue of the regulations, more than one assessment tool should be utilized to estimate students’ level. So, in this course in addition to the exams (finals and midterm, quizzes), students will also be assessed on the basis of a (at least 30-minute) documentary film review and its discussion. The presence and participation of students in class activities, the quality of their homework, their respect for the class, and their observation of the overall etiquettes of the lecture will also contribute to grading schema.  Grading Scheme:  Daily participation, presence, and etiquettes: 8 marks  Quizzes and homework: 7 marks  Midterm exam   1. Listening: 10 marks 2. Speaking: 15 marks   Final exam:  1-Listening 15 marks  2-Speaking 25 marks  Documentary Film Review and Presentation: 20 marks  A rubric or more is a must in speaking skill assessment. There may be one or more rubrics for the speaking assessment exam, such as:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **4** | **3** | **2** | **1** | **Score** | | **Accuracy in Grammar**  (tenses; structures) | Uses grammar effectively with few errors | Uses grammar effectively but with some errors | Frequent errors lead to communication breakdown | Unable to convey intended meaning |  | | **Accuracy in Vocabulary**  (collocations; correct terms; idioms; proverbs) | Uses a wide rangeof vocabulary accurately | Occasionally unable to find the correct word but communicates effectively | Frequently unable to express ideas through lack of vocabulary | Unable to find vocabulary to express ideas |  | | **Fluency**  (linking words; hesitation; stopping) | Responds and interacts confidently  without stopping unnaturally | Responds and interacts confidently with occasional stopping | Often stops or is unable to respond, which interrupts communication flow | Does not respond to most questions |  | | **Appropriacy**  (formal; informal; genres) | Uses language appropriate to setting, purpose, audience | Uses language appropriate to setting, purpose, and audience most of the time | Frequently uses language  inappropriate to setting, purpose, or audience | Unable to use language  appropriate to setting, purpose, or audience |  | | **Comprehensibility**  ( sound and word pronunciations; stress; intonation) | Is easy to understand at all times | Occasionally has to repeat him/herself to be understood | Makes errors in pronunciation that sometimes lead to misunderstanding | Difficult to understand |  | |  | | | | **Total Score** |  | | |
| **14. Student learning outcome**  By the end of the course students will be able to   1. Talk about daily routine, vacation or holiday practices of themselves or other people without noticeable difficulty, 2. Use simple present, simple past, and present continues tense, as well as some modal verbs correctly in their speech and when narrating an event or planning for or deciding about something. 3. Describe places as well as human beings in terms of their appearance and character, making comparisons where necessary. 4. Appropriately use vocabulary related to some specific everyday situations. 5. Express their views over a number of subjects discussed in the course at an advanced level. | |
| **15. Course Reading List and References‌**  No specific source is indicated for study. Book series “Speak Out”, “English Vocabulary in Use”, “Interchange” and “Face to Face” are all good sources to prepare for the class. Students are encouraged to study any English books designed to enhance their speaking and listening ability. Additionally, they can visit online sources and academic websites for self-studying and gathering the necessary material for the class. | |
| **16. The Topics** | |
|  | |
| 1. Family and Personal Details  Grammar focus: Verb to be | |
| 2. My House, Neighborhood, and Hometown  Grammar focus: There is, there are | |
| 3. Daily Routine and Clothes  Grammar focus: Present simple | |
| 4. Free Time Activities and Special Occasions  Grammar focus: Adverbs of frequency | |
| 5. Birthdays and Weather  Grammar focus: Simple past | |
| 6. Weekend activities and past holidays  Grammar focus: Regular and irregular verbs | |
| 7. Health Problems and Treatment  Grammar focus: Can, could, shall | |
| 8. Transportation and Travel  Grammar focus: Present continuous | |
| 9. Education  Grammar focus: Going to, will | |
| 10. Describing People, Natural Places, Record Breakers  Grammar focus: Comparative and superlative forms of adjectives | |

**17- Classroom Etiquettes and More:**

**Codes of attendance and behavior**

* **Attendance**

All students are required to attend all classes, all on time.

Please do not enter the class after the class has begun because you will not be allowed to get inside. If you are late for any reason bring a notice from the administration with department’s stamp on it.

* **Preparation**

Do the homework that is assigned to you in any lecture. Bring a neat and organized copy of your work to the class with your full name on it. Be prepared to discuss the homework and take quizzes related to the same homework.

* **Leaves**

Please do not ask me to grant you any kind of leaves. Discuss your issues with the department and notify me about their decision regarding your request.

Once you are in the class, no one is allowed to leave the class. Those who leave the class will be marked as absentees.

If you cut classes (internal truancy) what is set to be taught in the duration that you skip your classes will be included for the exam.

* **Mobile Phones**

Switch off your mobile phones before the class starts. If you toy with your phone or your mobile rings or vibrates, you will be asked to leave the class and will be marked as absentees. Never look at your phone during the lecture even if it is for checking a word or knowing the time.

* **Behavior**

Students should treat each other and the instructor respectfully. Harsh language should be avoided.

Trivial arguments or squabbles are not allowed in the class.

When the instructor asks you to do something, you have to obey not evade the instruction.

Strictly obey the following rules in the class:

**No Chewing!**

**No Eating!**

**No Beads!**

**No Smoking!**

**No Mobiles!**

**Drinks**: only water, coffee or tea!

* **Rescheduling:**

Once the date for taking an exam or submitting or presenting an assignment is set, it will be postponed.

* **Family Tragedy/Serious Medical Condition**

If you lose a member of your direct family or when you have an acute serious health problem, then I can reconsider the schedule for your assignment or exam. Make sure you contact your department and the instructor before the due time of your exam or assignment and prepare the necessary documents as medical reports.

* **Use of Kurdish Language**

Kurdish language is not allowed in the classroom unless the students feel they are unable to express themselves. Students in these situations are advised to utter their entire words in English except for the words or expressions they are not sure about or know no equivalent for.

* **Plagiarism**

Academic integrity matters. Plagiarism or other forms of cheating on exams and/or other class assignments will not be tolerated under any circumstances and will trigger penalties. Cheating is violating the rules of the course. This includes copying others’ work, giving others your work to use as their own, using notes on an in-class test, looking at others’ work when you are instructed to work alone, and breaking other rules, written or announced, that are part of class policy.

* **Dictionary**

Students should understand that the instructor is not their dictionary. The students will help paraphrasing the difficult terms to their colleagues. They are also allowed to use their English-English dictionaries occasionally but only hard copies are permitted in the class not dictionaries on mobile phones.

14- Please pay high attention to your manners. Education doesn’t mean learning only some information. If you regard yourself as an educated person, you should have mastered the art abiding by the norms of the society and respecting personal spaces and boundaries of other people.