King Saud University

College of Languages & Translation

Department of European Languages & Translation

[English Language Program]

**114 Najd**

**Listening and Speaking**

**Description**

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| Course number & Code | **Najd 114** |
| Course title | **Listening and Speaking** |
| Contact hours | **3** |
| Section | 29904/29903 |
| Group: | **A** and **B** |
| Prerequisite: | Preparatory year |
| -Textbook | *INTERACTIONS* ***2*** *LISTENING/SPEAKING* / Middle East Gold Edition |
| -Chapters to be covered | 6 to 8 |

**Listening**

**Content and objectives**

The listening component of this course is designed for intermediate students.

Materials used here are longer and require some sophisticated skills that were

introduced at the preparatory level. The passages grammatical and semantic structures are

elaborate. The students are taught the importance of the mechanics of speech, i.e.

intonation, rhetoric, pitch, and their effects on meaning assignment. The emphasis is

on note-taking and understanding contextual clues. Because the listening course is

meant for prospective novice interpreters and translators, students are trained to pay

attention to what they listen to, to practice quick storage of language and content in

memory, and to exhibit speed in message retrieval.

**Skills**

The listening part of the course seeks to develop and foster the following skills:

* Taking notes on specific information
* Inferring main ideas
* Identifying stated illocutionary forces
* Inferring illocutionary forces
* Following instructions
* Writing an outline
* Producing a summary
* Retention of information
* Retrieval of information

**Speaking**

**Content and objectives**

For the speaking part of this course the following objectives are to be achieved:

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| --- | --- |
|  | -An awareness of formal / informal language and practice at choosing appropriate language for different situations accepting and refusing invitations, understand and use expressions of locations in contexts, open and close phone conversations, request and give advice, apologize and reconcile, ask for help…etc. .  -The awareness that informal spoken language is less complex than written language. It uses shorter sentences, is less organized and uses more 'vague' or non-specific language.  -To be competent at either ‘message-oriented’ or transactional language and interactional language, language for maintaining social relationships.  To be taught patterns of real interaction like talking about abilities, recognizing expressions of advice, giving opinion, politely interrupting an action or a speaker...etc  -To have intelligible pronunciation and be able to cope with streams of speech.  -Rehearsal time. By giving students guided preparation / rehearsal time they are more likely to use a wider range of language in a spoken task in addition to making presentations using projectors and visual aids that support their topics.  -The ability to participate in classrooms discussions.  -Learn to give short presentations about a novel/play to discuss the plot, theme, characters, or setting. |
| **Skills:** | Using some very brief written notes when speaking  Managing to maintain one’s audience interested  Respecting the principles of politeness and using appropriate politeness formulae  Developing an argument  Using appropriate paralinguistic expressions while speaking  Making requests, answering requests  Apologizing, refusing, complaining  Contributing to opening and closing moves in exchanges  Making invitations and declining invitations |

* **Marks Distribution:**

-First In-Term=30 (15 for each skill)

-Second In-Term=30 (15 for each skill)

-Final exam = 40 (20 for each skill)

-Total = 100

-Passing mark = 60

☞Marks will be deducted for language mistakes (spelling, grammatical, and vocabulary

mistakes).