

# Ministry of Higher Education and Scientific Research

General Directorate of Education and Training  
Directorate of Education in the First and Second Cycles  
Sub-Directorate of Higher Schools

## Educational Course Program for Students of Teacher Training Schools and Their Affiliates

<b>Would-be Teacher Profile:</b> Middle School English Teacher				<b>Level:</b> First Year	<b>Semester:</b> 1
<b>Module</b>	<b>Code</b>	<b>Coefficient</b>	<b>Lectures</b>	<b>TD</b>	<b>Weekly Hourly Volume</b>
Listening and Speaking 1		3	0	3	4hour30mn

### Targeted capabilities and/or competencies (learning objectives):

The general goal of this module is to develop the oral communication and listening competencies of EFL pre-service teachers, enabling them to use English confidently, clearly, and appropriately in academic, professional, and classroom contexts.

By the end of Term 1, students will be able to:

1. Demonstrate awareness of the role of effective communication in the teaching-learning process, particularly in classroom contexts.
2. Use basic communication strategies (e.g., clear pronunciation, appropriate vocabulary, fluency) to express ideas and manage classroom interaction.
3. Employ active listening techniques to understand and interpret classroom instructions, peer discussions, and academic content.
4. Organize and deliver short oral presentations using appropriate structure, visual aids, and delivery strategies.
5. Extract specific information from spoken texts such as interviews, announcements, and academic explanations.

6. Draw inferences and interpret implied meanings by using contextual clues in listening activities.
7. Participate effectively in group discussions and debates, demonstrating turn-taking, coherence, politeness, and critical thinking.

**Expected values and behaviors:**

1. **Respectful Interaction:** Listen actively and speak politely in group tasks.
2. **Collaboration:** Work cooperatively with peers in discussions and presentations.
3. **Active Participation:** Engage willingly in classroom activities and respond constructively to feedback.
4. **Professionalism:** Show punctuality, honesty, and appropriate classroom conduct.

**Necessary prerequisites:**

To successfully engage with the content of Term 1, students are expected to have a basic knowledge of English grammar and vocabulary. They should be able to understand and produce simple English sentences in both spoken and written form. In addition, students should demonstrate basic listening comprehension skills, such as following clear and slow speech. A genuine motivation to improve their speaking and listening abilities is essential, along with a willingness to participate actively in pair and group activities.

**Forms of evaluating the achievement of the goal:**

1. Participation and continuous assessment
2. Mid-term oral presentation
3. Listening comprehension quiz
4. Peer evaluation and group discussion performance

Knowledge resources that feed into the targeted capabilities and/or competencies	Pedagogical guidelines for construction, anchoring, and formative assessment	Hourly volume
	Practical aspect (directed work, applied work)	
	<b>Semester1: Foundation of Speaking and Listening for EFL Pre-Service Teachers</b>	13weeks 3sessions/week

<p>1 — Explains classroom communication principles.</p> <p>Provides pedagogical strategies for EFL speaking instruction.</p> <p><b>Resources:</b> Brown, H. D. (2007). <i>Teaching by Principles</i> - McDonough &amp; Shaw (2013)</p> <p>2 — Offers strategies for developing active listening skills.</p> <p>- Differentiates between listening purposes and types of texts.</p> <p><b>Resources:</b></p> <p>Goh, C. (2015). <i>Teaching Listening Comprehension</i></p> <p>Field, J. (2008). <i>Listening in the Language Classroom</i></p>	<p><b>Focus:</b> Developing core oral communication and listening strategies needed in the classroom.</p> <p><b>Unit 1: Introduction to Effective Communication (Speaking)</b></p> <ul style="list-style-type: none"> <li>— Course objectives and expectations</li> <li>— Importance of communication in teaching</li> <li>— Key strategies for pronunciation, fluency, and vocabulary</li> <li>— Intro to basic communication theories</li> </ul> <p><b>Competency:</b> Understand and apply the principles of effective classroom communication.</p> <p><b>Unit 2: Listening Comprehension Strategies (Listening)</b></p> <ul style="list-style-type: none"> <li>— Active listening techniques</li> <li>— Types of listening texts</li> <li>— Basic note-taking strategies</li> <li>— Listening for understanding and discussion</li> </ul> <p><b>Competency:</b> Apply active listening strategies for academic and classroom contexts.</p>	<p>(4h30mn per week)</p>
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3 — Guides the development of presentation structure and delivery techniques.

— Emphasizes audience awareness and voice control.

**Resources:**

- Thornbury, S. (2005). *How to Teach Speaking*
- Nunan, D. (2003). *Practical English Language Teaching*

**4- Supports listening for factual information.**

- Reinforces vocabulary acquisition through focused listening.

**Resources:**

- Goh, C. (2015). Teaching speaking: A holistic approach

- Nation, I. S. (2013). *Learning Vocabulary in Another Language*

**Unit 3: Oral Presentations (Speaking)**

— Planning and structuring a presentation

— Visual aids and delivery skills

**Competency:** Deliver structured and confident oral presentations.

**Unit 4: Listening for Specific Information (Listening)**

- Identifying the main idea and supporting details

- Listening for factual information in varied contexts

**Competency:** Extract and interpret specific details from listening passages.

**5**— Helps students draw logical conclusions.  
- Clarifies key listening-related terminology.

**Resources:**

*Field, J. (2008. *Listening in the Language Classroom**

**6**— Provides techniques for collaborative speaking.  
— Models classroom interaction and turn-taking strategies.

**Resources:**

— Nunan, D. (2003). *Practical English Language Teaching*.  
— Ur, P. (2012). *A Course in English Language Teaching*.

**Unit 5: Listening for Inference and Context Clues (Listening)**

- Recognizing implied meanings
- Drawing logical conclusions from spoken texts

**Competency:** Make inferences using linguistic and contextual clues in audio.

**Unit 6: Group Discussions and Debates (Speaking)**

- Managing anxiety, taking turns, expressing views
- Building arguments, agreeing/disagreeing politely

**Competency:** Participate in structured discussions and classroom debates.

**Exam of S1**

## List of References

**1**-Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). Pearson Education.  
A foundational resource for understanding communicative teaching principles and classroom interaction.

**2**-Goh, C. (2015). *Teaching Listening Comprehension*. Cambridge University Press.  
Offers practical strategies for developing active listening skills and comprehension techniques.

**3**-Field, J. (2008). *Listening in the Language Classroom*. Cambridge University Press.  
Provides insights into the process of listening and instructional approaches to improve listening proficiency.

**4**-Thornbury, S. (2005). *How to Teach Speaking*. Pearson Education.  
A practical guide for teaching oral skills, including fluency, accuracy, and presentation techniques.

**5**-Nunan, D. (2003). *Practical English Language Teaching*. McGraw-Hill Education.  
Covers a range of pedagogical techniques for developing speaking and listening skills.

**6**-Nation, I. S. P. (2013). *Learning Vocabulary in Another Language* (2nd ed.). Cambridge University Press.  
Supports vocabulary development essential for listening comprehension and effective spoken communication.

**7**-Ur, P. (2012). *A Course in English Language Teaching*. Cambridge University Press.  
Offers useful guidance on classroom communication, group discussions, and managing speaking activities.

**8**- Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed.). Routledge.  
Provides clear definitions and explanations of key terms related to listening and speaking instruction.

**9**-Thornbury, S. (2005). *How to Teach Speaking*. Pearson Education.  
Offers practical techniques for storytelling, role-plays, and classroom speaking tasks.

**10**-Field, J. (2008). *Listening in the Language Classroom*. Cambridge University Press.  
Provides guidance on using authentic listening materials and developing global comprehension skills.