

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

Would-be Teacher Profile: Middle School English Teacher				Level: First Year	Semester: 2
Module	Code	Coefficient	Lectures	TD	Weekly Hourly Volume
Listening and Speaking 2		3	0	3	4hour30mn

Targeted capabilities and/or competencies (learning objectives): By the end of Term 2, students will be able to:

1. Construct and deliver engaging oral narratives or stories that are coherent, descriptive, and suitable for classroom use.
2. Understand and analyze authentic audio materials, including different accents, speech patterns, and culturally embedded content.
3. Demonstrate communicative competence in professional school-related scenarios (e.g., giving instructions, managing students, engaging with parents) through role-plays and simulations.
4. Comprehend academic spoken discourse, such as lectures and academic presentations, and take effective notes for classroom or study purposes.
5. Produce clear, intelligible speech by applying accurate pronunciation, stress, intonation, and rhythm.
6. Demonstrate global understanding of spoken texts by predicting content, identifying key ideas, and summarizing or synthesizing information effectively.

<p>Expected values and behaviors:</p> <ol style="list-style-type: none"> 1. Confidence: Speak clearly and assertively in academic and teaching contexts. 2. Creativity: Use expressive language in storytelling, role-plays, and simulations. 3. Cultural Openness: Respect diverse accents, perspectives, and content. 4. Autonomy: Take initiative in preparing and evaluating your own performance. 5. Leadership: Begin to lead and manage classroom-like tasks effectively. 6. Professional Behavior: Act as a role model in speech and interaction. 		
<p>Necessary prerequisites: Before beginning Term 2, students should have successfully completed the learning outcomes of Term 1. This includes the ability to participate in group discussions, deliver short oral presentations, and apply basic listening strategies such as note-taking and identifying key ideas. Students are also expected to have made noticeable progress in pronunciation, fluency, and confidence in speaking.</p>		
<p>Forms of evaluating the achievement of goals:</p> <ol style="list-style-type: none"> 1. Final oral presentation (related to teaching) 2. Academic listening comprehension test 3. Submission of reflective portfolio including recordings of speaking tasks 		
Knowledge resources that feed into the targeted capabilities and/or competencies	Pedagogical guidelines for construction, anchoring, and formative assessment	Hourly volume
	Semester2: Applied Speaking & Listening for Real-Life and Teaching Contexts	
<p>7- Enhances learners’ ability to structure and perform oral narratives.</p>	<p>Focus: Applying learned skills to professional contexts with emphasis on classroom interaction, storytelling, and academic listening.</p> <p>Unit 7: Oral Storytelling and Narratives (Speaking)</p>	

<p>— Supports the use of storytelling as an instructional strategy in EFL classrooms.</p> <p><u>Resource:</u></p> <p>— <i>Thornbury, S. (2005. How to Teach Speaking.</i></p> <p>— <i>Selected readings on storytelling in pedagogy</i></p> <p>8- Encourages exposure to varied English accents and speech patterns.</p> <p>- Develops learners’ cultural awareness and global comprehension skills.</p> <p><u>Resource:</u> - Field, J. (2008). <i>Listening in the Language Classroom</i></p> <p>— Goh, C. (2015). <i>Teaching Listening Comprehension</i></p> <p>— Selected TED Talks, podcasts, news broadcasts</p> <p>9— Promotes communicative competence in real-life and classroom scenarios.</p> <p>— Provides practice in managing classroom dialogue and school-related interactions.</p> <p><u>Resources:</u></p> <p>— Brown, H. D. (2007). <i>Teaching by Principles</i></p> <p>— Nunan, D. (2003). <i>Practical English Language</i></p>	<p>Structure, descriptive language, audience engagement</p> <p><i>Competency:</i> Use storytelling techniques for classroom and instructional purposes.</p> <p>Unit 8: Listening to Authentic Materials (Listening)</p> <p>— Listening to podcasts, songs, speeches</p> <p>— Accents and cultural content in listening</p> <p><i>Competency:</i> Comprehend and analyze authentic spoken materials</p> <p>Unit 9: Role-Plays and Simulations (Speaking)</p> <p>Teacher-student, peer interaction, school scenarios</p> <p><i>Competency:</i> Communicate appropriately in professional teaching contexts.</p>	
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<p><i>Teaching</i></p> <p>— Classroom-based role-play scripts and teacher-student interaction samples</p> <p>10 — Builds students’ ability to comprehend, extract, and organize academic spoken content.</p> <p>- Supports note-taking and information retention in educational contexts.</p> <p>Resources:</p> <p>- Goh, C. (2015). <i>Teaching Listening Comprehension</i></p> <p>- Field, J. (2008). <i>Listening in the Language Classroom</i></p> <p>- MOOC lectures and academic talks (audio/video)</p> <p>11 — Focuses on improving intelligibility through accurate stress, intonation, and rhythm.</p> <p>— Supports pronunciation correction relevant to classroom speech.</p> <p><u>Resources:</u></p>	<p>Unit 10: Academic Listening Skills (Listening)</p> <p>— Understanding academic lectures and discussions</p> <p>— Effective note-taking in academic settings</p> <p>Competency: Extract key information from academic speech</p> <p>Unit 11: Pronunciation and Intonation (Speaking)</p> <p>Improving clarity, stress, rhythm, intonation</p> <p>Competency: Speak clearly and intelligibly using correct pronunciation.</p>	
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<p>— <i>Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). Teaching Pronunciation</i></p> <p>— <i>Online IPA tools, pronunciation drills, and video resources</i></p>		
<p>12 — Reinforces global comprehension skills.</p> <p>— Strengthens students' ability to summarize, synthesize, and interpret spoken information in diverse contexts.</p> <p><u>Resources:</u></p> <p>— Goh, C. (2015). <i>Teaching Listening Comprehension</i></p> <p>— Field, J. (2008). <i>Listening in the Language Classroom</i></p> <p>— Authentic listening materials (e.g., documentaries, global conversations)</p>	<p>Unit 12: Listening for Global Understanding (Listening)</p> <p>— Predicting content, summarizing, synthesizing meaning</p> <p><i>Competency:</i> Grasp overall meaning and summarize listening texts accurately.</p>	
<p>Exam of S2</p>		

Suggested 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.