



Sana'a University
Faculty of Arts and Humanities
Department of English and Literature

Template for Course Specification

I. Course Identification and General Information:					
Course Title:	Spoken English I				
Course Code and Number:					
Credit Hours:	theory	seminar	practice	training	Total
	3				42
Level & Semester:	Level 1 / Semester 1				
Pre-requisites (if any):	None				
Co-requisites (if any):	None				
Program in which this course is offered:	BA in English Language and Literature				
Language of teaching the course:	English				
Location of teaching the course:	English Department, Faculty of Arts and Humanities				
Prepared by:	Dr. Abdullah Mohammed Al Ghurbani				
Date of Approval:	2020/2021				

II. Course Description:
<p>This course is an introductory course designed to enhance the speaking and listening skills of non-native English speakers. Emphasis is on pronunciation, stress, rhythm, and intonation patterns of English. Oral communication, listening comprehension, and vocabulary development are stressed. Students build their skills through instruction and intensive practice using North Star book 1, the first four units. The goal is to boost listening comprehension, of course and to help students understand native English speakers, not only for the mere purpose of comprehension, but also they may respond accordingly and interact with others. This course is intended to give students the opportunity to practice speaking and listening skills and develop fluency in English. It also aims at encouraging the use of specific grammatical structures, promoting fluency and improving communication skills.</p>

IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs)	
PILOs	CILOs
(A) Knowledge & Understanding:	
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:
A1: show knowledge and understanding of	a1- understand English stress, rhythm, and

different linguistic and literary theories and schools of thought and English and American linguistics/literature;	intonation;
A2: express a knowledge of social values and traditions common in other cultures;	a2- recall interests in different topics;
A3: show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a3- establish dialogue using the new vocabulary they learn;
A4: show knowledge and understanding of modern research tools and methods, including the employment of technology;	a4- ask and answer questions about personal preferences.
(B) Intellectual Skills	
B1: distinguish different literary forms and currents as well as their distinct characteristics;	b1- distinguish speakers' tone and emotions;
B2: evaluate linguistic and cultural phenomena and suggest explanations for them;	b2- synthesize information from two listenings;
B3: compare different literary, linguistic and translation theories and strategies;	b3- compare agreement and disagreement with statement;
B4: distinguish different language skills in terms of reading, writing, and speaking and listening;	b4- integrate story telling with adjectives, adverbs, and details.
(C) Professional & Practical Skills	
C1: employ theories, terms and concepts common in literature, linguistics and translation studies;	c1- perform their opinions in speaking activities;
C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa;	c2- ask and answer questions in an information gap activity;
C3: use research tools and methods to collect research data, analyze them, and present them in a scientifically appropriate manner;	c3- practice the different points of view;
C4: make use of basic technological applications to facilitate learning and research process;	c4- outline, rehearse and present an oral report.
(D) Transferrable Skills	
D1: make use of the linguistic and cultural	d1- negotiate creating their own story or

knowledge acquired in order to interact efficiently and appropriately with people from different cultures;	presentation.
D2: manage time, work under pressure, and involve in team activities;	d2- manage the activities in order to involve in team activities;
D3: pursue knowledge to improve self-learning;	d3- review comparatives to express themselves well in reality;
D4: involve creatively in social and academic activities.	d4- cooperate in discussions related to beliefs in different cultures.

V. Alignment of Course Intended Learning Outcomes (CILOs)

(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies
a1- understand English stress, rhythm, and intonation;	<ul style="list-style-type: none"> - Lectures - Group work/discussion - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Pair &-group work - Presentations - Homework - Quizzes - Mid & final exams
a2- recall interests in different topics;	<ul style="list-style-type: none"> - Lectures - Group work/discussion - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Pair &-group work - Presentations - Homework - Quizzes - Mid & final exams
a3- establish dialogue using the new vocabulary they learn;	<ul style="list-style-type: none"> - Lectures - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Presentations - Homework - Mid & final exams
a4- ask and answer questions about personal preferences.	<ul style="list-style-type: none"> - Lectures - Group work - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Pair work - Presentations - Quizzes - Mid & final exams

(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies
b1- distinguish speakers' tone and emotions;	<ul style="list-style-type: none"> - Lectures - Group 	<ul style="list-style-type: none"> - Pair & group work - Presentations

	<ul style="list-style-type: none"> work/discussion - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Homework - Quizzes - Mid & final exams
b2- synthesize information from two listening;	<ul style="list-style-type: none"> - Lectures - discussion - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Presentations - Homework - Quizzes - Mid & final exams
b3- compare agreement and disagreement with statement;	<ul style="list-style-type: none"> - Lectures - Group work/discussion - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Pair &-group work - Presentations - Homework - Quizzes - Mid & final exams
b4- integrate story telling with adjectives, adverbs, and details.	<ul style="list-style-type: none"> - Lectures - discussion - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Presentations - Homework - Quizzes - Mid & final exams

(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies
c1- express and defend opinions;	<ul style="list-style-type: none"> - Lectures - Group work/discussion - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Pair &-group work - Presentations - Homework - Quizzes - Mid & final exams
c2- ask and answer questions in an information gap activity;	<ul style="list-style-type: none"> - Lectures - Group work/discussion - Presentations Collaborative learning 	<ul style="list-style-type: none"> - Pair &-group work - Presentations - Homework - Quizzes - Mid & final exams
c3- practice the different points of view;	<ul style="list-style-type: none"> - Lectures - Pair & group work - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Pair &-group work - Presentations - Homework - Mid & final exams
c4- outline, rehearse and present an oral report.	<ul style="list-style-type: none"> - Lectures - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Presentations - Quizzes - Mid & final exams

(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies

and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
d1- negotiate creating their own story or presentation.	<ul style="list-style-type: none"> - Lectures - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Presentations - Homework - Mid & final exams
d2- manage the activities in order to involve in team activities;	<ul style="list-style-type: none"> - Lectures - Group work/discussion - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Pair-work-group work - Presentations - Homework - Quizzes - Mid & final exams
d3- review comparatives to express themselves well in reality;	<ul style="list-style-type: none"> - Lectures - Pair & group work - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Pair & group work - Presentations - Homework - Mid & final exams
d4- cooperate in discussions related to beliefs in different cultures.	<ul style="list-style-type: none"> - Lectures - Discussion - Presentations - Collaborative learning 	<ul style="list-style-type: none"> - Presentations - Homework - Quizzes - Mid & final exams

VI. Course Content:					
1-Theoretical Aspect:					
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	Introduction	Introducing the course; goals; assessment; rules & regulations	first	3	a1,a2,b1,b2,c1,c2,d1,d2,
2	Advertising on the air	Advertising on the air	Second	3	a1,a2,a3,b1,b2,c1,c2,c3,d2

3	Advertising on the air	Advertising on the air	Third	3	a1,a2,a3,b1,b2,c1,c2,c3,d2
4	Pushing the limit	Pushing the limit	fourth	3	a1,a2,a3,a4,b1,b2,c1,c3,d3
5	Pushing the limit	Pushing the limit	Fifth	3	a1,a2,a3,a4,b1,b2,c1,c3,d3
6	Too good to be true	Too good to be true	Sixth	3	a1,a2,a3,b1,b2,c1,c2,,d1,d2
7	Too good to be true	Too good to be true	Seventh	3	a1,a2,a3,b1,b2,c1,c2,,d1,d2
8	Mid-term exam	Mid-term exam	eighth	3	(a1: d4)
9	The art of story -telling/ Presentations	The art of story -telling/ Presentations	Ninth	3	a1,a2,,a4,b1,b2,b3,c3,c4,d2
10	The art of story -telling/ Presentations	The art of story -telling/ Presentations	Tenth	3	a1,a2,,a4,b1,b2,b3,c3,c4,d2
11	Separated by the same Language; presentations	Separated by the same Language; presentations	Eleventh	3	a1,a2,,a4,b2,b3,c1,c4,d1,d2
12	Separated by the same Language; presentations	Separated by the same Language; presentations	twelfth	3	a1,a2,,a4,b2,b3,c1,c4,d1,d2
13	Presentations	Presentations	Thirteenth	3	a1,a2,a3,b2,b3,c2,c4,d1,d4
14	Final Exam	Final Exam	Fourteenth	3	(a1: d4)
Number of Weeks and Contact Hours per Semester:			14	42	

2. Practical Aspect (if any):

Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes
1	Presentations	Week 10	3	(a1: d4)
	Presentations	Week 11	3	(a1: d4)
	Presentations	Week 12	3	(a1: d4)
	Presentations	Week 13	3	(a1: d4)
Number of Weeks and Contact Hours per Semester:		4	12	

VII. Teaching Strategies of the Course

- Lectures
- Group work/discussion
- Presentations
- Collaborative learning
- Brain storming
- Critical thinking

VIII. Activities/Assignments

No.	Activities/Assignments	Aligned CILOs	Week Due	Mark
1	Attendance and Participation	(a1: d4)	1-14	10
2	Assignments/presentation	(a1: d4)	1-14	10
3	Mid-term exam	(a1: d4)	8	10
4	Final exam	(a1: d4)	14	70
	Total Mark			100

IX. Schedule of Assessment Task for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Assignments	1-14	10	10%	(a1:d4)
2	Attendance and Participation	1-14	10	10%	(a1:d4)
3	Mid-term exam	8	10	10%	(a1:d4)
4	written final exam	14	70	70%	(a1:d4)
Total Mark			100	100%	

X. Learning Resources:

A. Required Textbook(s) (*maximum two*):

1- Solorzano, H. S (2004): *NorthStar, Listening and Speaking*, Second Edition

B: Essential References:

1. Gangal, J. K (2012): *A Practical Course in Spoken English*. PHI Learning Pvt. Ltd.,

C. Supplementary Materials:

Gillett, A. (2003): *Speak English Like an American.*

1-

D. Electronic Materials and Websites (if any):

1- <https://www.talkenglish.com>

2- <https://www.newslevels.com>

XI. Course Policies:

1.	Class Attendance: 1. Attendance in all classes is required. There are no exceptions to this policy. 2. Roll will be called in the very beginning of each class. If a student arrives after roll has been called, he / she may be marked as absent. 3. In any regular semester or summer term, students may miss no more than the equivalent of one third of class sessions scheduled. Students who exceed the above limits are required to apply for an approval in order to continue in the course.
2.	Tardy: 1. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be considered a serious violation of this standard, and, consequently, their grade will be affected accordingly. 2. Students are required to be prepared for class. This would include, but is not limited to; having all the required tools such as pens, notepad, etc.
3.	Exam Attendance/Punctuality: As per university council decision, a student is eligible for a Test, Midterm or Final examination make-up if and only if he/she becomes subject to any of the following: 1. Sickness; proved by hospitalization report; that is; a discharge summary is necessary. 2. Death in the family proved by a death certificate or equivalent and personal identification. 3. Accidents proved by an expert report.
4.	Assignments/Projects: Assignments should be clearly presented. They should submit their assignments through online or as a hard copy.
5.	Cheating: 1. Cheating is strictly a prohibited behavior. 2. University regulations will be pursued and enforced on any cheating student.
6.	Plagiarism: 1. Plagiarism is defined as “copying or stealing someone else’s words or ideas and 2. University regulations will be pursued and enforced on any plagiarism attempt.
7.	Other Policies:

(F.A.H.)



Sana'a University
Faculty of Arts and Humanities
Department of English and Literature

Template for Course Specification

I. Information about Course Lecturer		
Name:		Office Hours: 3/weekly
Place and phone number	Dept. of English (771052260)	
e-mail:		

II. Course Identification and General Information:					
Course Title:	Spoken English I				
Course Code and Number:					
Credit Hours:	theory	seminar	practice	training	Total
	3				42
Level & Semester:	Level; 1- semester: 1				
Pre-requisites (if any):	none				
Co-requisites (if any):	none				
Program in which this course is offered:	BA in English Language and Literature				
Language of teaching the course:	English				
Study system:	Regular / by semester				
Prepared by:	Dr. Abdullah Mohammed Al Ghurbani				
Date of Approval:	2020/2021				

III. Course Description:

This course is an introductory course designed to enhance the speaking and listening skills of non-native English speakers. Emphasis is on pronunciation, stress, rhythm, and intonation patterns of English. Oral communication, listening comprehension, and vocabulary development are stressed. Students build their skills through instruction and intensive practice using North Star book 1, the first

four units. The goal is to boost listening comprehension, of course and to help students understand native English speakers, not only for the mere purpose of comprehension, but also they may respond accordingly and interact with others. This course is intended to give students the opportunity to practice speaking and listening skills and develop fluency in English. It also aims at encouraging the use of specific grammatical structures, promoting fluency and improving communication skills.

V. Learning Outcomes

Upon the completion of this course, students are expected to be able to:

a1- understand English stress, rhythm, and intonation;

a2- recall interests in different topics;

a3- establish dialogue using the new vocabulary they learn;

a4- ask and answer questions about personal preferences.

b1- distinguish speakers' tone and emotions;

b2- synthesize information from two listenings;

b3- compare agreement and disagreement with statement;

b4- integrate story telling with adjectives, adverbs, and details.

c1- perform their opinions in speaking activities;

c2- ask and answer questions in an information gap activity;

c3- practice the different points of view;

c4- outline, rehearse and present an oral report.

d1- negotiate creating their own story or presentation.

d2- manage the activities in order to involve in team activities;

d3- review comparatives to express themselves well in reality;

d4- cooperate in discussions related to beliefs in different cultures.

VI. Course Content:

1-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	Introduction	Introducing the course; goals; assessment; rules & regulations	first	3	a1,a2,b1,b2,c1,c2, d1,d2,
2	Advertising on the air	Advertising on the air	Second	3	a1,a2,a3,b1,b2,c1, c2,c3,d2
3	Advertising on the air	Advertising on the air	Third	3	a1,a2,a3,b1,b2,c1, c2,c3,d2
4	Pushing the limit	Pushing the limit	fourth	3	a1,a2,a3,a4,b1,b2, c1,c3,d3
5	Pushing the limit	Pushing the limit	Fifth	3	a1,a2,a3,a4,b1,b2, c1,c3,d3
6	Too good to be true	Too good to be true	Sixth	3	a1,a2,a3,b1,b2,c1, c2,,d1,d2
7	Too good to be true	Too good to be true	Seventh	3	a1,a2,a3,b1,b2,c1, c2,,d1,d2
8	Mid-term exam	Mid-term exam	eighth	3	(a1: d4)
9	The art of story - telling/ Presentations	The art of story - telling/ Presentations	Ninth	3	a1,a2,,a4,b1,b2,b3 ,c3,c4,d2
10	The art of story - telling/ Presentations	The art of story - telling/ Presentations	Tenth	3	a1,a2,,a4,b1,b2,b3 ,c3,c4,d2
11	Separated by the same Language; presentations	Separated by the same Language; presentations	Eleventh	3	a1,a2,,a4,b2,b3,c1 ,c4,d1,d2
12	Separated by the same Language; presentations	Separated by the same Language; presentations	twelfth	3	a1,a2,,a4,b2,b3,c1 ,c4,d1,d2
13	Presentations	Presentations	Thirteenth	3	a1,a2,a3,b2,b3,c2, c4,d1,d4
14	Final Exam	Final Exam	Fourteenth	3	(a1: d4)
Number of Weeks and Contact Hours per Semester:			14	42	

2. Practical Aspect (if any):				
Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes
1	Presentations	Week 10	3	(a1: d4)
2	Presentations	Week 11	3	(a1: d4)
3	Presentations	Week 12	3	(a1: d4)
4	Presentations	Week 13	3	(a1: d4)
Number of Weeks and Contact Hours per Semester:		4	12	

VII. Teaching Strategies of the Course
<ul style="list-style-type: none"> - Lectures - Group work/discussion - Presentations - Collaborative learning - Brain storming - Critical thinking.

VIII. Activities/Assignments				
No.	Activities/Assignments	Aligned CILOs	Week Due	Mark
1	Attendance and Participation	(a1: d4)	1-14	10
2	Assignments/presentation	(a1: d4)	1-14	10
3	Mid-term exam	(a1: d4)	8	10
4	Final exam	(a1: d4)	14	70
	Total mark			100

IX. Schedule of Assessment Task for Students During the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Assignments	1-14	10	10%	(a1:d4)
2	Attendance and Participation	1-14	10	10%	(a1:d4)
3	Mid-term exam	8	10	10%	(a1:d4)
4	written final exam	14	70	70%	(a1:d4)
Total Mark			100	100%	

X. Learning Resources:	
A. Required Textbook(s) (maximum two):	
1- Solorzano, H. S (2004): <i>NorthStar, Listening and Speaking</i> , Second Edition	
2.	
B: Essential References:	
1- 1. Gangal, J. K (2012): <i>A Practical Course in Spoken English</i> . PHI Learning Pvt. Ltd.,	
2.	
C. Supplementary Materials:	
Gillett, A. (2003): <i>Speak English Like an American</i> .	
1-	
D. Electronic Materials and Websites (if any):	
1- https://www.talkenglish.com	
2- https://www.newslevels.com	