UNIVERSIDAD SAN IGNACIO DE LOYOLA

SYLLABUS

Course Information					
Code:	**ENG52001**	Course:	**LISTENING COMPREHENSION**		
Coordination Area / Program:		**FAC. EDUCACION**		Mode:	**Presencial**
Credits: **04**		Tipo de hora	Presencial	Virtual	H. Totales
		H.Teoria	44	0	44
		H.Práctica	56	0	56
		H.Laboratorio	0	0	0
Period: **2024-02**		Start date and end of period: **del 19/08/2024 al 08/12/2024**			
Career: **EDUCACIÓN SECUNDARIA - EDUCACIÓN SECUNDARIA CON ESP. EN INGLÉS**					

Autonomous Learning Hours: **128**

Course Pre-requisites		
Code	**Course - Credits**	**Career**
FC-BLP ENGLCOMP	ENGLISH COMPOSITION	EDU SEC ESP INGL - EDUC. SECUNDARIA

Course Coordinators			
Surname and First Name	**Email**	**Contact Hour**	**Contact Site**
FARRO RIVAS, ALDO	afarro@usil.edu.pe		

Instructors
You can check the timetables for each teacher in their INFOSIL in the *Classes Development Teachers* option *Teachers.*

Course Overview
The Listening Comprehension course is a theoretical-practical course that attributes to the competence: Comprehension and expression of the English language. Explains, holistically criticizes the English language as a second language, according to the phonetic, lexical and semantic aspects using ICT to systematize it didactically in the teaching-learning process. And this matter is intended for the subject to obtain a listening comprehension that is able to understand in social interaction and also in recorded form listening to general, technical and academic English at a high level. The creditable product is to produce C2 work that promotes dialogue and English language comprehension ability.

Competencias Profesionales y/o Generales			
Carrera/Programa	**Sigla/ Denominación de la competencia**	**Nivel de la competencia**	**Aprendizajes esperados**
SECONDARY EDUCATION WITH A SPECIALTY IN ENGLISH	CG2: Bilingual Communication	N3 - Develops in English using the four linguistic skills - listening comprehension, reading comprehension, oral production and written production - with skill and fluency for personal, academic and professional performance.	• Understands the main ideas of complex texts that deal with both concrete and abstract topics, even if they are technical in nature as long as they are within their field of specialization. • Can interact with native speakers with a

			sufficient degree of fluency and naturalness so that communication is effortless on the part of either interlocutor. • Produces clear and detailed texts on diverse topics, and defends a point of view on general topics, indicating the pros and cons of different options.
	CP5: Understanding and expression of the English language	N3 - Explains and holistically critiques the English language as a second language, according to the phonetic, lexical and semantic aspects, using ICT to systematize it didactically in the teaching-learning process.	• Implements text interpretation to reinforce the understanding of texts in the English language. • Develops a methodological sequence of expositions and presentations to improve expression in the English language. • Apply reading strategies that allow for continuous improvement in English language comprehension. • Participate in spaces for debates and dialogues in the learning sessions that allow the improvement of expression in the English language.

General Course Result	Unit Result
Create innovative listening materials based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (Council of Europe, 2020) and the Core inventory for general English (British Council - EAQUALS, 2015). Analyze a variety of written and oral materials focused on general and academic content related to both language learning and teaching.	1. Create innovative listening material (dialogue and recording) based on level A1 or A2, taking into account the CEFR taxonomy.
	2. Design innovative listening material (dialogue and

	recording) based on level B1 or B2 taking into account the CEFR taxonomy.
	3. Create innovative listening material (dialogue and recording) based on level C1 or C2 taking into account the CEFR taxonomy.

Development of activities

Unit Result 1: *Create innovative listening material (dialogue and recording) based on level A1 or A2, taking into account the CEFR taxonomy.*

Session 1: *At the end of the session, the student creates a mental map about the characteristics of oral comprehension in foreign languages.*		Semana 1 a 2
Learning Activities	**Contents**	**Evidence**
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Design a concept map on the characteristics of oral comprehension in foreign languages.	-Introduction to listening comprehension based on the CEFR. -The nature of the listening process. Listening in practice. Selecting texts for listening.	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.
Session 2: *At the end of the session, the student creates innovative listening material (dialogue and recording) at level A1 or A2.*		Semana 3 a 4
Learning Activities	**Contents**	**Evidence**
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Develop innovative listening material (dialogue and recording) at level A1 or A2.	-Pre-listening, listening and post-listening activities. -Testing vs teaching listening -Elaborating a dialog: A1-A2	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.

Unit Result 2: *Design innovative listening material (dialogue and recording) based on level B1 or B2 taking into account the CEFR taxonomy.*

Session 3: *At the end of the session, the student designs innovative listening material (dialogue and recording) at level B1.*		Semana 5 a 7
Learning Activities	**Contents**	**Evidence**
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Design a concept map on a class topic. -Develop innovative listening material (dialogue and recording) at level B1.	-The use of time-creating devices, facilitation devices and compensation devices. -Pedagogical implications. -Classroom implementation -Skills enabling exercises. -Elaborating a B1 dialog.	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.
Session 4: *At the end of the session, the student designs innovative listening material (dialogue and recording) at the B2 level.*		Semana 8 a 10
Learning Activities	**Contents**	**Evidence**
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Design a concept map on a class topic. -Develop innovative listening material (dialogue and recording) at level B2.	-Uncertainties for foreign language listeners -Building confidence in listening in English -Using listening authentic materials -Elaborating a B2 dialog.	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.

Unit Result 3: *Create innovative listening material (dialogue and recording) based on level C1 or C2 taking into account the CEFR taxonomy.*

Session 5: *At the end of the session, the student creates innovative listening material (dialogue and recording) at level C1 or C2.*		Semana 11 a 14
Learning Activities	**Contents**	**Evidence**

Learning Activities	Contents	Evidence
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Design a concept map on a class topic. -Develop innovative listening material (dialogue and recording) at level C1 or C2	-The cognitive, metacognitive and social listening comprehension teaching strategies. -Listening anxiety and listening performance. -Cultural materials on listening Comprehension. -Elaborating a C1 and C2 dialog	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class.

Session 6: *At the end of the session, the student writes an essay about the impact of technology and other factors on the oral comprehension of foreign languages.*	Semana 15 a 16

Learning Activities	Contents	Evidence
-Read and analyze articles related to class topics. -Work in pairs or small groups to develop practice and debate activities. -Write an essay about the impact of technology and other factors on oral comprehension. Creditable Product	-The effects of Technology on Listening Comprehension -EFL Learners' Autonomous Listening Practice Outside of the Class. -Listening in action exercise	Respond and interact with your classmates in two forums in the virtual classroom. Develop a written work supported by scientific articles. Present orally one of the topics of this unit in class. Creditable Product

Methodology
The course will be developed based on the following methodologies: Aprendizaje colaborativo , Aprendizaje participativo , Aprendizaje-Acción , Método activo ,

Assessment System				
Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam. The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.				

Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
Evaluación Permanente	**60%**			
Particip y Asistencia en Clase	**33,33%**		Semana 15	No
Promedio de Trabajos	**66,67%**			
Trabajo 1	25%	This grade will not be eliminated.	Semana 4	No
Trabajo 2	25%	This grade will not be eliminated.	Semana 7	No
Trabajo 3	25%	This grade will not be eliminated.	Semana 10	No
Trabajo 4	25%	This grade will not be eliminated.	Semana 14	No
Evaluación Final	**40%**	Creditable Product	Semana 16	No

Attendance Policy	
Total Percentage Absences Permitted	30%
Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0). In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.	

Basic Required Reading

[1] Al-Azzemy, A. F., & Al-Jamal, D. A. (2019). *Evaluating cognitive, metacognitive and social listening comprehension teaching strategies in Kuwaiti classrooms.* https://doi.org/10.1016/j.heliyon.2019.e01264

[2] Al-Shamsi, A., Al-Mekhlafi, A. M., Al Busaidi, S., & Hilal, M. M (2020). *he effects of mobile learning on listening comprehension skills and attitudes of Omani EFL adult learners.* https://doi.org/10.26803/ijlter.19.8.2

[3] British Council - EAQUALS (2015). *Core inventory for general English.* https://www.teachingenglish.org.uk/sites/teacheng/files/pub-british-council-eaquals-core-inventoryv2.pdf

[4] Bozorgian, H. (2012). *The relationship between listening and other language skills in international English language testing system.* doi:10.4304/tpls.2.4.657-663

[5] Council of Europe (2020). *Common European Framework of Reference for Languages: Learning.* www.coe.int/lang-cefr

References Supplementary

Prepared by:	Approved by:	Validated by:
	FARRO RIVAS, ALDO	Office of Curriculum Development
Date:	Date: 17/08/2024	Date: 17/08/2024