



UNESA
Universitas Negeri Surabaya

COURSE SYLLABUS

Revision Date: April 2018

Study Program	: S-1 English Education
Subject	: Listening for Daily Context
Code	: 8820302131
Semester	: 2
Credit Hours	: 2
Pre-requisite	: The students have passed 'Spoken Integrated English and Written Integrated English'
Lecturer(s)	: Team

PLO

1. Demonstrate speaking and writing competence at the level of B2 CEFR

Learning Outcomes:

1. Mastering listening comprehension skills such as identifying general and specific information of various monologue and dialogue, identifying general and specific information of longer dialogue and monologue non-authentic and authentic materials with various genres, discriminating the differences of intonation and stress which give clues to meaning, guessing meaning by context, identifying relevant points, rejecting irrelevant information, identifying inferred information, and summarizing;
2. Being able to make a right decision in selecting suitable listening strategies to facilitate listening comprehension;
3. Being responsible for applying suitable listening strategies to facilitate listening comprehension and being able to operate ICT-based language laboratory equipment to facilitate listening practice.

Description:

This course provides the students with listening practices. It covers listening skills such as identifying general and specific information of various monologue and dialogue, identifying general and specific information of longer dialogue and monologue of non-authentic and authentic materials with various genres, discriminating the differences of intonation and stress which give clues to meaning, guessing meaning by context, identifying relevant points, rejecting irrelevant information, identifying inferred information, and

summarizing in intermediate level. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

Learning Sources :

1. (1) Craven, Miles. (2008). Real Listening and Speaking 3. Cambridge: Cambridge University Press. Harmer,
2. Jeremy.(2004). Just Listening and Speaking Intermediate. London:Marshall Cavendish Ltd.
3. Soars, John and Liz. (2004). New HeadwayStudent Book. Oxford: Oxford University Press.
4. Authentic materials and other related materials

A. Teaching-learning Activity

Meetings	Competence	Indicators	Materials	Learning Strategy	Sources /Media	Time Allotment	Learning Experience
1	<ul style="list-style-type: none"> ● To identify general and specific information of various monologues 	To be able to: <ul style="list-style-type: none"> ● identify main topic of a monologue ● identify important points ● separate major points and minor points ● guess meaning from the context 	Getting to know you <ul style="list-style-type: none"> ● Greeting ● Introducing oneself ● Jobs 	Discussion Lecturing, Question-Answer	[3]	100'	<ul style="list-style-type: none"> ● Listening to a recording of a student introducing himself from [3] ● Identifying general and specific information about the student ● Discussing the meaning of certain vocabularies - guessing meaning from the context.
2			A Story <ul style="list-style-type: none"> ● Tall tale (American stories) ● Past events 	Discussion Lecturing, Question-Answer	[4]	100'	<ul style="list-style-type: none"> ● Listening to a story about a man called Fausto Ruiz from [4] ● Identifying general and specific information of the story

							<ul style="list-style-type: none"> ● Explaining the meaning of certain vocabularies - guessing meaning by context.
3			<p>Commercials</p> <ul style="list-style-type: none"> ● Various radio commercials 	<p>Discussion Lecturing, Question-Answer Pair work Individual work</p>	[2]	100'	<ul style="list-style-type: none"> ● Listening to commercials from [2] ● Matching the commercials with the picture provided
4-5	<ul style="list-style-type: none"> ● To identify general and specific information of various dialogues 	<p>To be able to:</p> <ul style="list-style-type: none"> ● identify main topic of a dialogue ● identify important points ● separate major points and minor points ● guess meaning from the context ● discriminate the 	<p>Looking around a house</p> <ul style="list-style-type: none"> ● rooms in a house ● things around a house ● renting an apartment ● buying a house 	<p>Discussion Lecturing, Question-Answer Individual work</p>	[1], [2]	100'	<ul style="list-style-type: none"> ● Listening to a dialogue between a couple and an agent about a house to buy ● Identifying general and specific information of the dialogue ● Discussing the differences of intonation and stress that give clues to meaning.
6			<p>In a restaurant</p> <ul style="list-style-type: none"> ● food and drink ● ordering meal 	<p>Discussion Lecturing, Question-Answer Pair work</p>	[1]	100'	<ul style="list-style-type: none"> ● Listening to a longer dialogue of several people in a restaurant ● Identifying general and specific information of the dialogue

		differences of intonation and stress which give clues to meaning	<ul style="list-style-type: none"> • requests 				<ul style="list-style-type: none"> • Discussing the differences of intonation and stress that give clues to meaning. • Identifying relevant points and rejecting irrelevant information found in the dialogue.
7			<p>In a shop</p> <ul style="list-style-type: none"> • Complaint in a shop • A shop's returns policy • Questions about various products 	<p>Discussion Lecturing, Question-Answer Pair work</p>	[1]	100'	<ul style="list-style-type: none"> • Listening to a longer dialogue of several people in a shopping center • Identifying general and specific information of the dialogue • Discussing the differences of intonation and stress that give clues to meaning. • Identifying relevant points and rejecting irrelevant information found in the dialogue.
8	Mid-term test						
9-10	<ul style="list-style-type: none"> • To identify general and specific information of 	To be able to:	<p>At the doctor's</p> <ul style="list-style-type: none"> • Health 	<p>Discussion Lecturing, Question-Answer</p>	[1]	100'	<ul style="list-style-type: none"> • Listening to a longer monologue about health • Identifying general and specific information of the monologue

	longer monologues	<ul style="list-style-type: none"> • identify main topic of a longer monologue • identify important points 	<ul style="list-style-type: none"> • The doctor's diagnosis and instructions 	Individual work			<ul style="list-style-type: none"> • Guessing meaning by context • Identifying relevant points and rejecting irrelevant information found in the dialogue.
11		<ul style="list-style-type: none"> • separate major points and minor points • guess meaning from the context 	A Film review	Discussion Lecturing, Question-Answer Pair work Individual work	[1]	100'	<ul style="list-style-type: none"> • Listening to a film review • Identifying general and specific information of the review • Identifying inferred information
12			Vacations <ul style="list-style-type: none"> • Types of vacations 	Discussion Lecturing, Question-Answer Pair work Individual work	[1], [2]	100'	<ul style="list-style-type: none"> • Listening to five people talking about how they spend their holiday • Identifying general and specific information • Guessing meaning by context • Identifying relevant points and rejecting irrelevant information found in the dialogue.
13	<ul style="list-style-type: none"> • To identify general and specific information of longer monologues 	To be able to: <ul style="list-style-type: none"> • identify main topic of a longer monologue 	Stress in Teenagers	Discussion Lecturing, Question-Answer Group work			<ul style="list-style-type: none"> • Listening to a news report • Identifying general and specific information of the news

				Individual work			
14	<ul style="list-style-type: none"> ● To summarize information from TV and radio news programs 	<ul style="list-style-type: none"> ● identify important points ● separate major points and minor points ● guess meaning from the context 	The News		[2]	100'	<ul style="list-style-type: none"> ● Listening to a news report ● Identifying general and specific information of the news
15	<ul style="list-style-type: none"> ● To identify general and specific information of longer dialogues ● To summarize information from longer dialogues 	<ul style="list-style-type: none"> ● identify inferred information ● identify relevant points ● reject irrelevant information ● identify main topic of a longer dialogue 	<p>Working in a man's world</p> <p>an interview with a woman working as a design engineer</p>	<p>Discussion</p> <p>Lecturing, Question-Answer</p> <p>Pair work</p> <p>Individual work</p>	[2]	100'	<ul style="list-style-type: none"> ● listening to an interview ● identifying general and specific information ● Discussing the important points of the information ● Making a brief summary of the information
			<p>The lineup</p> <ul style="list-style-type: none"> ● reporting a crime to a police officer ● describing people 	<p>Discussion</p> <p>Lecturing, Question-Answer</p> <p>Pair work</p> <p>Individual work</p>	[2]	100'	<ul style="list-style-type: none"> ● listening to a dialogue between a woman and a police officer ● identifying specific information of the dialogue ● discussing inferred information of the dialogue
16	Final test						

B. Assessment

Indicator	Assessment				
	Type	Form	Instrument	Criteria	Point (%)
identifying general and specific information of monologues	Written test	<ul style="list-style-type: none"> ● True False ● Essay 	Appendix 1		20
identifying general and specific information of longer monologues	Written test	<ul style="list-style-type: none"> ● True False ● Completion 	Appendix 2		20
identifying general and specific information of dialogues	Written test	<ul style="list-style-type: none"> ● True False ● Completion 	Appendix 1		20
identifying general and specific information of longer dialogues	Written test	True False	Appendix 2		20
<ul style="list-style-type: none"> - Summarizing a dialogue - Demonstrate writing competence at the level of B2 CEFR 	Written test	Completion	Appendix 2		20

Surabaya, 1 Agustus 2018
Lecturer in charge,

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