

SYLLABUS
Vocational Higher School
Applied English Translation

Course Code	Course Title		Credits	ECTS Value	
AET-102	Listening & Speaking		(1-2-3)3	6	
Prerequisite Courses:	None				
Course Language:	English	Course Delivery Mode:		Face-to-face	
Course Type and Level:	Compulsory, Short Cycle, First Year, Spring Semester				
Instructor's Title, Name, and Surname		Course Hours	Office Hours	Contact	
Lect. Dr. Fatma Toköz				fatmatokoz@cag.edu.tr	
Course Coordinator:					
Course Objectives: This course aims to strengthen students’ academic listening comprehension and spoken interaction skills through authentic materials, project-based speaking tasks, and intercultural communication practice. It prepares students to listen critically, speak clearly and confidently, and apply these skills in translation, interpretation, and professional communication contexts.					
Course Learning Outcomes	Upon successful completion of this course, the student will be able to;			Relations	
				Program Outcomes	Net Contribution
	1	Identify main ideas, details, and speaker attitude in academic and professional listening texts.	1, 4, 5	4	
	2	Apply appropriate listening strategies (prediction, note-taking, inference) for various genres.	1, 4, 5	4	
	3	Use accurate pronunciation, stress, and intonation patterns in oral communication.	1, 3, 4, 10	4	
	4	Organise and deliver oral presentations using cohesive devices and visual support.	1, 4, 9	5	
	5	Express and justify opinions in discussions, debates, and simulations with intercultural awareness.	4, 5, 7	5	
6	Reflect on progress and peer feedback through a process-based Speaking Portfolio.	2, 3, 8	5		
Course Content:	Integrated practice of listening and speaking skills through authentic and academic English materials. Focus on comprehension, note-taking, summarising, pronunciation, discussion, and presentation skills. Students develop confidence and accuracy in oral communication through individual, pair, and group tasks, as well as project-based and reflective learning activities.				
Course Schedule (Weekly Plan)					
Week	Topic		Preparation		Teaching Methods and Techniques
1	Introduction to course objectives; diagnostic listening and speaking activities; self-assessment of skills.		Reflective task: “My Listening & Speaking Goals.”		Lecture, pair interviews, discussion.
2	Active listening strategies – identifying gist and detail; note-taking practice.		Skillful 2, Unit 1; prepared vocabulary list.		Task-based listening, note-mapping, peer correction.
3	Listening for numbers and time; describing daily routines using the Present Simple.		Compiled materials, short diary entry.		Guided listening, communicative drills, role-play.

4	Making inferences from context; talking about free-time activities; practising word and sentence stress.	Audio samples; stress patterns chart.	Pronunciation clinic, pair work, feedback.
5	Organising information for short oral presentations; using signal words for sequencing.	Outline of a 1-minute talk.	Mini-presentation, peer review, discussion.
6	Listening for reasons and results; participating in interviews and brainstorming sessions.	Skillful 2, Unit 3.	Problem-solving tasks, interactive listening, group work.
7	Close listening for supporting ideas; stressing and intonation in questions; asking permission and clarification.	Pronunciation worksheet.	Role-play, pronunciation practice, discussion.
8	Midterm Exam 1 – Listening Portfolio Submission.	Portfolio entries and reflection.	Process-based assessment.
9	Midterm Exam 2 – Speaking Performance Test.	Prepare short dialogue and notes.	Oral assessment, peer feedback.
10	Listening for cause and effect in academic contexts; planning and conducting a survey.	Survey questions prepared in pairs.	Task-based project, collaborative discussion.
11	Listening for special terms and phrases; expressing opinions, agreement, and disagreement.	Compiled materials; short opinion paragraph.	Guided listening, debate, peer assessment.
12	Predicting content from interviews; giving reasons for or against ideas; practising contractions and connected speech.	Audio clips; note-taking template.	Flipped classroom, guided pronunciation, discussion.
13	Listening for explanations and examples; planning a short informative talk.	Draft slides or visuals for talk.	Oral presentations, formative feedback.
14	Student Presentations – “My Voice in Translation.”	Final rehearsal and visuals.	Presentations, peer evaluation, reflection.
15	Integrating listening and speaking skills; summarising and responding to spoken input.	Reflection journal entry.	Group discussion, peer feedback, simulation.
16	Course review, error analysis, and feedback; preparation for final assessment.	Self-evaluation checklist.	Interactive revision session, Q&A.
17	Final Exam – Comprehensive Listening & Speaking Test.	Revision of all topics.	Oral and listening exam.
18	Make-up / Evaluation Week.	—	—

Course Resources

Textbook:

Baker, L. & Gershon, S. (2018). *Skillful 2: Listening & Speaking* (2nd ed.). Macmillan Education. ISBN 978-1380010483

Recommended References:

- Center for Creative Leadership (2019). *Active Listening: Improve Your Ability to Listen and Lead* (2nd ed.). ISBN 978-1604919370 (e-book).
- <https://www.esl-lounge.com/student/listening.php>
- https://orcit.eu/resources-shelf-en/story_html5.html
- <https://ocw.metu.edu.tr/course/view.php?id=18>

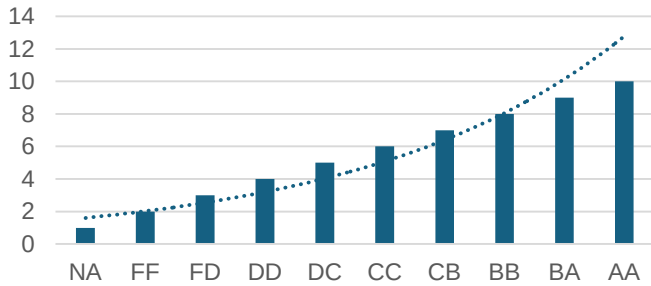
Course Assessment and Evaluation

Activities	Number	Percentile	Notes
Midterm Exam	1	30%	Integrated listening and speaking exam (focus on note-taking, inference, and oral response).
In-class Tasks & Assignments	2	20%	Short pair/group activities, mini-presentations, and reflective listening tasks.
Final	1	50%	Comprehensive assessment covering all listening and speaking skills.

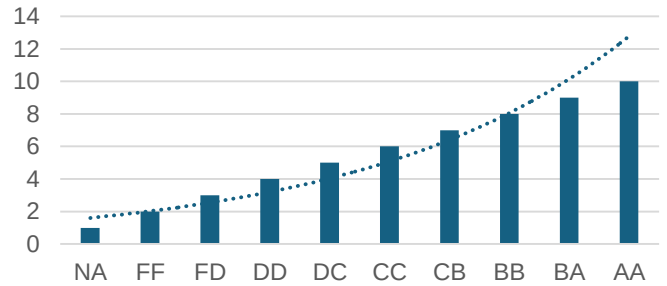
ECTS Table			
Content	Number	Hours	Total
Course Duration	14	3	42
Out-of-Class Study	14	3	42
Assignment	2	10	20
Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation)	1	25	25
Final Exam (Final Exam Duration + Final Exam Preparation)	1	40	40
Total:			169
Total / 30:			169/30=5,63
ECTS Credit:			6

Past Term Achievements

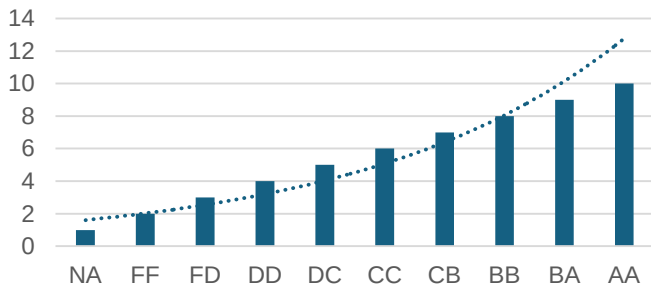
2024-2025 Fall Semester
Course Code and Name



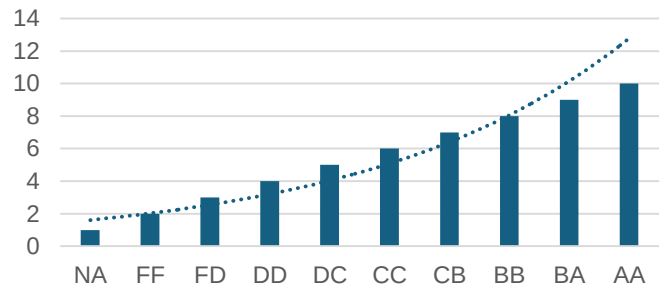
2024-2025 Spring Semester
Course Code and Name



2025-2026 Fall Semester
Course Code and Name



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Rubric for In-Class Tasks & Assignments (20%)

Criteria	Excellent (90–100)	Good (80–89)	Satisfactory (70–79)	Needs Improvement (< 70)
1. Listening Comprehension & Note-Taking	Consistently identifies main ideas, details, and speaker's attitude; produces clear, well-organised notes with accurate information and inferences.	Usually captures key ideas and supporting details with minor gaps; notes mostly organised and clear.	Understands general meaning but misses key details or relationships; notes limited or incomplete.	Struggles to follow input; notes unclear, fragmented, or inaccurate.
2. Speaking Fluency & Pronunciation	Speaks clearly, confidently, and spontaneously with accurate stress, rhythm, and intonation; pronunciation rarely interferes with meaning.	Generally fluent with minor hesitation; occasional pronunciation or stress errors that do not impede comprehension.	Frequent hesitation or mispronunciation; speech sometimes unclear.	Speech lacks clarity and control; frequent pronunciation errors impede understanding.
3. Interaction & Use of Language	Initiates, maintains, and concludes interactions effectively; uses appropriate vocabulary, cohesive devices, and turn-taking strategies naturally.	Participates actively and responds appropriately; minor vocabulary or cohesion issues.	Participates with prompting; uses limited range of expressions or fillers.	Minimal participation; inappropriate or very limited responses.
4. Content Organisation & Task Fulfilment	Fully meets task requirements; ideas are logically sequenced and well-supported; clear	Mostly complete and coherent; minor issues with organisation or development.	Addresses task partially; ideas loosely organised or repetitive.	Task incomplete or off-topic; lacks coherence or organisation.

	introduction, body, and closure.			
5. Reflection & Collaboration	Demonstrates strong self-awareness; actively uses peer feedback to improve performance; collaborates effectively in pair/group work.	Shows awareness of strengths/weaknesses; uses feedback with some guidance; works well in groups.	Limited reflection; applies feedback inconsistently; uneven group participation.	Little or no reflection; resists feedback; minimal contribution to group work.