

# Syllabus: Listening & Speaking for IELTS Preparation

## Instructor Information

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|----------------|--------------------------------|
| Instructor:    | Bich Nguyen                    |
| Email Address: | bichnguyen8897@gmail.com       |
| Office Hours:  | By appointment                 |
| Course Length: | 3 months (3 sessions per week) |

## Course Description

This course focuses on

- (1) understanding extended spoken English at natural speed across academic and everyday contexts, and
- (2) producing clear, well-organized spoken responses under timed conditions.

Listening instruction moves from bottom-up decoding (recognizing connected speech, weak forms, and signal words) to top-down strategies (predicting content, listening for gist versus detail, and tracking speaker attitude). Speaking instruction builds fluency and coherence through short-response, extended-turn, and discussion-based tasks, with explicit attention to pronunciation, discourse markers, and idea development within a time limit.

## Course Learning Outcomes

1. Identifies main ideas and specific factual detail in listening passages
  - a. Recognizes gist-type versus detail-type questions before listening
  - b. Uses context and signal words to predict upcoming content
  - c. Follows speaker attitude, opinion, and implied meaning
  - d. Applies note-taking strategies suited to different listening-task types (form completion, matching, multiple choice)
2. Uses target speaking skills appropriately\* in extended and interactive spoken tasks
  - a. Answers short-response questions fluently with minimal hesitation

- b. Produces a coherent 1–2 minute extended turn organized with a clear beginning, development, and conclusion
  - c. Uses a range of discourse markers to sequence and connect ideas
  - d. Justifies opinions and discusses more abstract topics with appropriate elaboration
- 3. Engages in level-appropriate pronunciation and delivery
  - a. Uses stress and intonation to signal meaning and emphasis
  - b. Self-monitors and corrects pronunciation errors that affect intelligibility
  - c. Maintains a natural pace under timed speaking conditions

## **Required Materials**

1. Current IELTS-format practice materials (provided in class)
2. Notebook for listening note-taking
3. Pencil and pen
4. A device capable of audio playback for homework listening practice

**IMPORTANT:** Practice materials must be kept blank (no writing or answers from other students) so they can be reused across cohorts.

## **Grades**

You have two different grades: a Proficiency grade and a Learning Experience grade. The Proficiency grade shows your language ability, and your Learning Experience grade shows your active participation.

## **Assignments & Assessments**

Here is a list of assignments and tests for this course. You can see the due dates for the assignments on the course calendar.

## ***Proficiency***

The Proficiency grade shows how well you understand and use spoken English. This grade includes listening quizzes, speaking assessments, and a final mock test. You usually need a

Proficiency grade above 74% to move to the next level at the end of the course. If your Proficiency grade is low, you may be asked to repeat the level.

### **Listening Quizzes (30%)**

There will be a short listening quiz each week, following the IELTS Listening format (form completion, multiple choice, matching). Quizzes are intended to help you practice and demonstrate your listening strategies.

### **Speaking Assessments (40%)**

You will complete two recorded one-on-one speaking assessments during the course, each following the three-part IELTS Speaking format and scored on an analytic rubric (fluency and coherence, vocabulary, grammar, pronunciation).

### **Final Mock Test (30%)**

A full timed listening and speaking mock test will be administered near the end of the course, under real exam-day conditions.

### **Late Proficiency Assignment Policy**

You can complete a late Proficiency assignment. A late assignment does not automatically lose points. You need to complete the assignment before your teacher reports grades. If your absence is too close to the grade-report date, your teacher can give you an extra week. If you do not complete the late assignment by the new deadline, your grade will be 0. Your teacher can decide to excuse a missed Proficiency assignment.

### ***Learning Experiences***

Learning Experience grades show your effort to learn, practice, and apply your course lessons. Some Learning Experience grades will be earned in class and some will be assignments you complete at home. Attending class does not by itself mean a good Learning Experience grade — you need to actively participate and complete assignments on time. You need more than 80% for your Learning Experience grade.

Examples of Learning Experiences in this course include: completion of listening homework, paired speaking practice, review activities, and preparing outside of class for an in-class speaking task.

### **Late Learning Experience Policy**

Learning Experiences need to be completed by the due date. If you have an excused absence, your teacher can choose to accept a late Learning Experience assignment before the grade-report date. If your excused absence is too close to the grade report, your teacher can give you an extra week. Your teacher can also choose to excuse the Learning Experience. Unexcused

Learning Experiences generally cannot be made up late, so please talk to your teacher if this affects you.

## **Academic Honesty**

Students should be honest with others, complete their own work, and be evaluated based on that work. This includes avoiding academic dishonesty such as cheating, falsification, and plagiarism.

## **Artificial Intelligence (AI)**

Artificial Intelligence (AI) refers to tools that make decisions or generate original content based on existing content. Our goal is to help you become a capable, independent English speaker — use of AI in this course should meet the following requirements.

- AI cannot be used during any listening or speaking assessment.
- AI can only be used as approved by the instructor (for example, to help brainstorm ideas before a speaking task).
- AI must never be used to generate spoken responses in place of a student's own speech on an assessed task.