
COURSE SYLLABUS: ***Comprehension and Oral Expression***

"Conducted within the framework of blended learning, tailored for second-year EFL Undergraduate Students /English Departement."

kherchef Imene

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I. Course Information

- **Faculty:** of Arts and Foreign Languages
- **Department:** of English
- **Target Audience:** Second-Year undergraduate Students
- **Course Title:** Comprehension and Oral Expression
- **Credits:** 04
- **Coefficient:** 02
- **Duration:** 13 weeks (Semester)
- **Schedule:** wednesday: 12 :30 PM – 15 :30 PM
- **Room:** Lab 02
- **Teacher (Practicals):** Dr. Kherchef Imene
- **Contact:** Via email at i.kherchef@centre-univ-mila.dz

Availability

- **Office Hours:** wednesday and Thursday from 09:300 AM to 11:00 AM (Office 05).
- **Forum Responsiveness:** Any question related to the course content must be posted on the dedicated Moodle platform forum so that all students can benefit from the answer. I commit to answering forum posts within 48 hours.
- **Via Email:** I commit to responding to emails within 48 hours of receipt, except in unforeseen circumstances. The online forum remains the preferred communication channel; email is strictly reserved for "emergencies" (such as platform access issues) and must be used discerningly.

II. Course Overview

This course is designed to develop second-year EFL students' communicative competence through the integrated practice of listening, speaking, reading, and writing skills in authentic and meaningful contexts. Grounded in a communicative and learner-centred approach, the course encourages students to use English as a tool for interaction, critical inquiry, and intercultural engagement.

Drawing on a wide range of contemporary and globally relevant themes, including personal narratives, digital storytelling, environmental sustainability, and climate change, the course provides students with opportunities to explore real-world issues while enhancing their linguistic and communicative abilities. Through exposure to authentic spoken and written materials, students develop the ability to comprehend, analyse, and respond effectively to diverse forms of discourse.

The course places particular emphasis on oral communication, active listening, vocabulary development, pronunciation, fluency, and discourse organisation. Students engage in a variety of interactive learning experiences, including discussions, debates, presentations, collaborative projects, reflective tasks, and multimedia-based activities. These tasks are designed to foster critical thinking, creativity, problem-solving skills, and learner autonomy.

The course is organized into two complementary semesters that progressively develop students' communicative competence through theme-based instruction. The first semester focuses on personal narratives and digital storytelling, enabling students to develop self-expression, narrative competence, and oral communication skills. The second semester adopts a content-based approach centered on climate change and sustainability, encouraging students to engage critically with contemporary global issues while further developing their language proficiency and digital literacy.

III. Course Content

This interactive session is designed for second-year Bachelor students of English to transform the way they think, talk, and write about one of the most pressing global

conversations of our time. Instead of treating climate change as a distant headline, students explore exactly how it impacts their immediate environment. This session builds both environmental awareness and targeted language skills, moving students past basic weather descriptions to master the specific, powerful vocabulary needed to discuss human impact, environmental changes, and global solutions.

Please note that the material presented here serves as a detailed syllabus overview and structural breakdown of the introductory session; it does not constitute the complete, full-length course. The comprehensive learning modules, mandatory video lectures (`video.mp4`, `video\_02.mp4`), interactive listening resources, and graded assignment portals are hosted entirely on our institutional **Moodle platform**. You are expected to log into Moodle regularly to access the complete weekly lesson plans, full reading texts, and official assignment submission links.

I. Phase 1: Pre-Listening Literacy and Media Discussions

- **Text Analysis (UNESCO Strategic Briefing):** Students read and examine an institutional review highlighting the severe lack of climate crisis integration in national education frameworks (where only 53% of nations address the issue). The text outlines a widespread lack of confidence among global educators regarding regional environmental instruction.
- **Guided Slide Prompts and Analytical Group Talk:** Students tackle a multi-layered discussion mapping the connections between human industry and global ecosystems through the following thematic vectors:
 - Differentiating short-term weather expressions from long-term climate changes.
 - Explaining how agricultural practices, such as bovine methane emissions, amplify the atmospheric greenhouse effect.
 - Connecting consumer lifestyle habits, specifically fast fashion and non-recyclable synthetic textiles, to rising industrial greenhouse gases.
 - Evaluating structural mitigation methods and adapting vocabulary around renewable energy alternatives.

II. Phase 2: Listening Processing, Accent Audits and Decoding (60 Minutes)

- **The Acoustic Tracking Quiz (Knowledge Stage):** Students are tested on their ability to decode diverse global auditory sources. They must successfully map:
 - **Acoustic Variations:** Dissecting standard Received Pronunciation (British RP) versus international, non-native English accents.
 - **Linguistic Register Identification:** Differentiating a formal, diplomatic/institutional warning style from an informative, scientific broadcasting narrative.

- **Lexical Spotting Tasks:** Isolating targeted environmental terminology directly from the audio files, including the exact contextual tracking of vocabulary like curricula, severity, mitigate, and atmosphere.
- **Active Paraphrasing Tasks (Comprehension Stage):** Moving beyond passive recording, students must summarize complex arguments using their own phrasing.
 - They construct peer-reviewed summaries mapping how fossil fuel consumption releases gases that trap heat in the atmosphere, alongside tracking catastrophic secondary outcomes such as accelerated polar ice melting and the projected 80-year submersion of low-lying cities like Miami.

III. Phase 3: Applied Real-World Roleplay (30 Minutes)

Students break out into working pairs to execute unscripted, unmemorized 3-minute simulations designed to apply their new vocabulary to structural dilemmas. The tasks utilize specialized scenario guidelines:

- **Scenario Alpha (Educational Advocacy):** A student acts as a UNESCO envoy to debate a resistant university director, using direct evidence to prove that environmental education is an immediate necessity rather than a distant issue.
- **Scenario Beta (Consumer Intervention):** A student plays an environmental activist confronting a fast-fashion consumer, tracing a direct line from everyday wardrobe purchases to atmospheric carbon overload.
- **Rhetorical Rules:** Performance criteria require the seamless, natural application of complex phrasing, including transitions like “address this vulnerability head-on because...” and “to mitigate the regional severity of this crisis...”.

IV. Phase 4: Synthesis Presentations & Class Review Jury (30 Minutes)

- **Peer Case Studies:** Representative pairs present a 2-minute oral presentation demonstrating structural environmental chains based on real-world configurations:
 - Tracing how systemic tree removal creates soil erosion and weather anomalies.
 - Tracing how household energy use, burning coal, and urban traffic congestion create persistent local droughts.
- **The Active Evaluation Matrix:** Non-presenting classmates transform into a grading tribunal. They utilize standard evaluation criteria to critique their peers on a 1-to-5 scale assessing three specific areas:
 - **Causal Cohesion:** How clearly the presenter linked human consumption to macro environmental impacts.
 - **Phonetic Accuracy:** Precision in articulating advanced environmental terms.
 - **Oral Justification Defense:** Randomly selected student jurors must stand

IV. Prerequisites

This module builds upon the linguistic, communicative, and academic competencies developed during the first year of undergraduate English studies. Students enrolling in this course are expected to have successfully completed the foundational language modules of the first-year curriculum or demonstrate an equivalent level of English language proficiency.

Specifically, students should possess:

- Fundamental communicative competence in listening, speaking, reading, and writing.
- The ability to comprehend and respond to a variety of spoken and written texts of moderate complexity.
- Basic oral communication skills enabling participation in discussions, presentations, and collaborative learning activities.
- Familiarity with paragraph development, text organization, and essential academic writing conventions.
- Foundational knowledge of English grammar, vocabulary, pronunciation, and discourse structures.
- Basic research, information literacy, and digital communication skills required for academic learning.
- The capacity to engage in independent learning, critical reflection, and collaborative work.

Successful completion of first-year modules in Comprehension and Oral Expression, Written Expression, Grammar, Study Skills, and related language courses is strongly recommended, as these modules provide the linguistic and academic foundation necessary for effective participation in the course.

The module assumes that students are prepared to engage actively with authentic materials, multimedia resources, project-based learning tasks, and discussions of contemporary social, cultural, and global issues conducted in English.

To facilitate self-assessment and academic preparation, an archival reference copy of this diagnostic examination instrument has been made available for download via the institutional **Moodle platform**.

Students are formally advised that entry-level prerequisites will be rigorously evaluated via a mandatory, in-person diagnostic pre-test administered directly within the physical classroom environment. This proctored baseline assessment is designed to verify that incoming students possess the necessary linguistic, communicative, and analytical capacities required for rigorous participation in the module.

V. Learning Objectives

The following framework re-aligns and paraphrases the course learning objectives into the three classical domains of competency: (Knowledge), (Hard Skills and Capabilities), and (Soft Skills, Attitudes and Behavioral Competencies).

1. Knowledge and Conceptual Understanding

By the end of this module, students will acquire and understand:

- **Core Thematic Frameworks:** Structural concepts, specialized terminology, and overarching narratives bound to digital storytelling, personal reflections, environmental sustainability, and the climate crisis.
- **Sociolinguistic Interconnectedness:** The fundamental relationships and interactions linking language mechanics, cultural perspectives, human communication, and modern global hurdles.
- **Multimodal Textual Layouts:** The organizational structures and implicit meanings embedded within authentic spoken, written, and multimedia assets across academic and professional spheres.

2. Practical, Analytical and Language Skills

By the end of this module, students will develop the capacity to perform the following actions:

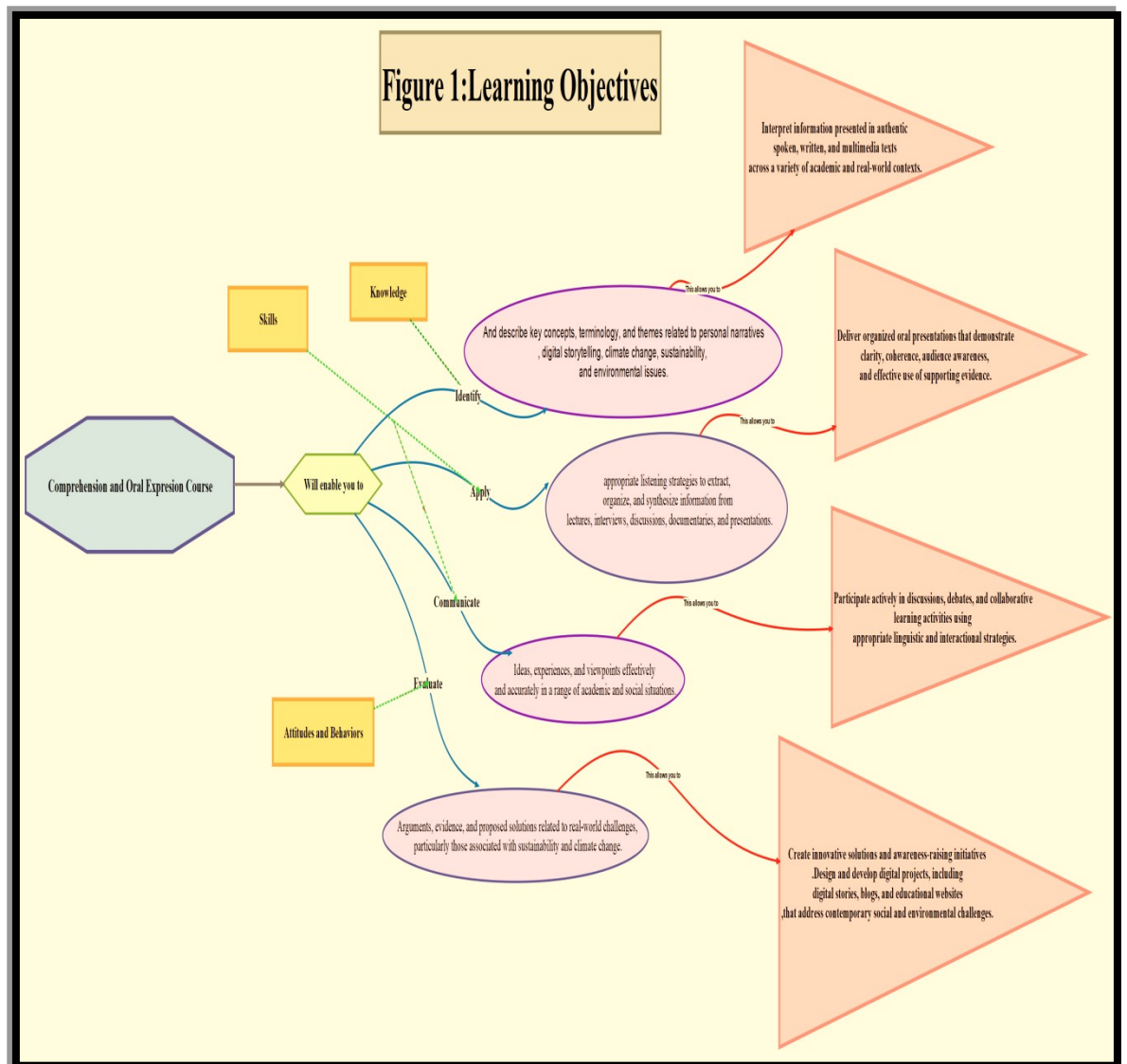
- **Strategic Auditory Processing:** Decode core messages, auxiliary details, and subtext from diverse audio-visual sources using active listening strategies to organize and combine data from academic lectures, formal interviews, and documentaries.
- **Spoken Discourse Deconstruction:** Break down live speech to diagnose speaker motivation, emotional attitude, core arguments, and underlying rhetorical objectives.
- **Coherent Academic Expression:** Articulate viewpoints accurately across diverse social and academic environments, culminating in highly organized oral presentations that show explicit audience awareness, structural logic, and evidence-based support.
- **Critical Evaluation and Comparative Synthesis:** Synthesize multi-source reading materials using advanced reading tactics, evaluate competing solutions regarding global sustainability, and construct structurally sound, logically advanced written texts.
- **Digital Architecture and Content Development:** Leverage multimedia tools to design technical digital initiatives—including structured blogs, digital stories, and educational web hubs—by balancing audio, visual, and textual components to produce compelling multimodal media.

3. Attitudinal, Intercultural and Behavioral Competencies

By the end of this module, students will cultivate the following mindsets and interpersonal behaviors:

- **Collaborative Leadership and Accountability:** Work harmoniously within pairs and larger teams, demonstrating personal responsibility, proactive leadership, and cooperative group dynamics to address complex tasks.
- **Intercultural Empathy and Global Citizenship:** Value cultural diversity and distinct geopolitical perspectives by engaging with international media, assessing how localized human choices ripple outward into global ecological systems.
- **Civic Problem-Solving and Innovation:** Approach societal and environmental issues with a proactive mindset, designing original awareness campaigns and creative initiatives to tackle immediate real-world crises.
- **Autonomous Metacognition:** Engage in deliberate, critical self-reflection regarding personal academic progress to encourage continuous self-improvement, independent learning habits, and lifelong skill development.

Figure 1 :Learning Objectives mindmap



VI. Assessment Methods

The evaluation architecture for this module balances ongoing performance with summative academic testing to ensure a thorough assessment of student competencies. The final module grade is calculated using an equal split between continuous performance metrics and a formal terminal examination.

The overall assessment structure is configured as follows:

$$\{\text{Final Grade Calculation}\} = (50\% \text{ Continuous Assessment / TD}) + (50\% \text{ Summative Exam})$$

1. Continuous Assessment and Directed Work (TD Mark) — 50% of Final Grade

The continuous evaluation tracking, commonly designated as the TD Mark, compiles a student's active engagement, consistency, and skill application over the course of the

semester. This component is evaluated out of a maximum of 20 points and is structured across two primary, comprehensive assignment blocks:

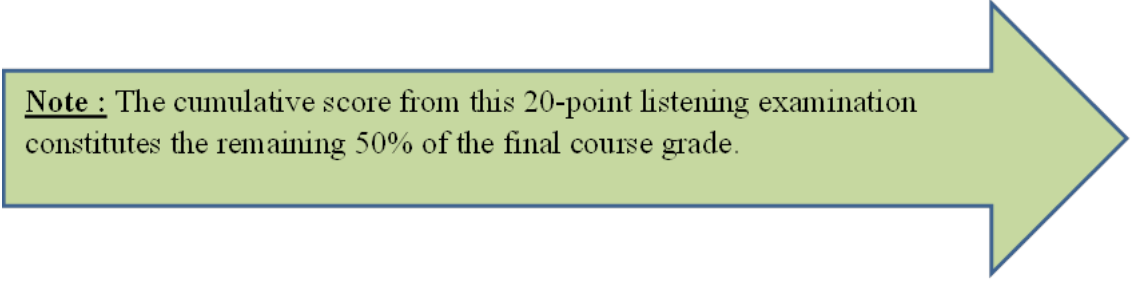
- **The First Assessment Block (20 Points Total):** This initial block sets the baseline for student engagement and introductory skill development. It is strictly partitioned into three distinct grading elements:
 - ✓ **Independent Homework Assignments (5 Points):** Independent tasks designed to reinforce classroom learning through preliminary reading reflections and vocabulary building exercises.
 - ✓ **Active Classroom Participation (5 Points):** Measures a student's ongoing verbal engagement, collaborative group contribution, and presence during class activities
 - ✓ **First Listening Test (10 Points):** A structured in-class quiz evaluating initial audio decoding, thematic terminology identification, and note-taking accuracy.

2. Summative Terminal Examination : 50% of Final Grade

The final examination provides an objective, rigorous measure of individual student proficiency at the end of the module.

- **The Second Assessment Block (20 Points Total):** This advanced block focuses heavily on applied linguistic execution and is split evenly into two comprehensive capability exams:
 - ✓ **Second Listening Test (10 Points):** An advanced auditory processing examination evaluating the comprehension of implicit meanings, speaker attitudes, and formal registers in complex multimedia texts.
 - ✓ **Speaking Test (10 Points):** A practical oral examination measuring communicative precision, lexical choice, and structural logic through live oral role-plays, presentations, or digital storytelling defenses.

- **Listening Comprehension Examination (20 Points):** Administered as a formal, proctored testing session, this terminal exam evaluates advanced auditory processing capacities under timed conditions. Students must decode authentic audio-visual streams to identify core arguments, map subtext, track regional accents, and analyze spoken discourse.



Note : The cumulative score from this 20-point listening examination constitutes the remaining 50% of the final course grade.

➤ **The In-Class Listening Examinations**

To ensure a comprehensive evaluation of both receptive and productive linguistic capabilities, the Listening Tests (valued at 10 points each within the continuous assessment framework and 20 points for the final exam) are systematically divided into two core operational phases:

Receptive Comprehension Tasks and Applied Production Exercises.

The examination unfolds sequentially through the following structured components:

Phase 2: Applied Production Exercises

Moving beyond passive recording and recognition, the final section of the test requires students to actively manipulate the gathered data to demonstrate advanced processing skills.

- ✓ **Active Paraphrasing and Written Summary Tasks:** Students are required to synthesize the core arguments and factual data extracted from the audio files.

Step 1: Accessing the Assessment Portal

- ✓ **Authentication:** Students navigate to the institutional Moodle platform and log in using their personal academic credentials.
- ✓ **Course Navigation:** From their personalized dashboard, students select the module page for Oral Expression / Comprehension.
- ✓ **Locating the Test:** Students scroll to the specific thematic block designated for the assessment and click on the official quiz link titled "Continuous Assessment: Listening Test".
- ✓ **Pre-Flight Check:** Before launching the exam, students are presented with an introductory page outlining the strict parameters of the test, including the precise time limit, the number of allowed attempts, and the absolute closing deadline for submission.

Step 2: Engaging with the Media and Answering Phase 1 (Receptive Tasks)

Initiating the Attempt: Clicking "Attempt Quiz Now" unlocks the secure exam environment and starts the synchronized countdown timer.

Media Playback: At the top of the interface, students interact with the embedded media stream (video.mp4 or audio track). They click the Play button to begin listening, keeping in mind the structural restriction that limits their playback capability to a maximum of two listens.

Inputting Objective Responses: As the media plays, students scroll through the interactive fields to answer:

For Fill-in-the-Gaps (Cloze): Students click inside the integrated text boxes within the paragraph and type the exact missing terminology

For Matching Exercises: Students click the drop-down contextual menus next to each item to map the correct pairs, such as selecting the matching speaker identity, regional accent, or corresponding ecological effect.

For Multiple-Choice Questions (QCM): Students simply click the radio-button corresponding to the most accurate interpretation of implicit meaning or communicative

Step 3: Completing Phase 2 (Applied Production) and Final Submission

Drafting the Written Summary: Upon arriving at the open-ended portion of the quiz, students utilize the Moodle text editor canvas. They type their cohesive, academic summary directly into the box, ensuring they clearly synthesize the cause-and-effect data extracted from the audio stream using their own phrasing.

Reviewing the Attempt: Students click the "Next Page" or "Finish Attempt" navigation buttons to view a summary screen displaying the status of their responses, confirming that every single question has saved input data.

Definitive Submission: To conclude the assessment, students click the final "Submit All and Finish" validation button. This locks their answers, transmits their open-ended essay to the

Table 1 : Assessment methods overview

Assessment Type	Evaluation Period	Assessment Methods	Assessment Objectives
Continuous Assessment and Directed Work (TD Mark: Block 1)	Ongoing / First half of the semester	In-Class Tasks and Moodle Quiz: • Independent Homework (5 pts) • Active Classroom Participation (5 pts) • First Listening Test (10 pts)	• To verify individual preparation and engagement with assigned materials. • To measure spoken involvement during live discussions. • To assess baseline phonological tracking and vocabulary spotting.
Continuous Assessment and Directed Work (TD Mark: Block 2)	Ongoing / Second half of the semester	Applied Tasks & Oral Examination: • Second Listening Test (10 pts) • Speaking Test (10 pts)	• To evaluate advanced auditory decoding of registers and diverse international accents. • To test oral fluency, argumentative structure, and functional language execution during interactive pair role-plays or digital storytelling defenses.
Summative Terminal Examination	End of the semester (Final Exam Period)	Proctored Examination: • Listening Comprehension Exam (20 pts) • In-person or synchronous Moodle format • Strictly limited to two media playbacks	• To provide a definitive individual measurement of holistic auditory capabilities under strict exam conditions. • To evaluate macro-comprehension, subtext interpretation, and the ability to synthesize data into a formal written response.
In-Class Listening Examinations (<i>Methodology Focus</i>)	Integrated within both Continuous and Terminal Exam	Sequential Written Sections:	• Phase 1: To gauge accuracy in literal text tracking, keyword recognition, and

	periods	• Phase 1 (Receptive): Fill-in-the-gaps (<i>Cloze</i>), Matching exercises, and Multiple-Choice (<i>QCM</i>) • Phase 2 (Productive): Applied written summary/paraphrase	contextual identification. • Phase 2: To check if students can successfully process and restructure auditory arguments into cohesive cause-and-effect written academic explanations.
Moodle Online Listening Test (<i>Digital Alternative Workflow</i>)	Scheduled during online testing windows	Interactive Digital Quiz Module: • Step 1: Platform Authentication & Access Portal • Step 2: Receptive Phase with embedded media stream • Step 3: Open-ended HTML essay canvas input	• To streamline the collection of objective receptive data through instantly graded, computer-based questions. • To capture and submit original paragraph production tasks into the instructor's manual grading queue for rubric evaluation.

VII. Teaching and Learning Activities

The module adopts a learner-centred, communicative, and task-based approach that promotes active engagement, critical thinking, collaboration, and authentic language use. Teaching and learning activities are carefully aligned with the intended learning outcomes and Bloom's Taxonomy, enabling students to progress from knowledge acquisition and comprehension to application, analysis, evaluation, and creation.

➤ Knowledge and Understanding Activities

Students engage in activities designed to develop foundational knowledge of language, communication, and course-related themes through:

- ✓ Accent and dialect recognition exercises;
- ✓ Vocabulary-building activities;
- ✓ Language awareness tasks;
- ✓ Guided exploration of thematic concepts;
- ✓ Listening quizzes and comprehension checks;
- ✓ Interactive lectures and mini-presentations.

These activities enable students to identify, recognize, and recall linguistic features, key concepts, and topic-specific terminology.

➤ Comprehension Activities

Students develop their ability to understand and interpret spoken and written discourse through:

- ✓ Listening to podcasts, interviews, documentaries, and presentations;
- ✓ Reading authentic texts and multimedia resources;
- ✓ Summarising and paraphrasing activities;
- ✓ Guided note-taking exercises;

- ✓ Information extraction tasks;
- ✓ Oral restatement of key ideas using their own words.

These activities encourage students to construct meaning, interpret information, and demonstrate understanding of authentic language input.

➤ **Application Activities**

Students apply acquired language knowledge and communication strategies in realistic contexts through:

- ✓ Role-plays and simulations;
- ✓ Scenario-based communication tasks;
- ✓ Structured discussions;
- ✓ Problem-solving activities;
- ✓ Interviews and information-gap activities;
- ✓ Storytelling and narrative production exercises.

Examples include self-introductions, personal narratives, travel-related discussions, and simulations of real-life communicative situations.

➤ **Listening-Based Learning Activities**

Listening instruction follows a structured pedagogical sequence:

1. Pre-Listening Activities

Students activate prior knowledge, predict content, discuss visuals, explore key vocabulary, and respond to guiding questions.

2. While-Listening Activities

Students complete comprehension tasks such as:

- ✓ True/false activities;
- ✓ Gap-filling exercises;
- ✓ Note-taking tasks;
- ✓ Information transfer activities;
- ✓ Identification of main ideas and supporting details;
- ✓ Vocabulary-in-context exercises.

3. Post-Listening Activities

Students engage in:

- ✓ Discussions and debates;
- ✓ Reflective responses;
- ✓ Oral presentations;
- ✓ Critical analysis activities;
- ✓ Problem-solving tasks;
- ✓ Collaborative projects.

This three-stage framework promotes both comprehension and critical engagement with authentic audio-visual materials.

➤ **Analytical and Critical Thinking Activities**

Students develop higher-order thinking skills through activities that require them to:

- ✓ Compare and contrast perspectives;
- ✓ Analyse speeches, debates, and presentations;
- ✓ Identify arguments, assumptions, and evidence;
- ✓ Interpret environmental and social issues;
- ✓ Examine cause-and-effect relationships;
- ✓ Evaluate information from multiple sources.

Activities include comparative listening tasks, discourse analysis, categorisation exercises, and critical discussions on contemporary global challenges such as climate change and sustainability.

➤ **Evaluation and Reflective Learning Activities**

Students are encouraged to assess and justify opinions, arguments, and performances through:

- ✓ Peer-review sessions;
- ✓ Self-assessment activities;
- ✓ Reflective journals;
- ✓ Oral performance evaluations;
- ✓ Group feedback sessions;
- ✓ Rubric-based assessment activities.

These tasks foster metacognitive awareness, reflective learning, and the ability to provide constructive feedback based on established criteria.

➤ **Creative and Project-Based Learning Activities**

Project-based learning constitutes a central component of the module and enables students to integrate linguistic, digital, and collaborative skills through authentic tasks.

Major projects include:

1.Digital Storytelling Project

Students create multimedia narratives that combine spoken language, images, audio, and video to communicate personal experiences, social issues, and reflective insights.

2.Website Design Project

Students collaboratively design educational websites that raise awareness of environmental issues and promote sustainable practices.

3.Blog-Writing Activities

Students produce informative and persuasive blog posts that communicate research findings, opinions, and solutions related to climate change and sustainability.

4.Multimedia Presentations and Digital Content Creation

Students synthesize information from multiple sources to produce original presentations, reports, videos, and awareness campaigns.

These activities correspond to the highest levels of Bloom's Taxonomy by requiring students to design, create, produce, and communicate original content.

➤ **Collaborative Learning Activities**

Collaborative learning is integrated throughout the module through:

- ✓ Pair work;
- ✓ Small-group discussions;
- ✓ Collaborative research projects;
- ✓ Peer teaching activities;
- ✓ Joint presentations;
- ✓ Team-based problem-solving tasks;
- ✓ Website and blog development projects.

Students develop teamwork, leadership, communication, negotiation, and interpersonal skills while sharing responsibility for learning outcomes.

➤ **Technology-Enhanced Learning Activities**

The module incorporates a range of digital tools and multimedia resources to support language learning and digital literacy development, including:

- ✓ Educational videos and documentaries;
- ✓ Podcasts and audio recordings;
- ✓ Online articles and digital texts;
- ✓ Blog publishing platforms;
- ✓ Website creation tools;
- ✓ Multimedia editing applications;
- ✓ Online collaboration platforms.

Technology-enhanced learning provides authentic language exposure and prepares students for academic and professional communication in digital environments.

➤ **Independent Learning Activities**

Students are expected to engage in autonomous learning through:

- ✓ Independent research tasks;
- ✓ Homework assignments;
- ✓ Portfolio development;
- ✓ Reflective learning journals;
- ✓ Online learning activities;
- ✓ Preparation for presentations and projects.

These activities promote learner autonomy, self-regulation, and lifelong learning skills.

Through this integrated framework of communicative, collaborative, reflective, and project-based learning activities, students progressively develop linguistic proficiency, communicative competence, critical thinking, digital literacy, intercultural awareness, and professional skills necessary for successful participation in academic, social, and global contexts.

To maximize student engagement and leverage the full potential of your Moodle platform, online learning activities should move beyond passive reading and viewing. They should encourage active processing, collaboration, and creation.

Here are targeted suggestions for online learning activities tailored to your course themes (sustainability, climate change, and linguistics):

1. Asynchronous Collaborative Projects

- **The "Green Tech" Wiki/Glossary:** Use Moodle's native **Glossary** or **Wiki** module. Assign each student or pair a specific technical term or concept related to climate science (e.g., *albedo effect*, *carbon sequestration*, *fast-fashion footprint*). Students must author an encyclopedic entry including a definition, an original example sentence, and a link to an authentic audio or video clip demonstrating the word's usage.
- **Peer-to-Peer Blog Audits:** Once students publish their blog posts regarding sustainability, use the **Moodle Workshop** module to orchestrate an anonymous peer-review cycle. Students are assigned two classmates' blogs and must evaluate them using an instructor-defined rubric based on academic language, logical cause-and-effect structure, and digital design.

2. Receptive Skill Processing and Digital Interactive Tasks

- **H5P Interactive Video Tasks:** Instead of having students passively watch a documentary or interview (video.mp4), process the video through **H5P** on Moodle. Insert timed, interactive checkpoints directly into the video stream. The video will automatically pause to prompt students with a multiple-choice question (QCM) testing implicit meaning, a drop-down accent tracking audit, or a phrase-completion text box.
- **Acoustic / Dialect Mapping Forums:** Post two short audio files of speakers with distinct regional or international accents discussing environmental issues. In a **Moodle Discussion Forum**, have students complete an information-extraction task where they must map out the phonetic differences they hear, identify the speakers' registers, and contrast their arguments.

3. Independent Metacognitive and Reflective Activities

- **Video/Audio Reflection Journals:** Utilize the **Moodle Assignment** tool configured for "Online Text" or media submissions. Following a complex listening unit, students record a 90-second webcam or audio reflection summarizing their personal stance on the social dilemma discussed, intentionally using the target vocabulary. This builds a digital portfolio of their speaking progress over the semester.
- **SCORM Self-Paced Grammar and Register Pathways:** Upload interactive SCORM packages that allow students to navigate branching scenarios. For instance, a student is placed in a virtual academic symposium and must choose the correct formal language structures or paraphrasing methods to successfully navigate conversations with digital characters.

4. Interactive Information-Gap and WebQuest Activities

- **Digital Causal-Chain WebQuests:** Provide a list of vetted, unsimplified institutional websites (e.g., IPCC, NASA Climate, UNESCO). Students must work independently online to track down specific data regarding a designated environmental crisis. They use this data to complete an online flowchart or concept map on Moodle that explicitly demonstrates structural cause-and-effect relationships.

To expand your digital toolkit and create a highly interactive, modern digital ecosystem on Moodle, here is an additional suite of advanced online learning activities designed to boost student engagement, linguistic precision, and digital literacy:

1. Gamified and Automated Language Mastery

- **The "Terminology Escape Room" (Moodle Game Module):** Design a digital breakout game using Moodle's conditional access paths. Students cannot access the next week's course files until they solve a series of hidden language puzzles. These include an advanced crossword puzzle testing sustainability jargon, an acoustic tracking matching game, and a rapid-fire vocabulary quiz.
- **Crowdsourced Audio Transcription Challenges:** Post an unsimplified 1-minute audio clip from an international panel discussion. Using a shared **Google Doc** embedded in Moodle, or a collaborative text block, challenge the class to collaboratively piece together a flawless transcription. Students must audit phonetic variations and peer-correct missing lexical tokens (like advanced transition markers).

2. Dynamic Multimedia and Debate Forums

- **Video Debates via Flip/Moodle Media Integration:** Replace traditional text forums with video-based exchanges. Post a controversial prompt regarding climate ethics (e.g., *"Should eco-friendly actions be mandated by law?"*). Students must record and upload a short 60-second video defense of their stance directly within the forum thread, and subsequently reply to two classmates using video or audio notes to practice natural conversational refutations.
- **Interactive Media Fact-Checking WebQuests:** Assign students to investigate viral climate change media content or infographics. Working through an asynchronous forum framework, students must locate original academic source documents or raw

institutional data streams, trace the misrepresentations or biases, and post a critical discourse analysis highlighting linguistic manipulation or rhetorical fallacies.

3. Student-Led Digital Content Creation

- **Micro-Podcast Episodes:** Instead of traditional essays, have students scripts, record, and edit a 3-minute academic podcast episode using free tools like Audacity. They must interview a peer, synthesize data on a local environmental crisis, and embed it with background scoring. The final .mp3 files are shared in a **Moodle Database module**, allowing the class to listen and comment.
- **The "Sustainable City" Collaborative Mind Map:** Use an embedded whiteboard tool (such as Miro or Padlet) within Moodle. Students act as an online urban planning board, pinning multimedia nodes—including conceptual infographics, related blog articles, and short self-recorded videos—to map out how a modern metropolis can transition to zero-waste protocols.

4. Metacognitive and Autonomous Learning Tracks

- **Interactive Syllabus Contract & Diagnostic Progress Logs:** At the very start of the term, students complete an online module interactive path where they choose their target proficiency benchmark and complete a self-assessment checklist based on the diagnostic pre-test results. Every four weeks, they submit a short text entry comparing their current listening capabilities to their baseline level.
- **Branching Academic Registries (Moodle Lesson Module):** Create a self-paced simulation titled *"The Academic Conference Guide."* Students navigate custom text-and-audio pages where they meet virtual professors. At each junction, they are given multiple-choice dialogue options; selecting informal phrasing or flawed paraphrases reroutes them to remedial grammar loops, while using correct formal syntax unlocks successful networking milestones.

Table 2: Global Overview of Objectives and Deployed Methods

Dimension of Competency	In-Person Activities	Online / Moodle Activities
Knowledge and Comprehension	• Interactive lectures and mini-presentations. • Guided exploration of thematic concepts. • Oral restatement of key ideas and vocabulary-building. • Active, guided note-taking during audio-visual sessions. • Real-time accent and dialect recognition exercises.	• Listening quizzes and automated comprehension checks. • Language awareness tasks hosted on the platform. • Access to SCORM-compliant digital texts, podcasts, interviews, documentaries, and multimedia resources.
Practical	• Role-plays, scenario-based communication tasks, and	• Digital Storytelling multimedia production and

Skills	simulations. • Structured face-to-face discussions and debates. • Pre-listening (predicting, brainstorming) and post-listening critical analysis tasks. • Individual presentation delivery and face-to-face teacher consultations.	editing. • Individual digital portfolio construction. • Collaborative educational website design and blog-writing publishing activities. • Peer-to-peer digital project interactions and asynchronous information-gap tasks.
Behavioral Competencies	• Team-based problem-solving tasks and live collaborative project coordination. • Classroom peer-review feedback panels and oral performance evaluations. • Group debriefing and live negotiation/interpersonal communication exercises.	• Collective project coordination via online collaboration platforms. • Peer-to-peer file sharing and digital interaction networks. • Maintaining digital reflective learning journals and submitting asynchronous peer-review feedback using institutional assessment rubrics.

VIII. Pedagogical Alignment Matrix

The design of this module is grounded in the principle of constructive alignment, ensuring coherence between the intended learning objectives, course content, teaching and learning activities, and assessment methods. The module adopts a learner-centred, communicative, and task-based pedagogical framework that promotes active engagement, critical thinking, collaboration, digital literacy, and authentic language use.

The curriculum is structured around two complementary thematic strands: Personal Narrative and Digital Storytelling (Semester One) and Climate Change and Environmental Sustainability (Semester Two). These themes provide meaningful contexts through which students develop linguistic proficiency while engaging with contemporary social, cultural, and environmental issues.

Learning objectives are progressively aligned with Bloom's Revised Taxonomy, enabling students to move from lower-order cognitive processes, such as remembering and understanding, to higher-order skills including applying, analysing, evaluating, and creating. Teaching and learning activities are carefully selected to support this progression and provide opportunities for meaningful language practice and knowledge construction.

Overall, the pedagogical alignment of the module ensures coherence between curriculum design, instructional practices, learning outcomes, and assessment procedures, thereby promoting meaningful learning experiences and supporting students' academic, professional, and personal development.

To ensure module efficacy, perfect alignment is maintained between targeted objectives, instructional methods, and evaluation metrics (based on the *Constructive Alignment* model):

1. **Alignment of Knowledge:** Lexical and conceptual knowledge is introduced via lectures and SCORM resources, then directly tested through written quizzes and the theoretical portion of the final exam.
2. **Alignment of Skills:** Technical skills (text synthesis, Google Earth manipulation, WordPress development) are actively practiced during tutorials/practicals and project execution. They are authentically evaluated through the live production of the website and lab deliverables.
3. **Alignment of Attitudes:** Teamwork, professional rigor, and compliance with industry-standard delivery criteria are fostered through the collective project. The project's evaluation rubric contains specific point allocations for group dynamics, equitable task distribution, and presentation professionalism.

IX. Course Logistics and Rules of Engagement

Course Delivery

The module is delivered through a combination of face-to-face instruction and technology-enhanced learning activities. Learning takes place through interactive lectures, guided discussions, listening and speaking workshops, project-based learning, collaborative tasks, and online activities designed to support continuous language development.

Students are expected to participate actively in all scheduled sessions and complete both in-class and online learning activities.

➤ Attendance and Participation

Regular attendance and active participation are essential to the successful completion of this module. Students are expected to:

- Attend all scheduled classes and arrive punctually.
- Participate actively in discussions, collaborative activities, and oral communication tasks.
- Contribute constructively to group work and project-based learning activities.
- Demonstrate respect for diverse opinions, perspectives, and cultural backgrounds.
- Take responsibility for their own learning and academic progress.

Excessive absenteeism may negatively affect students' performance and participation grades.

➤ Preparation and Independent Learning

Students are expected to:

- Complete assigned readings, listening tasks, and preparatory activities before class.
- Review course materials regularly and maintain organized notes.
- Conduct independent research when required.
- Prepare adequately for presentations, discussions, and assessments.
- Engage in self-directed learning activities to strengthen language proficiency.

Independent study is considered an integral component of the learning process.

➤ Digital Learning and Online Engagement

As part of the blended learning approach, students are required to:

- Access course materials and announcements through the designated online learning platform.
- Participate in online discussions, collaborative tasks, and digital learning activities.
- Submit assignments and projects electronically when required.
- Utilize digital tools responsibly and ethically for research, communication, and content creation.
- Respect copyright regulations and acknowledge all sources appropriately.

Students are encouraged to maintain regular online engagement throughout the semester.

Communication Protocols

Effective communication between students and instructors is essential. Students are expected to:

- Check institutional email accounts and online learning platforms regularly.
- Read announcements and course updates promptly.
- Communicate professionally and respectfully in all face-to-face and online interactions.
- Seek clarification when necessary and inform the instructor of any academic difficulties in a timely manner.

➤ **Classroom Conduct**

To maintain a positive and productive learning environment, students are expected to:

- Demonstrate professionalism, courtesy, and respect at all times.
- Listen attentively when others are speaking.
- Contribute positively to discussions and collaborative activities.
- Avoid disruptive behaviour that may interfere with teaching and learning.
- Use English as the primary language of communication during course activities whenever possible.

➤ **Assessment and Submission Requirements**

Students are responsible for:

- Completing all required assessments by the specified deadlines.
- Following assessment guidelines and instructions carefully.
- Submitting original work that complies with academic integrity standards.
- Retaining copies of submitted assignments and project materials.
- Participating in scheduled presentations, examinations, and project evaluations.

Late submissions may be subject to penalties in accordance with institutional regulations unless prior arrangements have been approved.

Group Work Expectations

Collaborative learning is a key component of this module. Students participating in group projects are expected to:

- Contribute equitably to group tasks and responsibilities.
- Respect deadlines and agreed-upon roles.
- Communicate effectively with team members.
- Demonstrate accountability for individual contributions.
- Resolve conflicts professionally and constructively.

Peer evaluation may be incorporated into group project assessment where appropriate.

➤ **Academic Integrity**

Students must adhere to the highest standards of academic honesty and integrity. The following practices are strictly prohibited:

- Plagiarism;
- Cheating during assessments;
- Fabrication or falsification of information;
- Unauthorized use of artificial intelligence tools where not permitted;
- Submission of work completed by another individual.

All sources used in assignments, projects, and presentations must be properly acknowledged and referenced according to accepted academic conventions.

➤ **Accessibility and Inclusivity**

The module promotes an inclusive learning environment that values diversity, equity, and mutual respect. Students requiring specific accommodations are encouraged to communicate their needs through the appropriate institutional channels to ensure equitable access to learning opportunities.

Health, Well-being, and Professional Responsibility

Students are encouraged to maintain a healthy balance between academic responsibilities and personal well-being. Professional behaviour, time management, collaboration, and respect for others are regarded as essential competencies that contribute to academic success and future professional development.

By participating in this module, students agree to uphold these rules of engagement and contribute positively to a supportive, respectful, and intellectually stimulating learning community.

X. Support Resources and Guidance

To assist your independent learning journey, three major resources designed by the instructor are available for download under the "Toolkit" section of the Moodle platform:

1. **The WordPress Guide (CMS User Manual):** A step-by-step illustrated technical guide to installing, configuring, and structuring your professional blog, including adding articles, menus, and media without prior coding experience.
2. **The Climate Glossary (Technical Environmental Glossary):** A bilingual compendium of official scientific definitions validated by international bodies (IPCC, UNESCO). It covers all course themes (*greenhouse effect, carbon sink, permafrost, feedback loops*) and is essential for vocabulary enrichment.
3. **The Writing Lab Toolkit (Style and Grammar Handbook):** A practical manual containing essential English punctuation rules, lists of logical transition words categorized by function (sequencing, cause/effect, opposition), and concrete strategies to clarify your sentences and avoid plagiarism.