**Course Code and Title**

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<th>Course Code</th>
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<tr>
<td>EAL4640</td>
<td>Academic Listening</td>
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**Run**

Semesters 1 & 2

**Rating**

Level 4

**Prerequisites**

None

**Lectures**

None

**Seminars / classes**

2 hours for 6 weeks (12 hours per term)

**Tutorials**

None

**Assessment**

None

**Module convener**

Alan Hart

**Module aims**

This module aims to develop students’ confidence in their ability to listen to lectures and take effective notes by introducing them to a variety of strategies for effective listening in order to understand the structure of lectures. The module will encourage students to use prior knowledge to anticipate and predict lecture content. It will provide training in selecting relevant information by identifying key words, which indicate the structure of the lecture. Training in the use of inference skills to understand information not explicitly stated will also be imparted. Class sessions will also focus on developing skills to listen selectively for content rather than language forms, and to use introductions to lectures to understand the lecture better.

**Module outline**

This module’s syllabus is designed to build students’ confidence in their ability to listen to lectures and taking notes by helping them develop effective listening and note-taking strategies. Students will learn ways of identifying key points by understanding the role of introductions and repetition in lectures. The module will develop an understanding of different styles of lecturing and the role of lectures and seminars at university.

**Learning outcomes**

At the end of this module students should be able to:

- Develop greater proficiency in listening to lectures and taking notes.
- Gain experience in using effective listening strategies.
- Gain familiarity with how lectures are structured.
- Anticipate and predict lecture content.
- Select relevant and more important information in the lecture.
- Identify key words and signposting expressions used by lecturers to organise lectures.
- Listen selectively for content.
- Have an increased awareness of how introductions can be used to understand
<table>
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<td>- Use inference skills to understand implicit meaning.</td>
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**Preliminary reading**

None