هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission
اعتماد
NCAAA
2024
TP-153

Course Specification
(Bachelor)

Course Title:	**Listening and Speaking 1**
Course Code:	**ENG1301-3**
Program:	**Bachelor of Arts in English + Bachelor of Arts in Translation**
Department:	**Department of English and Department of Translation**
College:	**College of Languages and Translation**
Institution:	**King Khalid University**
Version:	**2**
Last Revision Date:	**February 11, 2026**

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A. General information about the course:

1. Course Identification

1. Credit hours: (3)					
2. Course type					
A.	☐University	☐ College	☒ Department	☒ Track	☐Others
B.	☒ Required		☐Elective		
3. Level/year at which this course is offered: (Semester 1 - Year 1)					
4. Course General Description:					
ENG1301-3 Listening and Speaking 1 is an introductory course that develops students' foundational English listening and speaking skills at the CEFR A1 level. Built around Unlock Listening, Speaking & Critical Thinking 1 (3rd Edition) by Cambridge University Press, the course introduces students to essential vocabulary, basic grammatical structures, and foundational listening and speaking strategies through engaging everyday topics including people, seasons, lifestyle, places, jobs, homes and buildings, food and culture, and transport. Students develop the ability to recognize vocabulary in context, understand simple spoken texts, take notes, predict content using visuals, listen for main ideas and key details, and communicate basic information with appropriate pronunciation and stress. The course integrates critical thinking at the foundational level through activities such as ideas mapping, survey interpretation, evaluating ideas, and synthesizing simple information for short spoken presentations.					
5. Pre-requirements for this course (if any)**:**					
N/A					
6. Co-requisites for this course (if any)**:**					
N/A					
7. Course Main Objective(s):					
ENG1301-3 Listening and Speaking 1 establishes a solid foundation in English listening and speaking at the CEFR A1 level, preparing students for more demanding tasks in subsequent courses. The course aims to: • **Build foundational listening comprehension** — recognizing essential vocabulary, recalling basic auditory features such as stress and intonation, and listening for main ideas and key details in simple spoken texts on familiar everyday topics • **Develop core listening strategies** — predicting content using visuals, taking notes, and synthesizing simple information from short audio texts • **Establish basic speaking production** — introducing topics, describing visuals, giving simple directions, comparing and choosing between options, and reporting survey results using appropriate vocabulary and pronunciation • **Develop critical thinking at the foundational level** — through ideas mapping, interpreting visual data, evaluating simple ideas, and synthesizing information for short talks					

- **Foster cultural awareness, collaborative participation, and personal responsibility** — encouraging students to take ownership of their language learning from the outset

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning	-	-
3	Hybrid • Traditional classroom • E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	45
2.	**Laboratory/Studio**	-
3.	**Field**	-
4.	**Tutorial**	-
5.	**Others (specify)**	-
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Recognize essential vocabulary related to everyday topics such as people, seasons, places, and food, as encountered in short, simple audio texts (Listening)	K1	Use interactive vocabulary-in-context listening activities where students hear short audio clips and identify key terms. Reinforce recognition through matching, labeling, and repetition tasks drawn from the unit topics.	Formative Assessment 1 (10 marks)
1.2	Recall basic auditory features including syllable stress, sentence stress, and simple	K1	Engage students in focused listening drills that highlight stress	Listening Quiz (10 marks)

Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
	intonation patterns as they occur in everyday English speech (Listening)		and intonation. Use repetition activities where students echo model sentences and identify stressed syllables and rising and falling intonation in simple spoken contexts.	
1.3	Identify the main idea and key details in short, clear listening texts on familiar topics such as jobs, homes, food, and transport (Listening)	K1	Conduct structured listening comprehension activities where students listen to short texts and answer main idea and detail questions. Use pre-listening discussions to activate prior knowledge and post-listening review to consolidate understanding.	Listening Midterm Exam (20 marks)
1.4	Understand how basic grammatical structures — including the verb be, present simple, and past simple — are used to construct simple spoken sentences on familiar topics (Speaking)	K1	Use sentence-building and substitution drills to help students recognize and produce grammatically accurate simple sentences. Integrate speaking practice that requires students to apply these structures in short, controlled spoken tasks.	Speaking Assessment (20 marks)
2.0	**Skills**			
2.1	Apply foundational listening strategies, including predicting content using visuals and taking notes, to identify main ideas in short audio texts on familiar everyday topics (Listening)	S1	Conduct guided pre-listening and while-listening sessions where students use images and contextual clues to predict content, then take notes as they listen. Review findings together to build	Listening Midterm Exam (20 marks)

Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			listening confidence and accuracy.	
2.2	Demonstrate active listening by recognizing specific details, numbers, and factual information in simple spoken texts across the course topics (Listening)	S1	Use targeted detail-listening tasks where students listen to short recordings and locate specific facts, numbers, and information. Gradually increase text length and topic complexity within the A1 range across the semester.	Listening Final Exam (40 marks)
2.3	Employ note-taking and synthesizing strategies to follow and reconstruct the key ideas and sequence of information in simple spoken narratives and presentations (Listening)	S1	Guide students through structured note-taking practice using graphic organizers and outline templates. After listening to simple presentations or narratives, students reconstruct and summarize the content in their own words.	Listening Final Exam (40 marks)
2.4	Communicate simple spoken content clearly by introducing a topic, describing visuals, giving basic directions, and reporting survey results using appropriate vocabulary, stress, and pronunciation (Speaking)	S3	Implement structured speaking tasks where students prepare and deliver short talks, descriptions, and reports on familiar topics. Provide pronunciation models focusing on word and sentence stress, and give constructive feedback through peer and instructor review.	Speaking Assessment (20 marks)
3.0	**Values, autonomy, and responsibility**			
3.1	Demonstrate respect for diverse cultural perspectives and communication styles encountered through listening texts featuring speakers and contexts from different backgrounds, as evidenced by attentive engagement and performance in the Listening Midterm Exam	V1	Incorporate audio texts from a range of cultural and geographic contexts within the course topics. Encourage classroom discussions	Listening Midterm Exam (20 marks)

Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			inviting students to reflect on and appreciate diverse communication styles and cultural references in the listening materials.	
3.2	Collaborate responsibly with classmates during speaking and critical thinking tasks, contributing ideas constructively, listening actively to peers, and supporting a respectful learning environment, as reflected in the Speaking Assessment	V2	Design pair and group speaking activities — such as surveys, discussions, and collaborative presentations — that require students to take turns, share responsibility, and respond respectfully to others' contributions.	Speaking Assessment (20 marks)
3.3	Show commitment to personal language development by independently engaging with listening practice beyond the classroom, identifying areas of difficulty, and applying self-monitoring strategies to improve, as demonstrated through performance in the Listening Final Exam	V3	Assign self-directed listening tasks using course materials and suggested digital resources. Encourage students to reflect on their listening progress, use self-evaluation checklists, and set personal learning goals throughout the semester.	Listening Final Exam (40 marks)

C. Course Content

No	List of Topics	Contact Hours
1.	**PEOPLE — UNIT 1** **Listening skills: Understanding key vocabulary; taking notes.** **Vocabulary: Family/Countries & Nationalities/Jobs** **Critical thinking: Choosing information for an ideas map.** **Grammar: Subject pronouns and possessive adjectives; the verb be.** **Speaking skill: Introducing and starting a talk.** **Pronunciation for speaking: Stressing words in sentences.** **Speaking task: Tell your group about a famous person from your country.**	5 hours
2.	**SEASONS — UNIT 2** **Listening skill: Predicting content using visuals.** **Vocabulary: Seasons/Weather/Colours** **Critical thinking: Using visuals in a talk.** **Grammar: There is / There are; adjectives.** **Speaking skill: Giving a talk; describing visuals.** **Pronunciation for speaking: Sentence stress; pauses.** **Speaking task: Describe photos of a place you want to visit.**	5 hours
3.	**LIFESTYLE — UNIT 3** **Listening skills: Listening for main ideas.** **Vocabulary: Verb Collocations** **Critical thinking: Understanding surveys.** **Grammar: The present simple.** **Speaking skill: Using prepositions of time.** **Pronunciation for speaking: Present simple -s and -es endings.** **Speaking task: Interview students for a survey.**	5 hours
4.	**PLACES — UNIT 4** **Listening skill: Listening for detail.** **Vocabulary: Places** **Critical thinking: Interpreting maps and directions.** **Grammar: Prepositions of place; the imperative.** **Speaking skill: Giving and asking for directions.** **Pronunciation for speaking: Stress in statements and questions.** **Speaking task: Ask for and give directions in a university town.**	5 hours
5.	**JOBS — UNIT 5** **Listening skills: Using your knowledge to predict content; listening for opinions.** **Vocabulary: Jobs/Workers** **Critical thinking: Identifying criteria.** **Grammar: Have to / Has to; should; comparative adjectives.** **Speaking skills: Comparing people; asking for and giving opinions and reasons; making a decision.** **Pronunciation for speaking: Weak sounds in comparatives; consonants in have**	5 hours

	to, has to, have and has. **Speaking task: Choose a person for a job.**	
6.	**HOMES AND BUILDINGS — UNIT 6** **Listening skill: Listening for reasons.** **Vocabulary: Furniture + Adjectives for Furniture** **Critical thinking: Evaluating ideas.** **Grammar: Giving an opinion with should.** **Speaking skills: Giving reasons; giving an opinion; asking for an opinion; agreeing and disagreeing.** **Pronunciation for speaking: Reasons, opinions, and agreement.** **Speaking task: Discuss ideas for a new café.**	5 hours
7.	**FOOD AND CULTURE — UNIT 7** **Listening skill: Listening for numbers.** **Vocabulary: Food** **Critical thinking: Understanding pie charts.** **Grammar: The past simple — statements, yes/no questions and short answers, irregular verbs.** **Speaking skills: Introducing a report; talking about surveys.** **Pronunciation for speaking: The letter u.** **Speaking task: Report the results of a survey.**	5 hours
8.	**TRANSPORT — UNIT 8** **Listening skills: Listening for definitions; synthesizing information.** **Vocabulary: Transport** **Critical thinking: Synthesizing information for a talk.** **Grammar: The past simple — more irregular verbs; because / so.** **Speaking skills: Describing a topic; describing a problem; describing a solution; describing results.** **Pronunciation for speaking: -d / -ed in regular past simple verbs.** **Speaking task: Describe a transport problem, solution, and results.**	5 hours
9.	**Extra Time for Assessment and Review**	**5 hours**
Total		**45**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Formative Assessment 1 (10 Marks)** **1.1 – Recognize essential vocabulary related to everyday topics such as people, seasons, places, and food, as encountered in short, simple audio texts (Listening).** **Reasoning: Formative assessments are well-suited for evaluating students' foundational listening vocabulary recognition at the A1 level. This assessment uses short listening activities to gauge whether students can identify and understand key terms across the course's topic areas.**	Mentioned in the new Course Syllabus	10%
2.	**Listening Midterm Exam (20 Marks)** **While aligned with specific CLOs for measurement purposes, this comprehensive listening assessment covers all course materials and assesses the listening-related knowledge, understanding, and skills up to this point in time.** **1.3 – Identify the main idea and key details in short, clear listening texts on familiar topics such as jobs, homes, food, and transport (Listening).** **2.1 – Apply foundational listening strategies, including predicting content using visuals and taking notes, to identify main ideas in short audio texts on familiar everyday topics (Listening).** **Reasoning: The Listening Midterm Exam evaluates students' developing ability to process and comprehend simple spoken English. By targeting both knowledge-level identification (CLO 1.3) and strategy-level application (CLO 2.1), the exam provides a cumulative measure of how effectively students are building their foundational listening comprehension at the A1 level.**	Mentioned in the new Course Syllabus	20%
3.	**Speaking Assessment (20 Marks)** **While aligned with specific CLOs for**	Mentioned in the new	20%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	measurement purposes, this comprehensive speaking assessment covers all course materials and assesses the speaking-related knowledge, understanding, and skills up to this point in time. **1.4 – Understand how basic grammatical structures are used to construct simple spoken sentences on familiar topics (Speaking).** **2.4 – Communicate simple spoken content clearly by introducing a topic, describing visuals, giving basic directions, and reporting survey results using appropriate vocabulary, stress, and pronunciation (Speaking).** **Reasoning: The Speaking Assessment provides a holistic evaluation of students' developing oral communication skills at the A1 level. It measures both their understanding of basic grammatical structures in spoken contexts (CLO 1.4) and their ability to communicate simple information clearly across a range of speaking tasks (CLO 2.4).**	Course Syllabus	
4.	**Listening Quiz (10 Marks)** **1.2 – Recall basic auditory features including syllable stress, sentence stress, and simple intonation patterns as they occur in everyday English speech (Listening).** **Reasoning: A quiz format is an effective way to assess students' awareness and recall of auditory features at the A1 level. Focused listening quiz tasks — such as identifying stressed syllables or distinguishing intonation patterns — provide a targeted and measurable evaluation of CLO 1.2.**	Mentioned in the new Course Syllabus	10%
5.	**Listening Final Exam (40 Marks)** **Although aligned with certain CLOs for measurement purposes, this comprehensive listening final exam evaluates the listening-related knowledge, understanding, and skills across all topics covered throughout the course.** **2.2 – Demonstrate active listening by recognizing**	Mentioned in the new Course Syllabus	40%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	specific details, numbers, and factual information in simple spoken texts across the course topics (Listening). **2.3 – Employ note-taking and synthesizing strategies to follow and reconstruct the key ideas and sequence of information in simple spoken narratives and presentations (Listening).** **Reasoning: The Listening Final Exam is the primary summative measure of students' overall listening development at the A1 level. By targeting both detail recognition (CLO 2.2) and note-taking and synthesizing skills (CLO 2.3), the exam comprehensively assesses the full range of listening abilities developed throughout the course.**		

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Jordan, N., Peterson, S., Reid, A., White, N. M., & Sowton, C. (2025). *Unlock level 1 listening, speaking and critical thinking: Student's book with digital pack* (3rd ed.). Cambridge University Press & Assessment.
Essential References	Lea, D., Bradbery, J. (2020). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press.
Electronic Materials	BBC Learning English **Highlights:** • Offers a wide array of listening exercises that are categorized according to CEFR levels, making it suitable for A2 to B1 students. • The materials include podcasts, dialogues, and interviews, each followed by comprehension questions to assess understanding. • Additional features like transcripts and vocabulary lists support the learning process. VOA Learning English **Highlights:** • Provides free access to a multitude of news stories, feature articles, and conversations specifically designed for English learners. • Materials are spoken at a slower pace and are read by professional announcers, making it easier for EFL students to understand.

	• Offers comprehension questions and vocabulary explanations, enabling a multi-faceted learning experience. Transcripts are often available, allowing students to read along as they listen, thus reinforcing both listening and reading skills.
Other Learning Materials	Randall's ESL Cyber Listening Lab **Highlights:** • Provides an extensive selection of listening exercises that are suitable for various CEFR levels, including A2 to B1. • Each exercise is paired with pre-listening activities, quizzes, and vocabulary tasks to offer a comprehensive listening practice. The exercises range from daily life conversations to academic topics, catering to diverse learning needs.

2. Required Facilities and equipment

Items	Resources
FACILITIES	• STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS) • ADEQUATE LIGHTING AND VENTILATION • SUITABLE SEATING ARRANGEMENTS • WHITEBOARD
TECHNOLOGY EQUIPMENT	• COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR • DATA PROJECTOR • SPEAKERS • OPTIONAL: SMART BOARD
OTHER EQUIPMENT	• MARKERS AND ERASERS • NOTICE BOARD
ADDITIONAL RESOURCES	• OPTIONAL: LANGUAGE LAB FACILITIES • OPTIONAL: AUDIO EQUIPMENT • OPTIONAL: MOBILE CHARGING STATION

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
EFFECTIVENESS OF TEACHING	• Students • Peer Reviewers • Program Leaders	• Direct: Classroom observations • Indirect: Student course evaluation surveys • Indirect: Faculty self-evaluation reports
EFFECTIVENESS OF STUDENT ASSESSMENT	• Faculty • Program Leaders • External Reviewers	• Direct: Analysis of grade distributions • Direct: Review of assessment tools • Indirect: Student feedback surveys
QUALITY OF LEARNING RESOURCES	• Students • Faculty • Library Staff	• Direct: Resource utilization reports • Indirect: Student satisfaction surveys • Indirect: Faculty feedback on resource adequacy
THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED	• Course Instructor • Department Head • Quality Committee	• Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam) • Indirect: End-of-course student surveys

G. Specification Approval

COUNCIL /COMMITTEE	**ENGLISH DEPARTMENT COUNCIL**
REFERENCE NO.	**47-15-2**
DATE	**FEBRUARY 25, 2026**