Course Specification
(Bachelor)

Course Title:	**Listening and Speaking 2**
Course Code:	**ENG1305-3**
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 2 - Year 1)					
4. Course General Description:					
ENG1305-3 Listening and Speaking 2 is a developmental course that builds upon the foundational skills established in Listening and Speaking 1, advancing students' English listening and speaking proficiency to the CEFR A2 level. Built around Unlock Listening, Speaking & Critical Thinking 2 (3rd Edition) by Cambridge University Press, the course engages students with a wider range of topics including places, festivals and celebrations, the internet and technology, weather and climate, sports and competition, business, people, and the universe. Students develop more sophisticated listening skills — including predicting content using visuals and research, distinguishing fact from opinion, listening for reasons, numbers, bias, attitude, and meaning from context — alongside more structured speaking skills for organizing and delivering presentations, making suggestions, giving advice, expressing levels of agreement, and engaging in collaborative discussions. The course integrates critical thinking at the A2 level through activities such as evaluating advantages and disadvantages, building persuasive arguments, identifying solutions to problems, and evaluating the importance of information, preparing students for the more demanding academic and communicative tasks of Listening and Speaking 3.					
5. Pre-requirements for this course (if any)**:**					
ENG1301-3 Listening and Speaking 1					
6. Co-requisites for this course (if any)**:**					
N/A					
7. Course Main Objective(s):					
ENG1305-3 Listening and Speaking 2 develops students' English listening and speaking skills to the CEFR A2 level, building systematically on the foundation of Listening and Speaking 1. The course aims to: • **Strengthen listening comprehension** — recognizing key ideas and factual information, identifying specific details such as numbers and attitudes, and recalling a range of listening strategies including predicting content, listening for reasons, and distinguishing fact from opinion • **Develop active listening skills** — demonstrating detail recognition, note-taking, identifying cause and effect, and applying strategies to a variety of audio text types on everyday and semi-familiar topics					

- **Build structured speaking production** — organizing and delivering presentations, making suggestions, giving advice, emphasizing key points, using turn-taking strategies, and showing levels of agreement with attention to fluency, pronunciation, and coherence
- **Nurture critical thinking** — through evaluating arguments, persuasive reasoning, and problem-solving tasks integrated across the course units
- **Foster cultural awareness, collaborative responsibility, and learner autonomy** — encouraging students to engage independently with listening materials beyond the classroom in preparation for Listening and Speaking 3

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 key ideas, opinions, and factual information in audio texts on topics such as places, festivals, technology, and climate, using context clues and prior knowledge (Listening)	K1	Use pre-listening vocabulary and context-building activities drawn from unit topics. Have students listen to short audio texts and identify key ideas, opinions, and facts, with immediate	Formative Assessment 1 (10 marks)

Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			comprehension checks and whole-class discussion to consolidate understanding.	
1.2	Recall a range of foundational listening strategies — including predicting content from visuals and research, distinguishing fact from opinion, and taking notes — as preparation for audio texts on familiar and semi-familiar topics (Listening)	K1	Introduce each listening strategy explicitly before applying it. Use a sequence of awareness-raising tasks — such as labeling strategies from examples, matching strategies to contexts, and short reflective checks — to build students' conscious recall and understanding of each approach.	Listening Quiz (10 marks)
1.3	Identify specific listening information including numbers, statistics, attitudes, and key supporting details in conversations, reports, and discussions at the A2 level (Listening)	K1	Conduct targeted listening tasks requiring students to extract specific information — numbers, data points, and attitudinal markers — from audio texts of increasing length. Use gap-fill, table-completion, and multiple-choice tasks to assess accuracy and build confidence with detail-level listening.	Listening Midterm Exam (20 marks)
1.4	Understand how grammatical structures — including the present continuous, past simple, can / be able to, conditionals, and comparative and superlative forms — function in spoken English to express opinions, give information, and make suggestions (Speaking)	K1	Use contextualized grammar-in-speaking activities where students encounter and produce target structures in realistic spoken scenarios. Integrate sentence transformation, controlled speaking drills, and semi-guided discussions to build	Speaking Assessment (20 marks)

Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			students' understanding of how grammar choices shape meaning in oral communication.	
2.0	**Skills**			
2.1	Apply listening strategies — including predicting content from visuals and research, listening for reasons, and distinguishing fact from opinion — to comprehend spoken texts on a range of academic and everyday topics (Listening)	S1	Implement structured pre-listening, while-listening, and post-listening task sequences. Use prediction tasks with visual and contextual prompts, guided note-taking frames, and post-listening discussion to reinforce strategy application and deepen comprehension across the range of unit topics.	Listening Midterm Exam (20 marks)
2.2	Demonstrate active listening by recognizing attitudes, identifying bias, and distinguishing cause and effect relationships in spoken discussions, presentations, and reports (Listening)	S1	Use audio texts featuring debates, discussions, and reports on topics such as sports, business, and the environment. Guide students through tasks that require them to identify the speaker's attitude and position, recognize bias, and map cause and effect relationships in the spoken discourse.	Listening Final Exam (40 marks)
2.3	Employ note-taking and synthesizing strategies to follow, record, and reconstruct information from spoken reports, discussions, and presentations on topics such as technology, business, and the universe (Listening)	S1	Assign structured note-taking tasks using graphic organizers, T-charts, and outline frames tailored to unit content. After listening, students use their notes to reconstruct and	Listening Final Exam (40 marks)

Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			synthesize the spoken content in writing or spoken summaries, building skills progressively across the course.	
2.4	Communicate with greater clarity and coherence by organizing and delivering short presentations, making suggestions, giving advice, emphasizing key points, and engaging in turn-taking and expressing levels of agreement in collaborative discussions (Speaking)	S3	Implement a range of structured speaking tasks including presentations, group discussions, and advisory role-play activities. Use organizational frameworks such as signposting language and logical sequencing prompts. Provide focused pronunciation support and constructive peer and instructor feedback after each speaking task.	Speaking Assessment (20 marks)
3.0	**Values, autonomy, and responsibility**			
3.1	Demonstrate appreciation for diverse cultural contexts and communication styles encountered through listening texts featuring speakers and subjects from around the world, as evidenced by attentive engagement and performance in the Listening Midterm Exam	V1	Select audio texts that represent a range of cultural contexts across unit topics — from festivals and business practices to sports and environmental issues.	Listening Midterm Exam (20 marks)
3.2	Collaborate responsibly with classmates during pair and group speaking, discussion, and critical thinking tasks by contributing constructively, listening actively, and maintaining a respectful and supportive learning environment, as reflected in the Speaking Assessment	V2	Design structured collaborative speaking tasks — including group discussions, persuasion activities, and peer presentations — that require students to take turns, share responsibility for outcomes, and respond constructively to classmates' contributions.	Speaking Assessment (20 marks)

Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
3.3	Show commitment to independent listening development by engaging with assigned and self-selected listening materials beyond the classroom, monitoring personal progress, and applying self-correction strategies, as demonstrated through performance in the Listening Final Exam	V3	Assign regular self-directed listening tasks using recommended digital resources and course materials.	Listening Final Exam (40 marks)

C. Course Content

No	List of Topics	Contact Hours
1.	**PLACES — UNIT 1** **Key listening skills: Predicting content using visuals; distinguishing fact from opinion.** **Vocabulary: Descriptive adjectives** **Additional skills: Understanding key vocabulary; listening for main ideas; taking notes on detail; synthesizing.** **Pronunciation for listening: Vowel sounds /eɪ/, /ɒ/, /ɪ/, /ʌ/.** **Grammar: Review of the past simple.** **Critical thinking: Deciding if ideas are relevant.** **Speaking: Signposting an opinion; organizing information for a presentation; connecting speech.** **Speaking task: Give a presentation about an interesting place.**	5 hours
2.	**FESTIVALS AND CELEBRATIONS — UNIT 2** **Key listening skills: Taking notes; listening for main ideas.** **Vocabulary: Collocations with go *to*, *take*, and *have*** **Additional skills: Understanding key vocabulary; predicting content using visuals; listening for detail; taking notes on detail.** **Pronunciation for listening: Sentence stress.** **Grammar: Review of present simple question forms; present continuous.** **Critical thinking: Creating a persuasive argument.** **Speaking: Making suggestions; agreeing and disagreeing.** **Speaking task: Choose an event from a festival and persuade your group to go to it.**	5 hours
3.	**THE INTERNET AND TECHNOLOGY — UNIT 3** **Key listening skill: Listening for reasons.** **Vocabulary: Technology** **Additional skills: Understanding key vocabulary; using your knowledge; taking notes on main ideas; listening for detail; synthesizing.** **Pronunciation for listening: Consonant sounds /s/, /ʃ/, /tʃ/; strong /æ/ and weak /ə/.** **Grammar: can / be able to.**	5 hours

	Critical thinking: Evaluating advantages and disadvantages. **Speaking: Giving additional and contrasting information; giving a spoken report.** **Speaking task: Present a report about a device or technology.**	
4.	**WEATHER AND CLIMATE — UNIT 4** **Key listening skill: Predicting ideas from research.** **Vocabulary: Collocations** **Additional skills: Understanding key vocabulary; predicting content using visuals; taking notes on main ideas; understanding detail; synthesizing.** **Pronunciation for listening: Rising and falling intonation to understand mood; vowel sounds /ɒ/ and /aʊ/.** **Grammar: Gerunds and infinitives; future forms (will, be going to, present continuous; predictions).** **Critical thinking: Evaluating effects.** **Speaking: Linking words to explain cause and effect.** **Speaking task: Give a presentation about climate change.**	5 hours
5.	**SPORTS AND COMPETITION — UNIT 5** **Key listening skills: Listening for bias; supporting opinions.** **Vocabulary: Sport and Competition** **Additional skills: Understanding key vocabulary; listening for main ideas; taking notes on detail; taking notes on opinion; synthesizing.** **Pronunciation for listening: Making corrections.** **Grammar: Conditionals — the zero conditional and the first conditional; adverbs of degree.** **Critical thinking: Building a strong argument; using a persuasion map.** **Speaking: Emphasizing a point; asking for and giving clarification.** **Speaking task: Have a discussion about money in sport.**	5 hours
6.	**BUSINESS — UNIT 6** **Key listening skill: Listening for numbers.** **Vocabulary: Phrasal Verbs** **Additional skills: Understanding key vocabulary; listening for main ideas; taking notes on main ideas; using your knowledge; taking notes on detail.** **Pronunciation for listening: Pronouncing numbers.** **Grammar: Comparatives and superlatives.** **Critical thinking: Identifying solutions to problems.** **Speaking: Giving advice.** **Speaking task: Give advice to a failing business.**	5 hours
7.	**PEOPLE — UNIT 7** **Key listening skill: Listening for attitude.** **Vocabulary: Adjective endings *-ed* and *-ing*** **Additional skills: Understanding key vocabulary; using your knowledge; listening for main ideas; taking notes on detail; synthesizing.** **Pronunciation for listening: Intonation for emotion and interest.** **Grammar: Past continuous — forming the past continuous; past continuous and past simple.**	5 hours

	Critical thinking: Evaluating the importance of information. **Speaking: Time order; examples and details.** **Speaking task: Give a presentation about a remarkable person and their work.**	
8.	**THE UNIVERSE — UNIT 8** **Key listening skill: Understanding meaning from context.** **Vocabulary: Problems and Solution** **Additional skills: Understanding key vocabulary; taking notes on detail; listening for main ideas; listening for detail; synthesizing.** **Pronunciation for listening: Words with easily confused sounds.** **Grammar: The second conditional.** **Critical thinking: Finding the best solution to a problem.** **Speaking: Turn-taking; showing levels of agreement.** **Speaking task: Discuss how to get children interested in space exploration.**	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 key ideas, opinions, and factual information in audio texts on topics such as places, festivals, technology, and climate, using context clues and prior knowledge (Listening).** **Reasoning: Formative assessment tasks are well-suited to evaluating students' developing ability to recognize key information in audio texts at the A2 level. Short listening comprehension activities targeting CLO 1.1 allow the instructor to gauge how effectively students are building their understanding of key ideas and facts across the course's topic areas, enabling timely feedback before higher-stakes assessments.**	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,**	Mentioned in the new Course Syllabus	20%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	understanding, and skills up to this point in time. **1.3 – Identify specific listening information including numbers, statistics, attitudes, and key supporting details in conversations, reports, and discussions at the A2 level (Listening).** **2.1 – Apply listening strategies — including predicting content from visuals and research, listening for reasons, and distinguishing fact from opinion — to comprehend spoken texts on a range of academic and everyday topics (Listening).** **Reasoning: The Listening Midterm Exam provides a cumulative measure of students' listening development at the mid-point of the course. By targeting both detail-level identification (CLO 1.3) and strategy-level application (CLO 2.1), the exam assesses the full range of listening abilities developed across the first half of the course, including students' capacity to use strategies actively and extract specific information from longer and more varied audio texts.**		
3.	**Speaking Assessment (20 Marks)** **While aligned with specific CLOs for 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 grammatical structures function in spoken English to express opinions, give information, and make suggestions (Speaking).** **2.4 – Communicate with greater clarity and coherence by organizing and delivering short presentations, making suggestions, giving advice, emphasizing key points, and engaging in turn-taking and expressing levels of agreement (Speaking).** **Reasoning: The Speaking Assessment holistically**	Mentioned in the new Course Syllabus	20%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	evaluates students' developing oral communication proficiency at the A2 level. It measures both their understanding of how grammatical structures function in spoken contexts (CLO 1.4) and their ability to communicate clearly and coherently across a range of speaking tasks — from presentations to collaborative discussions (CLO 2.4).		
4.	**Listening Quiz (10 Marks)** **1.2 – Recall a range of foundational listening strategies — including predicting content from visuals and research, distinguishing fact from opinion, and taking notes — as preparation for audio texts on familiar and semi-familiar topics (Listening).** **Reasoning: A quiz format is an effective and focused way to assess students' awareness and recall of listening strategies at the A2 level. By targeting CLO 1.2, the quiz evaluates whether students can consciously identify, name, and apply the strategies introduced in class, providing a measurable checkpoint before the more demanding strategy-application tasks in the midterm and final exam.**	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 attitudes, identifying bias, and distinguishing cause and effect relationships in spoken discussions, presentations, and reports (Listening).** **2.3 – Employ note-taking and synthesizing strategies to follow, record, and reconstruct information from spoken reports, discussions, and presentations on topics such as technology,**	Mentioned in the new Course Syllabus	40%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	business, and the universe (Listening). **Reasoning: The Listening Final Exam is the primary summative measure of students' overall listening development at the A2 level. By targeting higher-order active listening skills (CLO 2.2) and note-taking and synthesis strategies (CLO 2.3), the exam comprehensively assesses the full range of listening abilities developed throughout the course, including students' capacity to process more complex spoken discourse and reconstruct information from a variety of audio text types.**		

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Dimond-Bayir, S., Russell, K., & Sowton, C. (2025). *Unlock level 2 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

Assessment Areas/Issues	Assessor	Assessment Methods
		• 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**