Course Specification
(Bachelor)

Course Title: Listening and Speaking 3
Course Code: ENG2309-3
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 3 - Year 2)					
4. Course General Description:					
ENG2309-3 Listening and Speaking 3 is an advanced developmental course that builds systematically upon the skills established in Listening and Speaking 2, advancing students' English listening and speaking proficiency to the CEFR B1 level. Built around Unlock Listening, Speaking & Critical Thinking 3 (3rd Edition) by Cambridge University Press, the course engages students with a substantive range of academic and global topics including animals, the environment, transport, customs and traditions, health and fitness, discovery and invention, fashion, and economics. Students develop sophisticated listening skills — including listening for signposting language, identifying text organization, recognizing contrasting ideas and counter-arguments, listening for rhetorical questions, identifying cause and effect, understanding references to earlier ideas, recognizing paraphrases, and making inferences from extended spoken discourse. Parallel speaking development focuses on delivering structured two-minute presentations, participating in academic debates, constructing and responding to counter-arguments, presenting problem-solution analyses, conducting interviews, and engaging in extended discussions with appropriate signposting, emphasis, and paraphrase. The course integrates higher-order critical thinking throughout, including creating talks for specific audiences, evaluating problems and proposing solutions, constructing convincing arguments, brainstorming and evaluating ideas, summarizing using Wh- questions, and evaluating competing arguments, preparing students for the academic and professional communication demands of advanced study.					
5. Pre-requirements for this course (if any)**:**					
ENG1305-3 Listening and Speaking 2					
6. Co-requisites for this course (if any)**:**					
N/A					
7. Course Main Objective(s):					
ENG2309-3 Listening and Speaking 3 develops students' English listening and speaking skills to the CEFR B1 level, equipping them to process and produce extended spoken discourse on academic and global topics. The course aims to: • **Build advanced listening comprehension** — recognizing signposting language, text organization, contrasting arguments, rhetorical questions, cause and effect, speakers' attitudes, implicit meanings, and paraphrases in extended audio texts					

- **Develop sophisticated note-taking and synthesis skills** — including jigsaw note-taking, tracking lecture organization, and reconstructing information from presentations and discussions
- **Strengthen academic speaking production** — delivering structured two-minute presentations, participating in debates with counter-arguments, conducting interviews, giving problem-solution talks, and using paraphrase and emphasis strategically
- **Cultivate higher-order critical thinking** — evaluating arguments, constructing convincing claims, brainstorming and mapping ideas, and summarizing complex information
- **Foster values of cultural awareness, academic collaboration, and learner autonomy** — preparing students for the demands of continued advanced language study

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, signposting language, text organization, and contrasting arguments in extended spoken discourse on	K1	Use explicit awareness-raising activities where students listen to	Formative Assessment 1 (10 marks)

Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
	academic and global topics at the B1 level (Listening)		extended audio texts and label the organizational features, signposting phrases, and contrasting argument structures they identify. Follow with class analysis and discussion to consolidate recognition of these discourse-level features across the unit topics.	
1.2	Recall a range of B1-level listening strategies — including listening for rhetorical questions, identifying cause and effect, recognizing references to earlier ideas, making inferences, and understanding paraphrases — as preparation for extended academic listening tasks (Listening)	K1	Introduce each advanced listening strategy through explicit instruction and guided examples before application. Use strategy-identification tasks, matching activities, and short metacognitive checks to build students' conscious recall and understanding of each approach across the course.	Listening Quiz (10 marks)
1.3	Identify main points, specific supporting details, speakers' attitudes and opinions, and implicit meanings in clearly articulated extended spoken texts on a range of academic and global topics at the B1 level (Listening)	K1	Conduct structured while-listening comprehension tasks that require students to identify main ideas, locate specific details, infer speaker attitudes, and recognize implicit meanings. Use a graduated sequence of audio text types — from podcasts and discussions to lectures and debates — to	Listening Midterm Exam (20 marks)

Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			build skill and confidence.	
1.4	Understand how grammatical structures — including modal verbs, present perfect, passive verb forms, conditionals, phrasal verbs, and adverbs of emphasis — function in spoken English to express obligation, possibility, reasoned argument, and persuasion (Speaking)	K1	Integrate grammar-in-context speaking activities where students encounter and produce target structures within realistic spoken scenarios such as presentations, debates, and discussions. Use guided substitution tasks and semi-controlled speaking practice to build understanding of how these structures shape meaning and register in oral academic communication.	Speaking Assessment (20 marks)
2.0	**Skills**			
2.1	Apply a range of B1-level listening strategies — including listening for signposting language, text organization, rhetorical questions, and counter-arguments — to comprehend extended spoken discourse on academic and global topics (Listening)	S1	Implement structured three-stage listening task sequences (pre-, while-, and post-listening) with strategy-specific focus at each stage. Use guided prediction, structured note-taking frames, and post-listening synthesis tasks to reinforce active strategy application across all unit topics and audio text types.	Listening Midterm Exam (20 marks)
2.2	Demonstrate critical and active listening by identifying speakers' attitudes and emotions, recognizing cause and effect relationships, distinguishing implicit from explicit meanings, and making inferences from extended academic spoken discourse (Listening)	S1	Use audio texts featuring debates, lectures, discussions, and interviews on topics such as the environment, customs and traditions, health,	Listening Final Exam (40 marks)

Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			and economics. Guide students through inference tasks, attitude-recognition activities, and cause-and-effect mapping to develop their capacity to process meaning at and beyond the surface level of spoken texts.	
2.3	Employ advanced note-taking strategies — including jigsaw note-taking, identifying lecture organization, and tracking references to earlier ideas — to follow, record, and synthesize information from extended academic presentations, lectures, and discussions (Listening)	S1	Assign progressive note-taking tasks using structured graphic organizers, lecture outline frames, and jigsaw-listening activities in which students work with partial information and collaborate to reconstruct the full picture. Build task complexity progressively across the semester to prepare students for the demands of the listening final exam.	Listening Final Exam (40 marks)
2.4	Communicate with organization, clarity, and persuasive force by delivering structured presentations with signposting and examples, constructing and responding to counter-arguments in debates, conducting interviews with follow-up questions, and engaging in extended discussions using paraphrase, emphasis, and reasoned argument (Speaking)	S3	Implement a progressive sequence of academic speaking tasks across the course: from structured presentations and problem-solution talks to debates, interviews, and extended discussions. Provide explicit instruction on signposting, counter-argument construction, paraphrase strategies, and emphasis, and integrate peer and	Speaking Assessment (20 marks)

Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			instructor feedback at each stage to build fluency, coherence, and persuasive effectiveness.	
3.0	**Values, autonomy, and responsibility**			
3.1	Demonstrate critical awareness of diverse global perspectives and communication contexts encountered through academic listening texts on topics such as the environment, customs and traditions, health, and economics, as evidenced by attentive engagement and performance in the Listening Midterm Exam	V1	Select audio texts that represent a wide range of global perspectives, cultural contexts, and academic disciplines across the unit topics.	Listening Midterm Exam (20 marks)
3.2	Collaborate responsibly and constructively in debates, discussions, and group presentations by contributing reasoned arguments, listening critically to opposing views, responding respectfully to counter-arguments, and upholding academic and professional communication standards, as reflected in the Speaking Assessment	V2	Design structured collaborative speaking tasks — including academic debates, group problem-solution presentations, and pair interviews — that require students to prepare reasoned positions, engage critically with opposing viewpoints, and maintain constructive and respectful academic discourse.	Speaking Assessment (20 marks)
3.3	Demonstrate commitment to autonomous listening development at the B1 level by independently engaging with extended audio materials, monitoring the effectiveness of listening strategies, and applying self-evaluation to identify areas for improvement, as demonstrated through performance in the Listening Final Exam	V3	Assign regular self-directed listening tasks using recommended digital resources and course materials, with increasing text length and complexity.	Listening Final Exam (40 marks)

C. Course Content

No	List of Topics	Contact Hours
1.	**ANIMALS — UNIT 1** **Key listening skills: Taking notes; listening for contrasting ideas; listening for signposting language.** **Vocabulary: Word families** **Additional skills: Understanding key vocabulary; using your knowledge; predicting content using visuals; listening for main ideas; listening for text organization; synthesizing.** **Pronunciation for listening: Intonation of lists.** **Grammar: Modals for obligation, prohibition, and advice.** **Critical thinking: Creating a talk for a specific audience.** **Speaking: Using signposting language; introducing examples; expressing general beliefs.** **Pronunciation for speaking: Signposting a presentation.** **Speaking task: Give a two-minute presentation about the human threats to an endangered species.**	5 hours
2.	**THE ENVIRONMENT — UNIT 2** **Key listening skills: Listening for explanations; listening for counter-arguments.** **Vocabulary: Negative prefixes** **Additional skills: Understanding key vocabulary; predicting content using visuals; using your knowledge; listening for main ideas; listening for detail; listening for text organization; identifying for and against arguments; synthesizing.** **Pronunciation for listening: Connected speech — linking sounds.** **Grammar: Modal verbs to express future possibility.** **Critical thinking: Making counter-arguments.** **Speaking: Linking ideas with transition words and phrases; talking about advantages and disadvantages; giving counter-arguments.** **Speaking task: Take part in a debate about allowing a new wind farm near your town.**	5 hours
3.	**TRANSPORT — UNIT 3** **Key listening skill: Listening for rhetorical questions.** **Vocabulary: Talking about problems and solutions** **Additional skills: Understanding key vocabulary; using your knowledge; listening for main ideas; taking notes on detail; listening for detail; listening for text organization; synthesizing.** **Pronunciation for listening: Word stress.** **Grammar: Comparative and superlative adjectives.** **Critical thinking: Evaluating problems and proposing solutions.** **Speaking: Giving recommendations; expanding on an idea.** **Speaking task: Give a presentation on a transport problem and suggest solutions to solve the problem.**	5 hours

4.	**CUSTOMS AND TRADITIONS — UNIT 4** **Key listening skills: Identifying cause and effect; listening for opinion.** **Vocabulary: Suffixes** **Additional skills: Understanding key vocabulary; using your knowledge; listening for main ideas; taking notes on detail; synthesizing.** **Pronunciation for listening: Connected speech — /t/ and /d/ at the end of words.** **Grammar: Present perfect.** **Critical thinking: Creating a convincing argument.** **Speaking: Being polite in a discussion; using adverbs for emphasis; phrases with that.** **Pronunciation for speaking: Stress patterns in phrases for agreeing and disagreeing.** **Speaking task: Take part in a discussion about whether special occasions have become too commercial.**	5 hours
5.	**HEALTH AND FITNESS — UNIT 5** **Key listening skills: Listening for attitude; identifying references to common knowledge.** **Vocabulary: Adjectives to describe well-being** **Additional skills: Understanding key vocabulary; using your knowledge; listening for main ideas; taking notes on detail; synthesizing.** **Pronunciation for listening: Attitude and emotion.** **Grammar: Phrasal verbs.** **Critical thinking: Brainstorming and evaluating ideas using an ideas map.** **Speaking: Problem–solution organization; presenting persuasively.** **Speaking task: Give a presentation to a group of students about an idea for a health product or programme.**	5 hours
6.	**DISCOVERY AND INVENTION — UNIT 6** **Key listening skills: Understanding references to earlier ideas; understanding lecture organization.** **Vocabulary: Use of the verb *make*** **Additional skills: Understanding key vocabulary; using your knowledge; listening for main ideas; predicting content using context; taking notes using jigsaw listening; listening for detail; synthesizing.** **Pronunciation for listening: Weak and strong forms.** **Grammar: Passive verb forms.** **Critical thinking: Summarizing information using Wh- questions.** **Speaking: Previewing a topic; organizing ideas; explaining how something is used.** **Speaking task: Give a presentation about an invention or a discovery which has changed our lives.**	5 hours
7.	**FASHION — UNIT 7** **Key listening skills: Taking notes on main ideas and details; auxiliary verbs for emphasis.**	5 hours

	Vocabulary: Talking about recent event and actions **Additional skills: Understanding key vocabulary; predicting content using visuals; using your knowledge; listening for main ideas; making inferences; synthesizing.** **Pronunciation for listening: Vowel omission.** **Grammar: Adverbs already, just, yet and still; predictions and expectations about the future.** **Critical thinking: Creating a purpose statement; evaluating interview questions.** **Speaking: Asking for opinions and checking information; asking follow-up questions.** **Speaking task: Take part in an interview to find out attitudes about uniforms and dress codes.**	
8.	**ECONOMICS — UNIT 8** **Key listening skill: Understanding paraphrases.** **Vocabulary: Collocations with *pay* and *money*** **Additional skills: Understanding key vocabulary; using your knowledge; listening for main ideas; taking notes on detail; listening for detail; listening for opinion; synthesizing.** **Pronunciation for listening: Silent letters.** **Grammar: Conditional sentences.** **Critical thinking: Evaluating arguments.** **Speaking: Using gerunds as subjects to talk about actions; presenting reasons and evidence to support an argument; using paraphrases.** **Speaking task: Take part in a discussion about whether young people should be allowed to have credit cards.**	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, signposting language, text organization, and contrasting arguments in extended spoken discourse on academic and global topics at the B1 level (Listening).** **Reasoning: Formative assessment tasks are well-suited to evaluating students' developing awareness of discourse-level listening features at the B1 level. Short listening activities targeting CLO 1.1 allow the instructor to gauge how**	Mentioned in the new Course Syllabus	10%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	effectively students are recognizing signposting, organizational patterns, and contrasting arguments in extended audio texts, enabling timely feedback before higher-stakes assessments.		
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 main points, specific supporting details, speakers' attitudes and opinions, and implicit meanings in clearly articulated extended spoken texts on a range of academic and global topics at the B1 level (Listening).** **2.1 – Apply a range of B1-level listening strategies — including listening for signposting language, text organization, rhetorical questions, and counter-arguments — to comprehend extended spoken discourse on academic and global 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 the identification of key information and implicit meaning (CLO 1.3) and the active application of B1-level listening strategies (CLO 2.1), the exam assesses the full depth of listening comprehension developed across the first half of the course, including students' capacity to process extended and complex spoken discourse.**	Mentioned in the new Course Syllabus	20%
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.**	Mentioned in the new Course Syllabus	20%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	1.4 – Understand how grammatical structures function in spoken English to express obligation, possibility, reasoned argument, and persuasion (Speaking). **2.4 – Communicate with organization, clarity, and persuasive force by delivering structured presentations, constructing and responding to counter-arguments, conducting interviews, and engaging in extended discussions using paraphrase, emphasis, and reasoned argument (Speaking).** **Reasoning: The Speaking Assessment holistically evaluates students' developing academic oral communication proficiency at the B1 level. It measures both their understanding of how grammatical structures function to shape meaning in spoken contexts (CLO 1.4) and their ability to communicate with organization, persuasion, and coherence across the full range of academic speaking tasks in the course (CLO 2.4).**		
4.	**Listening Quiz (10 Marks)** **1.2 – Recall a range of B1-level listening strategies — including listening for rhetorical questions, identifying cause and effect, recognizing references to earlier ideas, making inferences, and understanding paraphrases — as preparation for extended academic listening tasks (Listening).** **Reasoning: A quiz format provides a focused and measurable checkpoint for students' awareness and recall of advanced listening strategies at the B1 level. Targeting CLO 1.2, the quiz evaluates whether students can consciously identify, name, and describe the strategies introduced in class, forming a critical foundation for the more demanding strategy-application tasks in the midterm and final exam.**	Mentioned in the new Course Syllabus	10%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
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 critical and active listening by identifying speakers' attitudes and emotions, recognizing cause and effect relationships, distinguishing implicit from explicit meanings, and making inferences from extended academic spoken discourse (Listening).** **2.3 – Employ advanced note-taking strategies — including jigsaw note-taking, identifying lecture organization, and tracking references to earlier ideas — to follow, record, and synthesize information from extended academic presentations, lectures, and discussions (Listening).** **Reasoning: The Listening Final Exam is the primary summative measure of students' overall listening development at the B1 level. By targeting critical and active listening at and beyond the surface level of spoken texts (CLO 2.2) and advanced note-taking and synthesis strategies (CLO 2.3), the exam comprehensively assesses the full depth and breadth of listening competencies developed across the course, including students' capacity to process and reconstruct extended academic spoken discourse independently.**	Mentioned in the new Course Syllabus	40%

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Archer, G., Jordan, N., Ostrowska, S., & Sowton, C. (2025). *Unlock level 3 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**