|  |  |
| --- | --- |
| **Course Title:** | English Language |
| **Course Code:** | **ENG 000** |
| **Program:** | Associate of Science (AS): Three-year diploma programs/  Level1 |
| **Departments:** | Chemical Engineering Technology (CHET),  Electrical Power Engineering Technology (EPET),  Mechanical Maintenance Engineering Technology (MMET) |
| **College:** | **College of Applied Industrial Training (CAIT)** |
| **Institution:** | **Jazan University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **2 Credit hours (Contact hours: 20 hours/ week)** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | | **√** | Department | | | |  | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **Level 1/ First Year** | | | | |
| **4. Pre-requisites for this course** (if any)**: None** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**: None** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 140 | 100 |
| **2** | **Blended** |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 140 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | **140** |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description This is a bimester (8-week) 2 credit course designed for students at the beginning of the preparatory year. Students placed in this course have scored between 0 and 0.9 on the *CAIT* placement test. The course is labelled 000 for it is recognized that the students placed in the course have score so low on the entrance/ proficiency they would not normally be accepted into the first-year program. The general aim of this course is to attune the students to the new language – English. It is a starter level course intended to provide students with a foundation from which they can advance from A0 to A1 on the *CEFR*. Since English is the language of instruction at *CAIT*, students must possess the requisite ability to listen to a lecture in English and to take notes on it |
| ***Benchmark: SAQF\* Level: 5***  ***\*Common European Framework of Reference for Languages \*Saudi Arabian Qualifications Framework*** |
| 2. Course Main Objective The aim of this course is to introduce students with little or no English to the basics of the English language. At the successful completion of this course, students will have attained sufficient basic English skills to understand sentences (recognize complete sentences, identify core vocabulary and components of the sentence, and identify basic punctuation functions). Another objective of this course is to provide teaching-learning activities, which should contribute to the development of the skill of understanding spoken English, particularly in an academic context, e.g. lectures and discussions. |
|  |

## 

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Read and understand basic expressions and short, simple texts. | Show knowledge of English language skills through real world applications according to written or verbal instructions.  Recognize the concepts and legal requirements of risk management and safe operation in the workplace. |
| 1.2 | Write very short, simple sentences about people they know, their name, age, job and phone number, using appropriate punctuation and capitalization. |
| 1.3 | Recall and use a few basic grammatical structures and sentence pattern in everyday language. |
| **2** | **Skills:** |  |
| 2.1 | Express and stimulate specific information, daily routines in slow, clearly articulated speech. | Identify, formulate, and analyze technical problems using basic English language.  Communicate effectively, both orally and in writing, using appropriate media, within the engineering community and society at large. |
| 2.2 | Recognize, say, and write a limited number of simple sentences and numbers for describing daily objects, places, people and situations. |
| 2.3 | Demonstrate limited control of essential grammatical forms in communication. |
| **3** | **Values:** |  |
| 3.1 | Develop group participation and leadership qualities. | Prepare qualified graduates who are valued as members of the workforce in technical engineering related industries.  Show commitment to professional and ethical responsibility. |
| 3.2 | Exhibit professional code of conduct and ethical values. |
| 3.3 | Act responsibility in personal and professional situation. |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Life Beginner: Unit 1. Hello – Student Book and Workbook | 20 |
| 2 | Tech Talk: Unit 1. Can you speak English? | 15 |
| 3 | Life Beginner: Unit 2. Holidays – Student Book and Workbook | 20 |
| 4 | Tech Talk: Unit 1. Can you speak English? | 15 |
| 5 | Life Beginner: Unit 3. Families – Student Book and Workbook | 20 |
| 6 | Tech Talk: Unit 2. How do you spell that? | 15 |
| 7 | Life Beginner: Unit 4. Cities – Student Book and Workbook | 20 |
| 8 | Tech Talk: Unit 2. How do you spell that? | 15 |
| **Total** | | 140 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | |
| 1.1 | Read and understand basic expressions and short, simple texts. | Brain storming,  Task based activities,  Record important information-note taking | Oral presentation  Quiz  Worksheets  Exams |
| 1.2 | Write very short, simple sentences about people they know, their name, age, job and phone number, using appropriate punctuation and capitalization. | Task based activities,  Question and answer method,  Instructions,  Role play | Classroom activities Quiz  Assignment |
| 1.3 | Recall and use a few basic simple grammatical structures and sentence patterns in everyday language. | Question and answer method, Task based,  Brainstorming, Grammar rules and practice | Classroom activities Quiz  Slip-Test  Exams |
| **2.0** | **Skills** | | |
| 2.1 | Express and stimulate specific information, daily routines in slow, clearly articulated speech. | Instructions,  Role play,  Listen and talk activity | Oral presentation  Activities  Assessment- oral |
| 2.2 | Recognize, say, and write a limited number of simple sentences and numbers for describing daily objects, places, people and situations. | Brain storming,  Picture identification/ description,  Identify objects,  Question and answer method | Classroom activities Quiz  Slip-Test  Exams |
| 2.3 | Demonstrate limited control of essential grammatical forms in communication. | Instructions,  Grammar rules and practice,  Question and answer method | Quiz  Slip-Test  Exams |
| **3.0** | **Values** | | |
| 3.1 | Develop group participation and leadership qualities. | Instruction and  guidance to learn and practice healthy attitudes and behavior | Assessment  Activities |
| 3.2 | Exhibit professional code of conduct and ethical values. | Guidance - teamwork and individual responsibility | Assessment  Quizzes- pair work |
| 3.3 | Act with responsibility in personal and professional situation. | Guidance – Instruction  Ethical standard behavior | Group work - Participation grades |

## 

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | **5 Weekly Quizzes -** (Integrated Skills) | Weekly | **20** |
| **2** | **Continuous Assessment** (Integrated Skills) | Throughout | **10** |
| **3** | **Progress Test (Mid Term Exam)** | 4 | **20** |
| **4** | **Final Exam** | 8 | **50** |
| **5** | **Total** |  | **100** |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:** |
| Each group is assigned a teacher for individual guidance, consultation and academic advice. Every teacher is supposed to allocate a minimum of 6 hours per week for his/ her group. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | **Life Beginner, Student’s Book with DVD:** **Helen Stephenson, John Hughes & Paul Dummet, National Geographic Learning (Unit 1 to 4)**  - Engaging tasks with fascinating National Geographic content.  - Fully integrated National Geographic video for each unit.  - Review at the end of each unit.  - Grammar reference with practice activities  **Life Beginner, Workbook with Audio CD:**  - Further practice and linear progression of Student’s Book contents.  - Focus on learning skills.  - Sample IELTS tests allow learners to benchmark their learning.  **Life Beginner, Teacher’s Book with Class Audio CD:**  - Detailed teaching notes with lead-ins, additional activities and answer key.  - Notes on vocabulary, grammar, pronunciation and useful background information.  - Photocopiable communicative activities and tests  **Tech Talk Elementary:** **Vicki Hollett, Oxford University Press**  (**Unit 1 and 2)**  - Practical speaking activities based on real workplace situations.  - Key vocabulary for use in a wide range of situations.  - Simple, needs-related grammar presented on a need-to-know basis for immediate communication  - Need to know approach to grammar.  - Activities involves hands-on tasks like checking specifications, suggesting a solution, explaining functionalities. |
| **Essential References Materials** | <http://www.ngllife.com/content/course-overview-0>  https://elt.oup.com/student/techtalk/elementary |
| **Electronic Materials** | <http://www.facebook.com/NGLearningUK>  <http://www.twitter.com/NGLearningUK>  <http://www.youtube.com/NGLearningUK>  https://elt.oup.com/student/techtalk/elementary |
| **Other Learning Materials** | Life Beginner, Interactive Whiteboard CD-ROM:   * Includes IWB tools, ‘zoomable’ pages and easy-to-access audio and video. * Create your own interactive tasks with the easy-to-use content creation tool. * Show or hide the key. * Show justification for the answers to the reading and listening comprehension activities.   **Tech Talk -Elementary - Teacher's Book, workbook, an audio CD and online test**   * Review and Remember sections encourage students to revise and recycle the language they have learnt. |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Spacious classrooms to accommodate students per class with traditional and smart whiteboards. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Board * Internet connectivity * Speakers (for audio) * Microphone (for recording speaking skills). * Audio player and recorder * OHP |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | * Whiteboard of good quality (to be used as a screen for playing videos as well) * Whiteboard markers * Paper for photocopying * Photocopying and printing facilities for the teachers and the students |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Quality of learning resources,  Effectiveness of teaching, Assessment Methods | Students | Survey designed by the English Language Institute (ELI)/ University -distributed among the students. **Direct** |
| Quality of learning resources, Assessment Methods, Extent of achievement of course learning outcomes | Faculty | Surveys designed by the English Language Institute (ELI)/ University - distributed among the course instructors. **Direct/ Indirect** |
| Effectiveness of teaching | Quality Assurance and Accreditation Unit, ELI | Classrooms visits and observation. **Direct** |
| Extent of achievement of course learning outcomes | Program Leaders | Statistical analysis of students’ marks in Progress Test and Final Tests. **Direct** |
| Course effectiveness | Quality Assurance and Accreditation Unit, ELI | Reviewed bi-annually, improvements are planned and implemented. |
| Student assessment  (Summative Test) | Faculty | Marking and remarking of sample of Progress Test and Final Test papers between teachers. **Direct** |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Quality Assurance & Accreditation Unit, English Language Institute |
| **Reference No.** | ELI/QAU/CS/ENG 000 |
| **Date** | 15 October 2020 |