|  |  |
| --- | --- |
| **Course Title:** | English Language |
| **Course Code:** | **ENG 002** |
| **Program:** | Associate of Science (AS): Three-year diploma programs**/**  Level 2 |
| **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:** | | | | **3 hours/ week (Contact hours) 20Hours /week** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | | **√** | Department | | | |  | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **Level 2/ First year** | | | | |
| **4. Pre-requisites for this course** (if any)**: ENG 001** | | | | | | | | | | | | | | | | |
| **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 ENG 002 is an elementary, bimester (8-week) course intended to provide students with a further foundation from which they can advance from A1 to A2 on the *CEFR*. The course aims to help learners' transition from A1 (CEFR) General English into A2, to technical structures and lexis found in the industrial workplace. This is a 3-credit unit course designed for student’s midway through the preparatory year. The course shifts instruction from General English to technical English required for their major and the workplace setting. |
| ***Benchmark: SAQF\* Level: 5***  ***\*Common European Framework of Reference for Languages \*Saudi Arabian Qualifications Framework*** |
| 2. Course Main Objective The core objective of this course is to give the students the language they need for real-life, hands-on tasks like checking specifications, suggesting a solution, explaining functionality, offering help, etc. 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/ written English, particularly in technical, industrial and scientific sectors. |
|  |

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## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Read and interpret text with simple vocabulary related to work and real-life situation. | 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 | Analyze main idea and specific information from reading and listening texts. |
| 1.3 | Write short descriptions and emails using basic grammatical structures and sentence patterns related to personal and professional situations. |
| **2** | **Skills:** |  |
| 2.1 | Inspect and stimulate specific procedure and task related to work in everyday situation through critical thinking. | 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 and interpret conversation based on activities, abilities and interests related to work and real-life situations. |
| 2.3 | Demonstrate instructions and tasks applying essential grammatical forms and pronunciation techniques for better 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 with responsibility in personal and professional situation. |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Life Elementary: Unit 1. People – Student Book and Workbook | 20 |
| 2 | Tech Talk: Unit 8. What do you need? | 12 |
| 3 | Life Elementary: Unit 2. Places – Student Book and Workbook | 20 |
| 4 | Tech Talk: Unit 9. Watch out! | 12 |
| 5 | Life Elementary: Unit 3. Possessions – Student Book and Workbook | 20 |
| 6 | Tech Talk: Unit 10. Here or there? | 12 |
| 7 | Tech Talk: Unit 11. What’s the problem? | 12 |
| 8 | Life Elementary: Unit 4. Free time – Student Book and Workbook | 20 |
| 9 | Tech Talk: Unit 12. What’s going on? | 12 |
| **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 interpret text with simple vocabulary related to work and real-life situation. | Brain storming,  Task based activities,  Record important information-note taking | Oral presentation  Quiz  Worksheets  Exams |
| 1.2 | Analyze main idea and specific information from reading and listening texts. | Task based activities,  Question and answer method,  Instructions, Role play | Classroom activities,  Quiz  Assignment |
| 1.3 | Write short descriptions and emails using basic grammatical structures and sentence pattern related to personal and professional situations. | Question and answer method, Task based,  Brainstorming, Grammar rules and practice | Classroom activities Quiz  Slip-Test  Exams |
| **2.0** | **Skills:** | | |
| 2.1 | Inspect and stimulate specific procedure and task related to work in everyday situation through critical thinking. | Instructions,  Role play,  Listen and Talk activity | Oral presentation  Activities  Assessment- oral |
| 2.2 | Recognize and interpret conversation based on activities, abilities and interests related to work and real-life situations. | Brain storming,  Picture identification/ description,  Identify objects,  Question and answer method | Classroom activities  Quiz  Slip-Test  Exams |
| 2.3 | Demonstrate instructions and tasks applying essential grammatical forms and pronunciation techniques for better 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 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 Elementary, Student Book with DVD:** **Helen Stephenson, John Hughes & Paul Dummet (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 Elementary, 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 Elementary, 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 8 to 12)**  - 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 Elementary, 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 002 |
| **Date** | 15 October 2020 |