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| --- | --- |
| **Course Title:** | English Language |
| **Course Code:** | **ENG 116** |
| **Program:** | **Bachelor Degree Level 2** |
| **Department:** | **College of Education** |
| **College:** | **College of Education** |
| **Institution:** | **ELI, Jazan University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **6 hours/ week (contact hours)** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | | **√** | | College | | |  | Department | | | |  | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **Level 2** | | | | |
| **4. Pre-requisites for this course** (if any)**: ENG 115** | | | | | | | | | | | | | | | | |
| **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** | 6 | 100% |
| **2** | **Blended** |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 90 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 90 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description The course with integrated skills approach is designed to give basic knowledge about linguistic components which can enable the learners to communicate on journey, tourism, appearance, learning, entertainment, and the earth. The course shall empower the learners with vocabulary parlance and basic syntactic forms to help them express varied patterns in communicating with and about society. The course tends to develop critical thinking along with the ability to comprehend text and express graphically the common affairs, incidents and feelings. Short passages with everyday examples and situations, contextual vocabulary for civility and courtliness and intensive practice of writing short messages, taking notes and writing paragraphs enriches the learning experience. The learner centric course involves students in pragmatic settings for extensive practice thereby actively engaging students in their language learning.  ***Benchmark:***  ENG 101, Common First Year, King Saud University (ref. <https://cfy.ksu.edu.sa/male/sites/py.ksu.edu.sa.male/files/images/101_0.pdf>); CEFR Level A2 & SAQF\* Level 7  \****Common European Framework of Reference for Languages*** ***\*Saudi Arabian Qualifications Framework*** |
|  |
| 2. Course Main Objective The intensive course of ENG 116 is designed to develop students’ basic knowledge and understanding of English language through the integrated skills approach. It will help students improve reading, writing skills along with critical thinking skills through the innovative teaching and learning strategies. It will also help them gain confidence in using English outside the classroom with language practice for real-life situations. Students of Arts will be able to understand the main idea in a text and infer the meaning of a sentence from key words. Understand information about daily life and find information in a text using micro skills. Learn to fill out a form, write personal information, take notes, write descriptive paragraphs, graphs, and email about a job, and write biography through organizing different text types. |
|  |

## 

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Retrieve simple vocabulary and can read, recall, recollect and produce. | To strive for initiating correct and meaningful communication about day to day affairs by the learners in English language and achieve academic excellence through providing a distinguished environment suitable for self-learning process. |
| 1.2 | Identify main idea and specific information from reading passages. |
| 1.3 | Connect and use a few basic grammatical structures and sentence pattern in everyday language. |
| 1.4 | Will be able to write paragraphs, about places, short descriptions, emails etc.. |
| **2** | **Skills :** |  |
| 2.1 | Use critical thinking and problem-solving techniques while reading, writing. | Enhance skill development of varied orders and degrees to understand, analyze and critically examine the world through a systemic lingual framework. |
| 2.2 | Express themselves in daily situations, using phrases, sharing opinions, using notes for short talks. |
| 2.3 | Analyze simple grammatical patterns and can correct their own mistakes. |
| **3** | **Values:** |  |
| 3.1 | Importance of Moral Principles:  To inculcate forbearance in exhibiting moral courage as a disposition to do what is correct in difficult conditions; to avoid moral cowardice often vented out in the form of egoism and moral blindness. | (a) Achieve social moral and religious high grounds to integrate academic excellence and moral moorings by providing ethical framework and religious bindings to success achieve through educational merit.  (b) Preparing responsible individuals to perform positive and pro-active roles within religious paradigms to solve the problems of society. |
| 3.2 | Focus on the Human Community:  To develop healthy human relationships based on trust among people through peer learning, teamwork, group tasks, role play and group discussions; to develop strong social responsibility and relationship by inculcating obligations towards neighbourhood, friends, acquaintances, and strangers by encouraging them to evaluate and reproduce their role in social space through writing exercises on varied formats and themes; to harness the principle of reciprocity as a principle of fairness |
| 3.3 | Focus on ​Fostering a Positive Sense of Ourselves:  To view oneself as an agent of positive change in bringing social emancipation, preserving environment, and perceiving world as a shared space belonging to one and all. |
| 3.4 | Focus on Islamic Traditions and Values:  Uphold and practice good social behaviour in consonance with Islamic traditions and values. |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Unit 7: Journey – Student Book and Workbook | 15 |
| 2 | Unit 8: Appearance – Student Book and Workbook | 15 |
| 3 | Unit 9: Entertainment – Student Book and Workbook | 15 |
| 4 | Unit 10: Learning – Student Book and Workbook | 15 |
| 5 | Unit 11: Tourism – Student Book and Workbook | 15 |
| 6 | Unit 12: The Earth – Student Book and Workbook | 15 |
| **Total** | | 90 |

# 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 | Retrieve simple vocabulary and can read, recall, recollect and produce. | Lectures, classwork and independent homework, groups and pair work, task-based activities, individual mentoring. | Classroom activities Quizzes, Visuals, Progress Tests, Final Exam |
| 1.2 | Identify main idea and specific information from reading passages. | Lectures, classwork and independent homework, groups and pair work, task-based activities, individual mentoring. | Classroom activities Quizzes, Visuals, Progress Tests, Final Exam |
| 1.3 | Connect and use a few basic grammatical structures and sentence pattern in everyday language. | Strategy-based lessons  with rigorous practice  of listening and reading worksheets, study guides, and grammar | Classroom activities Quizzes, Visuals, Progress Tests, Final Exam |
| 1.4 | Will be able to write paragraphs, about places, short descriptions, emails etc.. | Lectures, classwork and independent homework, groups and pair work, task-based activities, individual mentoring. | Classroom activities Quizzes, Visuals, Progress Tests, Final Exam |
| **2.0** | **Skills** | | |
| 2.1 | Use critical thinking and problem-solving techniques while reading, writing. | Daily engagement with technological skills useful for learning English. | Group reports  Graphic  organizers’  exercises  Quizzes |
| 2.2 | Express themselves in daily situations, using phrases, sharing opinions, using notes for short talks. | Students will expand upon their speaking and writing strategies and will be exposed to a variety of preparatory exercises. | Assignments and  speaking tests |
| 2.3 | Analyze simple grammatical patterns and can correct their own mistakes. | Lectures, classwork and independent homework, groups and pair work, task-based activities, individual mentoring. | Classroom  Activities,  Worksheets |
| **3.0** | **Values** | | |
| 3.1 | Importance of Moral Principles:  To inculcate forbearance in exhibiting moral courage as a disposition to do what is correct in difficult conditions; to avoid moral cowardice often vented out in the form of egoism and moral blindness. | Role play, situation enactment, group task | Assessments, Feedback forms |
| 3.2 | Focus on the Human Community:  To develop healthy human relationships based on trust among people through peer learning, teamwork, group tasks, role play and group discussions; to develop strong social responsibility and relationship by inculcating obligations towards neighbourhood, friends, acquaintances, and strangers by encouraging them to evaluate and reproduce their role in social space through writing exercises on varied formats and themes; to harness the principle of reciprocity as a principle of fairness | Lectures on leadership quality, stress management, group discussion and group activity | Assessments, Feedback forms and group drills |
| 3.3 | Focus on ​Fostering a Positive Sense of Ourselves:  To view oneself as an agent of positive change in bringing social emancipation, preserving environment, and perceiving world as a shared space belonging to one and all. | Group discussions on related group tasks, writing exercises to for SWOT analysis, Role play, and motivating through life of world personalities | Assessments, Feedback forms |
| 3.4 | Focus on Islamic Traditions and Values:  Uphold and practice good social behaviour in consonance with Islamic traditions and values. | Individual and group counseling focusing on ethics and good conduct | Assessments, Feedback forms |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | **Quiz 1** (Reading + Vocabulary) & (Writing + Grammar) | 4 | 5% |
| **2** | **Quiz 2** (Reading + Vocabulary) & (Writing + Grammar) | 6 | 5 % |
| **3** | **Progress Test (Mid Term Test)** | 8 | 20% |
| **4** | **Quiz 3** (Reading + Vocabulary) & (Writing + Grammar) | 10 | 5% |
| **5** | **Indirect Assessment:** Classroom Performance | 12 | 5% |
| **6** | **Final Exam** | 15/16 | 60% |
| **7** | Total |  | 100% |

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

# E. Student Academic Counseling and Support

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| --- |
| **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 **15**hours per week for his/her group, apart from other 5 hours for administrative duties. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | **Life Elementary, Student’s Book with DVD:** **John Hughes, Helen Stephenson, Paul Dummett** - 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 |
| **Essential References Materials** | <http://www.ngllife.com/content/course-overview-0> |
| **Electronic Materials** | <http://www.facebook.com/NGLearningUK>  <http://www.twitter.com/NGLearningUK>  <http://www.youtube.com/NGLearningUK> |
| **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*.* |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Spacious classrooms to accommodate 35 students per class with traditional and smart whiteboards as well as smart touch screens connected to a high-quality sound system. * Internet connection for students to work on their projects, assignments.(if applicable) |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Board * Sound system * Internet * Speakers (for audio) * Laptop (with internet connectivity) * Microphone (for recording speaking skills). * Audio player * Audio 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 (a total of 5 sets of 4 pens for the course per group) * Paper for photocopying quizzes and extra practice materials (4 packets per group) * 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 | Surveys 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 Curriculum 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 Curriculum 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 and Accreditation Unit, English Language Institute |
| **Reference No.** | ELI/QAU/CS/ENG116 |
| **Date** | 23 December 2020 |