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| --- | --- |
| **Course Title:**  | English Language |
| **Course Code:** | **ENG 004** |
| **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 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 2/ First Year** |
| **4. Pre-requisites for this course** (if any)**: ENG 003**  |
| **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 3-credit unit, bimester (8-week) course designed for students completing their first year of English study. The course concentrates on technical English required for their major and the work place setting. ENG 004 is an intermediate course intended to provide students with a further foundation from which they can advance to the upper level of A2, approaching B1, on the *CEFR*. The course aims to consolidate technical structures and lexis found in the industrial workplace.***Benchmark:*** ENG 101, Common First Year, King Saud University (ref. <https://fac.ksu.edu.sa/sites/default/files/English_101_Course_Specification.pdf> ) CEFR\* Level A2-B1 & SAQF\* Level 5\****Common European Framework of Reference for Languages*** ***\*Saudi Arabian Qualifications Framework*** |
|  |
| 2. Course Main Objective |
| The main objective of the course is to enhance the English proficiency of the learners to help them communicate with confidence and fluency on a range of issues that concern their daily lives. It will help the students to: improve the skills of reading, writing, speaking and listening; gain awareness of certain grammatical structures so as to be able to write expressions accurately; practice various skills through appropriate texts and activity types; manage daily interactions such as greetings, introductions, shopping, travelling, and so on; communicate effectively at workplace, attend meetings, participate in discussions, write letters/ e-mails, their *CVs*, etc. The course aims to help learners to achieve an overall English language proficiency as required to develop “generative language use”. Another goal is to introduce the students to technical vocabulary needed in the core diploma program. |

##

## 3. Course Learning Outcomes

| **CLOs** | **Aligned****PLOs** |
| --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Identify main ideas and write simple and complex sentences along with developing general writing skills with emphasis on spelling, and constructing sentences. | Show knowledge of English language.Recognize the concepts and legal requirements of risk management and safe operation in the workplace. |
| 1.2 | Inculcate and evolve the habit of reading as well as improving on the lexical skills. |
| 1.3 | Provide basic grammatical rules, promote speaking ability about oneself.  |
| 1.4 | Put emphasis on general structuring of English sentences, and developing listening and speaking as parallel skills. |
| **2** | **Skills :** |  |
| 2.1 | Enhance cognitive abilities via strategic techniques while reading, writing. | 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 | Use authentic resource as regards to reading text and use such a related topic in a new-recalled context. |
| 2.3 | Retrieve learned vocabulary and expressions as part of every day experiences. |
| 2.4 | Demonstrate abilities to read and use retrieved words in the target social and professional contexts. |
| **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. |
| 3.2 | Act with responsibility in personal and professional situations. |

#

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Life Elementary: Unit 9. Entertainment – Student Book + Workbook | 22 |
| 2 | Tech Talk: Unit 18. What happens next?  | 13 |
| 3 | Life Elementary: Unit 10: Learning – Student Book + Workbook | 22 |
| 4 | Tech Talk: Unit 19. Fit it! | 13 |
| 5 | Life Elementary: Unit 11. Tourism – Student Book + Workbook | 22 |
| 6 | Tech Talk: Unit 20. Safety first | 13 |
| 7 | Life Elementary: Unit 12. The Earth – Student Book + Workbook | 22 |
| 8 | Tech Talk: Unit 21. What a general idea! | 13 |
| **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 | Identify main ideas and write simple and complex sentences along with developing general writing skills with emphasis on spelling, and constructing sentences. | Critically thinking and task-based activities,Recall knowledge and note taking | Writing assignments, Formative testWorksheets/handouts/ drills,Short exams |
| 1.2 | Inculcate and evolve the habit of reading as well as improving on the lexical skills. | Task-based activities, Question-reply techniques, Role play | Home and class assignments  |
|  1.3 | Provide basic grammatical rules, promote speaking ability about oneself.  | Question-reply techniques,Task-based activities,Grammar - spot drills | Class dutiesQuizShort exams  |
| 1.4 | Put emphasis on general structuring of English sentences, and developing listening and speaking as parallel skills. | Listen and talk activities,Group discussions,Pair-work | Oral examsTestQuizzes |
| **2.0** | **Skills:** |
| 2.1 | Enhance cognitive abilities via strategic techniques while reading, writing. | Grammar instructions,Role play,Writing practice | Oral skills testSpecific AssessmentExams |
| 2.2 | Use authentic resource as regards to reading text and use such a related topic in a new-recalled context. | Brainstorming,Pictorial activities, Identify objects, Ask-reply techniques | Class tasksFormative assessment Quizzes/ short exams |
|  2.3 | Retrieve learned vocabulary and expressions as part of every day experiences. | Grammar - practice drills,Ask-reply techniques | Class tasksFormative assessment Quizzes/ short exams |
| 2.4 | Demonstrate abilities to read and use retrieved words in the target social and professional contexts. | Interactive sessions,Group-work,Practical lessons |  |
| **3.0** | **Values:** |
| 3.1 | Develop teamwork-involvement and leadership qualities. | Guided instruction to learn and practice in anxiety-free class situations | Assessment ObservationClass-team activity  |
| 3.2 | Illustration of social conduct with good ethical values. | Guidance, Teamwork and specific accountability | Ongoing-assessment via observation and feedback |
| 3.3 | Act with responsibility in personal and professional cases and settings. | Guided rules, Ethical standards of performance  | FeedbackAssessmentSurveys |

##

## 2. Assessment Tasks for Students

|  | **Assessment task**  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | **5 Weekly Quizzes -** (Integrated Skills) | Weekly | **20** |
| **2** | **Continuous/ ongoing Assessment**  | Throughout | **10** |
| **3** | **Progress Test (Mid Term Exam)** (Integrated Skills) | 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 an instructor who guides, counsels, and provides necessary academic help. The group/ main teach is supposed to assign 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:** **John Hughes, Helen Stephenson & Paul Dummett, National Geographic Learning****(Unit 9 to 12)**- 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 18 to 21)**- 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>[www.oup.com/elt/oefc](http://www.oup.com/elt/oefc)  |
| **Electronic Materials** | <http://www.facebook.com/NGLearningUK><http://www.twitter.com/NGLearningUK><http://www.youtube.com/NGLearningUK>[www.oup.com/elt/oefc](http://www.oup.com/elt/oefc) |
| **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 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/ digital whiteboards
* Internet
* Speakers (for audio task )
* 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 equipment’s as markers, erasers etc.
* Paper, handout, sheet-papers for photocopying quizzes and extra practice supplemental activities.
* Photocopying and printing facilities for the teachers and the students
 |

# G. Course Quality Evaluation

| **Evaluation****Areas/Issues**  | **Evaluators**  | **Evaluation Methods** |
| --- | --- | --- |
| Quality of learning resourcesEffectiveness of teaching/ learning assessment  | Students | Surveys designed by the ELI at Jazan University and distributed electronically among the students. **Direct** |
| Quality of learning resources, Assessment Methods, Extent of achievement of course learning outcomes | Faculty | Surveys designed by the Jazan University ELI and distributed among the course instructors. **Direct/****Indirect** |
| Effectiveness of teaching | Quality Assurance and Accreditation Unit, ELI | Classrooms visits and do pair-observation. **Direct** |
| Extent of achievement of course learning outcomes | Program Heads | Statistically analyze the 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 heads, 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 004 |
| **Date** | 15 October 2020 |