



# Course Specifications

## ENGLISH LANGUAGE INSTITUTE

<b>Course Title:</b>	English Language
<b>Course Code:</b>	ENG 101-6
<b>Program:</b>	English
<b>Department:</b>	English Language Institute
<b>College:</b>	College of Design & Architecture
<b>Institution:</b>	Jazan University

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## A. Course Identification

<b>1. Credit hours:</b> 6 hours
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> <b>Department</b> <input type="checkbox"/> Others <input type="checkbox"/>
b. <b>Required</b> <input type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level I / First Semester
<b>4. Pre-requisites for this course (if any):</b> None
<b>5. Co-requisites for this course (if any):</b> None

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	225	100%
2	Blended	N/A	N/A
3	E-learning	N/A	N/A
4	Correspondence	N/A	N/A
5	Other	N/A	N/A

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	180 hours
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify) (Practical)	45 hours
	<b>Total</b>	<b>225 hours</b>
<b>Other Learning Hours*</b>		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others(specify)	
	<b>Total</b>	

\*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description:

This English Language Course is designed to develop further students' English language proficiency through the four language skills - Listening, Speaking, Reading, Writing - and Grammar.

Regarding Reading skill, students will be dealing with several types of texts. After learning how best to approach a text in the foreign language to guess the meaning of new words to extract the main ideas and find specific information, they will gain further practice in applying these strategies. Also, they will be able to apply other methods or strategies such as skimming or scanning.

As for Writing skill, students will write compositions about various topics of their daily lives and find out about the rules of writing postcards and filling out a purchase order form. They will learn about paragraph structure and components. Also, they will be able to write e-mails. With regards to Listening & Speaking skill, students will listen to audio tracks of daily conversations and some short academic lectures and practice comprehension with the help of context clues. They will be exposed to different accents at normal speed. They will also learn how to invite people, complain politely, express personal feelings and interpret experience by agreeing and disagreeing.

As for Grammar, students will be able to use present tense as well as present progressive. They will also be able to use the frequency adverbs and prepositions of place. Also, they will develop the ability to make negative sentences using simple present, present progressive or simple past.

### 2. Course Main Objective

ENG 101-6 Course Code develops further the four language skills of reading, listening, speaking and writing and provides guidance and practice in grammar. It aims to reinforce good language learning habits so that students are ultimately capable of continuing learning English on their own.

### 3. Course Learning Outcomes

CLOs		Aligned PL Os
1	<b>Knowledge:</b>	
1.1	Covering objective knowledge comprised of the basic mechanics of the language.	
1.2	. Expletive knowledge, enabling the students to communicate professionally	
1.3	Mechanics of interpreting data, analyzing, comparing, contrasting.	
1...		
2	<b>Skills</b>	
2.1	.Reading / Writing	
2.2	Grammar/ Listening & Speaking	
3	<b>Competence: Communication, Information Technology, Numerical</b>	
3.1	Students are able to use grammar, syntax and vocabulary in language unconsciously.	
3.2	Students can put appropriate vocabulary in the given context	

CLOs		Aligned PLOs
3.3	Students are able to prepare PPT	

### C. Course Content

No	List of Topics	Contact Hours
1	Reading- interaction Access-Reading and Writing —chapters 1-5	60
2	Writing- Ready to Write —Chapters 1-5	60
3	Basic English Grammar- Chapters 3-4-	60
4	Listening & Speaking —Interactions Chapters 1-5	45
5		
...		
<b>Total</b>		<b>225</b>

### 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	<b>Knowledge</b>		
1.1	Students will have a basic vocabulary repertoire of isolated words and phrases related to particular concrete everyday situations. (CEF A1+)	Teachers can use the following strategies: a. semantic Map b. using picture prompts, illustration, contextual clues, synonyms and antonyms for conveying meaning of new words, c. presenting picture dictionaries to learn sets of words. d. using guided questions to elicit answers with the new words e. discussing open-ended questions to practice new words, f. recycling tasks to help memorization.	Informally during class and teacher's office hours. Formally: Quizzes, Visuals, Progress Tests, Final Exam
1.2	Students will be able to identify different stress and intonation patterns	Listening Strategy: Listen-Think-Pair-Share, Questioning, Role-Play. Speaking Strategy: Student will speak in the classroom.	Informally during class and teacher's office hours, Formally: Quizzes, Progress Tests, Final Exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.3	Students will have a limited control of a few simple grammatical structures and sentence patterns, such as the present tense and the simple past tense, in a learned repertoire. (CEF A1+)	Teachers can use the following strategies: a. analyzing language for grammatical patterns, b. inductive and deductive methods, c. using guided questions to elicit answers with the new structure, d. discussing open-ended questions to practice new structures	Informally during class and teacher's office hours, Formally: Quizzes, Visuals, Progress Tests, Final Exam
<b>2.0</b>	<b>Skills: Cognitive</b>		
2.1	Students will apply the following strategies to improve study skills and critical thinking. a. group new words according to similar meaning (classify), b. memorize new words in semantic groups by using illustrations and picture dictionaries (buildings and food) and by using opposites, c. analyze language to find patterns in the language and to identify their own mistakes in their performance d. use prior knowledge to improve understanding and recall, e. draw a mind map to help organize writing, f. self-evaluate their language production	Compare and Contrast Group work for discussion; Language games for practice all skills	Informally during class and teacher's office hours, Formally: Quizzes, Visuals, Progress Tests, Final Exam
2.2	<b>Interpersonal Skills/ Responsibilities</b> Students will be able to give feedback to peers on language performance.	Students will be engaged in pair work, group work and peer observation.	Informally during class and teacher's office hours, No formal assessment
...	Students will be able to share ideas in pairs and groups	Students will be engaged in pair work, group work and peer observation.	Informally during class and teacher's office hours, No formal assessment
<b>3.0</b>	<b>Competence: Communication, Information Technology, Numerical</b>		
3.1	Students will be able to give a short presentation in English with the help of audio-visual aids.	Students do PowerPoint presentations in groups	Self and Peer evaluation; Quiz mark
3.2	Communication:-Pronunciation - Students will be better able to pronounce learned words and phrases	Teachers can use the following strategies: a. drawing attention to	Informally during class and teacher's office hours,

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	in a way that they can be understood by expert speakers used to dealing with speakers of their language group. (CEF A1+)	pronunciation while listening to audio or video materials, b. teacher demonstrating pronunciation, students repeat.	Formally: Speaking Quiz
3.3	Communication - Speaking: students can interact in a simple way provided the other person is prepared to repeat or rephrase; ask and answer simple questions in areas of immediate need or on very familiar topics; use simple sentences to describe where they live and people they know.(CEF A1+)	Teachers can use the following strategies: a. discussing open-ended questions, b. using guided questions to elicit answers, c. using picture prompts, d. dramatizing , e. surveys, f. information exchanges, g matching, and re-ordering activities, h. number games and quizzes,	Informally during class and teacher's office hours, Formally: Quizzes, Visuals, Progress Tests, Final Exam

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizz-1 and 2	4-6	10%
2	Quizz- 3 and 4	11-13	10%
3	Progress Test	8	20%
4	Final exam	15	60%
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 :

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

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, apart from other 6 hours for administrative duties.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ol style="list-style-type: none"> <li>1. Access Interactions Diamond (Edition) Reading and Writing (Units 1-5).</li> <li>2. Access Interactions Diamond (Edition) Listening and Speaking (Units 1-5).</li> <li>3. Basic English Grammar (Third Edition) (Chapter -3, 4, 12, 13, 16)</li> <li>4. Ready to Write (Unit 1-5).</li> </ol>
<b>Essential References Materials</b>	Soft Skill journal
<b>Electronic Materials</b>	Facebook Language Community
<b>Other Learning Materials</b>	Students are encouraged to use various computer-based language learning programs online and using CDs. They may also make the effective use of YouTube for watching English learning programs. They may consult English learning software like ELLIS, Side by Side, Berlitz English Premier, Rosetta Stone English, Instant Immersion English, WordSmart, EyeSpeak English, EF EnglishTown Transparent Language and Tell Me More English.

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ol style="list-style-type: none"> <li>1. Lecture desk.</li> <li>2. Desks for students.</li> <li>3. Language Lab is necessary for the listening classes with desktops, speakers and internet facilities.</li> </ol>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ol style="list-style-type: none"> <li>1. Internet</li> <li>2. speakers (For Listening &amp; Speaking Class)</li> <li>3. Smart Board</li> <li>4. laptops (with internet facilities),</li> <li>5. projector</li> </ol>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<p>The minimum requirements:</p> <ol style="list-style-type: none"> <li>1. Whiteboard of good quality (to be used as a screen for video viewing as well)</li> <li>2. Whiteboard markers (a total of 3 sets of 4 pens for the course per group)</li> <li>3. Paper for photocopying quizzes and extra practice materials (a total of 5 packets per group)</li> <li>4. Photocopying and printing facilities for the teachers and the students.</li> </ol> <p>Scheduling:</p> <ol style="list-style-type: none"> <li>5. single or double lessons per subject in 5 days per week preferably at the beginning of the day.</li> </ol>



## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Students	Student Survey, <ul style="list-style-type: none"> <li>• Student Questionnaire,</li> <li>• Occasional student-faculty meetings to get students' feedback,</li> <li>• Informal verbal feedback during the teaching and in the office hours.</li> </ul>
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	Coordinator	Analysis of quiz and test results by the instructor, <ul style="list-style-type: none"> <li>• Analysis of test results by the ELI team coordinator,</li> <li>• Analysis of test results by ELI.</li> </ul> Coordinator or an unbiased expert may evaluate teaching through class observations planned and unplanned.
Processes for Improvement of Teaching	Faculty	By organizing different workshops on innovative teaching strategies in ESL learning abilities. <ul style="list-style-type: none"> <li>• Skill teachers' meetings with the skill coordinators, (Grade Level Collaboration and Cooperation), sharing extra teaching materials.</li> <li>• Arrangement of professional development conferences for creating a better work environment.</li> <li>• Departmental meetings and workshops to share good practices</li> </ul> Recommended: <ul style="list-style-type: none"> <li>• Increasing student involvement by initiating events for showcasing student achievement (e.g. student projects) and encouraging students to use the online materials.</li> <li>• Improving teaching and learning conditions.</li> </ul>
Processes for Verifying Standards of Student	ELI Evaluation Committee	ELI Evaluation and Re-evaluation Committee revise

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)		<p>sample exams.</p> <ul style="list-style-type: none"> <li>• Analysis of examination results (Grade- Maximum, Minimum, Average mode).</li> <li>• The exam papers are checked, rechecked and reviewed by the faculties to maintain impartiality and accuracy in marking.</li> <li>• Students, who believe that they have been undergraded, can get their papers re-evaluated by the department committee.</li> </ul>
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement	ELI's Curriculum Committee	<p>Meeting will be arranged to discuss the effectiveness of the course plan.</p> <ul style="list-style-type: none"> <li>• Evaluation and guidance to students who show weak performance.</li> <li>• Benchmarking of course content and student performance with other similar programs at other universities.</li> <li>• ELI's Curriculum Committee reviews the teaching methods and updates course syllabus to meet the students' changing needs.</li> </ul>

**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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	