



## ATTACHMENT 5.

### T6. COURSE SPECIFICATIONS (CS)

Course code: ENG-106  
College of Sciences



## Course Specifications

Institution: <u>Jazan University</u>	Date: <u>20/11/2017</u>
College/Department : Science, all college programs.	

### A. Course Identification and General Information

1. Course title and code: ENG-106			
2. Credit hours: 6			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)  College of Science, all college programs.			
4. Name of faculty member responsible for the course <u>ELC Faculty</u>			
5. Level/year at which this course is offered: Level 2/ Year 1			
6. Pre-requisites for this course (if any): ENG-105			
7. Co-requisites for this course (if any): <u>None</u>			
8. Location if not on main campus:			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input type="checkbox"/> Yes	What percentage?	<input type="text" value="100%"/>
b. blended (traditional and online)	<input type="checkbox"/> N/A	What percentage?	<input type="text" value="N/A"/>
c. e-learning	<input type="checkbox"/> N/A	What percentage?	<input type="text" value="N/A"/>
d. correspondence	<input type="checkbox"/> N/A	What percentage?	<input type="text" value="N/A"/>
f. other	<input type="checkbox"/> N/A	What percentage?	<input type="text" value="N/A"/>
Comments: N/A			



## B. Objectives

### 1. What is the main purpose for this course?

The course is based on the learning outcomes of ENG 105. After establishing a solid foundation of English language skills in course ENG 105 this course 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.

At the end of this course, students will be able to:

- predict a topic and guess the meaning of the common general and some academic words in a text using contextual clues.
- skim for general ideas and scan for specific information in general and some short academic texts.
- construct a short composition describing their holidays, rooms, people's appearance and character, writing a narrative of a story or one's life.
- apply the formalities of addressing an envelope and writing postcards.
- monitor their own error by correcting mistakes for example punctuation, spellings, prepositions, etc.
- start short informal conversations about a few limited topics, e.g about food, career and customer complaints.
- extract meaning from conversations they hear about everyday topics and from short academic lectures.
- use appropriate linguistic structures and vocabulary to convey their ideas on a few general topics.

### 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Decreasing group sizes, max. 30 students.
- Improving the infrastructure that the course requires (see point F)
- Purchasing and using all the materials available with the textbooks (Workbooks, Teacher's Book, other Teaching Supplements).
- Encouraging teachers to use CLT (Communicative Language Teaching) methodology in the class to make the class more relevant to students and to increase Student Talking Time.
- Incorporating new ideas into the course based on course reports and student feedback.
- Offering extra online practice materials for motivated students.





### C. Course Description (Note: General description in the form used in Bulletin or handbook)

The Intensive 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 (ENG 103), they will gain further practice in applying these strategies. They will regularly activate their background knowledge for comprehension especially with academic texts.

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, signal words and time clauses starting with 'before' and 'after'. They will be guided to write descriptive and narrative paragraphs and select the appropriate linguistic patterns.

With regards to LISTENING AND 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 future expressions, time clauses; ask polite questions with modal auxiliaries, express ability. They will also be able to make imperative sentences.

#### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Unit 5 in books Reading, Writing, Listening and Speaking in Interaction Access, Chapter-10, in Basic English Grammar  <u>Reading:</u> Men and Women (Comprehension passages, vocabulary and other related content). <u>Writing:</u> Writing about a typical day, Prepositions of Time, Frequency adverbs, use of before and after, Paragraph pointers, paragraph unity and time order, Writing about your typical weekday, Writing about a special day, Writing about a holiday, Writing a message on a card. <u>Listening and Speaking:</u> listening material about the topic of 'Men and Women' <u>Grammar:</u> Expressing Future Time: using be going to, Words used for past time and future time, Using a couple of or a few with ago and future, Using today, tonight, this morning, afternoon, week, month, year, Future Time: using will.	1-4	60



Unit-6 in books Reading, Writing, Listening and Speaking in Interaction Access, Chapter-11, in Basic English Grammar  <u>Reading:</u> Sleep and Dream (Comprehension passages, vocabulary and other related content of the chapter will be covered). <u>Writing:</u> Describing people, Adjectives, describing a person's character, Describing a person you know, Describing a thing, Describing a product from your country, describing a car, Filling out an order form. <u>Listening and Speaking:</u> listening material about the topic of 'Sleep and Dream'. <u>Grammar:</u> Expressing Future Time Part-2: May/Might vs. will, maybe/ may be, Future time clauses with before, after, and when, Clauses with if, Using can and pronunciation of can and can't.	5-7	45
Unit-7 in books Reading, Writing, Listening and Speaking in Interaction Access, Chapter-12, in Basic English Grammar  <u>Reading:</u> Work and Lifestyles: Comprehension passages, vocabulary and other related content will be taught. <u>Writing:</u> Chapter 7 Describing a room, 'There is' and 'There are', prepositions of place, Describing your classroom and Favorite room, Writing personal letters, describing where you live, Writing to a friend, Describing a picture, Addressing an envelope. <u>Listening and Speaking:</u> listening material of the topic 'Work and Lifestyles'. <u>Grammar:</u> Modals part 1, Expressing Ability, Using can: questions, using could, using be able to, using very and too, using two, too and to, More about preposition at and in, Model Part-2: Advice, Necessity, Requests, Suggestions.	8-10	45
Unit-8 in books Reading, Writing, Listening and Speaking in Interaction Access, Chapter-13, and 16 in Basic English Grammar  <u>Reading:</u> Food and Nutrition: Comprehension passages, vocabulary and other related content. <u>Writing:</u> Writing a story. Simple Past, Writing Narrative paragraphs, Writing about a personal experience, Writing a biography. <u>Listening and Speaking:</u> Chapter Food and Nutrition listening material will be covered. <u>Grammar:</u> Making Comparisons, using verbs after but, making comparisons with adverbs, The comparative -er, The superlative -est	11-14	60
PT 2, Make-up PT and Final exam	15-16	

2. Course components (total contact hours and credits <u>per semester</u> ):							210
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	140	N/A	N/A	70	N/A	210
	Actual	140	N/A	N/A	70	N/A	210
Credit	Planned	6	N/A	N/A	N/A	N/A	6
	Actual	6	N/A	N/A	N/A	N/A	6





3. Additional private study/learning hours expected for students per week.

7

#### 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

All the 5 NQF Domains will be addressed during the course, however, the domain of Communication will be in focus to enable students to read, understand, speak and write, i.e. communicate in a foreign language.

At the end of this course, students will be able to:

- predict a topic and guess the meaning of the common general and some academic words in a text using contextual clues.
- skim for general ideas and scan for specific information in general and some short academic texts.
- construct a short composition describing their holidays, rooms, people's appearance and character, writing a narrative of a story or one's life.
- apply the formalities of addressing an envelope and writing postcards.
- monitor their own error by correcting mistakes for example punctuation, spellings, prepositions, etc.
- start short informal conversations about a few limited topics, e.g about food, career and customer complaints.
- extract meaning from conversations they hear about everyday topics and from short academic lectures.
- use appropriate linguistic structures and vocabulary to convey their ideas on a few general topics.

Teachers will use methods of the Communicative Language Teaching Approach.

Student assessment will be ongoing formally through quizzes and exams and informally during the classes.

**On the table below are the five NQF Learning Domains, numbered in the left column.**

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies Teacher uses different methods according to the needs, conditions, environment and level of the students.	Course Assessment Methods



1.0 Knowledge			
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: ___ semantic Map ___ using picture prompts, illustration, contextual clues, synonyms and antonyms for conveying meaning of new words, ___ presenting picture dictionaries to learn sets of words. ___ using guided questions to elicit answers with the new words ___ discussing open-ended questions to practise new words, ___ recycling tasks to help memorization.	Informally during class and teacher's office hours, Formally: Quizzes, Visuals, Progress Tests, Final Exam
1.2	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: ___ analyzing language for grammatical patterns, ___ inductive and deductive methods, ___ using guided questions to elicit answers with the new structure, ___ discussing open-ended questions to practise new structures,	Informally during class and teacher's office hours, Formally: Quizzes, Visuals, Progress Tests, Final Exam
1.3	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
2.0 Cognitive Skills			
2.1	Students will apply the following strategies to improve study skills and critical thinking. ___ group new words according to similar meaning (classify), ___ memorize new words in semantic groups by using illustrations and picture dictionaries (buildings and food) and by using opposites, ___ analyze language to find patterns in the language and to identify their own mistakes in their performance ___ use prior knowledge to improve understanding and recall, ___ draw a mind map to help organize writing, ___ 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





3.0	Interpersonal Skills & Responsibility		
3.1	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
3.2	Students will be able to share ideas in pairs and groups		
3.3	Students will be able to present arguments.		
4.0	Communication, Information Technology, Numerical		
4.1	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
4.2.	Communication:- <u>Pronunciation</u> - Students will be better able to pronounce learned words and phrases in a way that they can be understood by expert speakers used to dealing with speakers of their language group. (CEF A1+)	Teachers can use the following strategies: ___drawing attention to pronunciation while listening to audio or video materials, ___teacher demonstrating pronunciation, students repeat.	Informally during class and teacher's office hours, Formally: Speaking Quiz
4.3.	Communication - <u>Reading</u> : learners can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. Can recognise familiar names, words, and basic phrases on simple notices in the most common everyday situations. can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.(CEF A1+)	Teacher uses different methods according to the needs, conditions, environment and level of the students. Teachers can use the following strategies: ___activating prior knowledge, ___asking questions to raise interest, ___discussing contextual clues, ___pre-teaching and reviewing key vocabulary ___practising skimming and scanning to find information, ___practising skimming and scanning using key vocabulary.	Informally during class and teacher's office hours, Formally: Quizzes, , Visuals, Progress Tests, Final Exam
4.4.	Communication - <u>Writing</u> : learners ask for or pass on personal details in written form. Can write simple isolated words and phrases. Can write a short simple postcard, email, etc. Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can link words or groups of words with very basic linear connectors like and , but, because, before, after or then.(CEF A1+)	Teachers can use the following strategies: ___providing scaffolding for writing, ___reviewing key vocabulary and structures, ___using tables to organize ideas, ___checklists to self-check and reflect, ___guided and free writing	Informally during class and teacher's office hours, Formally: Quizzes, , Visuals, Progress Tests, Final Exam





4.5.	Communication - <u>Speaking</u> : 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: ___ discussing open-ended questions, ___ using guided questions to elicit answers, ___ using picture prompts, ___ dramatizing , ___ surveys, ___ information exchanges, ___ matching, labelling and re-ordering activities, ___ number games and quizzes, ___ flashcard games.	Informally during class and teacher's office hours, Formally: Quizzes, , Visuals, Progress Tests, Final Exam
4.6.	Communication: <u>Listening</u> : students can recognise familiar words and very basic phrases concerning themselves, their families, and their immediate concrete surroundings, university life, when people speak slowly and clearly.(CEF A1+)	Teachers can use the following strategies: ___ thorough pre-listening tasks and activation of prior knowledge, ___ pre-teaching key vocabulary, ___ listening to track several times, ___ optional: follow up work with the tapescript.	Informally during class and teacher's office hours, Formally: Quizzes, Visuals, Progress Tests, Final Exam
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Students can write in English at an improved speed.	Teachers can use the following strategies: ___ more writing and copying tasks, ___ giving written homework.	Informally during class and teacher's office hours, Formally: Quizzes, , Visuals, Progress Tests, Final Exam

#### 5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quizz-1 and 2	4, 6	5%
2	Quizz- 3 and 4/ Assignment-1 and 2	11,13	5%
3	Progress Test-1	8	15%
4	Progress Test-2	15	15%
5	Final Exam	16-18	60%
	Total		100%

#### D. Student Academic Counseling and Support

1. 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.

### E Learning Resources

#### 1. List Required Textbooks

- Access Interactions Diamond (Edition) Reading and Writing (Units 5-8).
- Access Interactions Diamond (Edition) Listening and Speaking (Units 5-8).
- Basic English Grammar (Third Edition) (Chapter -10, 11, 12, 13, 16)
- Ready to Write (Unit 5-8).

#### 2. List Essential References Materials (Journals, Reports, etc.)

- Soft Skill journal

#### 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- Facebook Language Community
- Editopia

#### 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

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.

### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

#### 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Lecture desk.
- Desks for students.
- Language Lab is necessary for the listening classes with desktops, speakers and internet facilities.

#### 2. Technology resources (AV, data show, Smart Board, software, etc.)

- Internet
- OHP
- speakers (For Listening & Speaking Class)
- Smart Board
- laptops (with internet facilities),





<ul style="list-style-type: none"> <li>projector.</li> </ul>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p>The minimum requirements:</p> <ul style="list-style-type: none"> <li>Whiteboard of good quality (to be used as a screen for video viewing as well)</li> <li>Whiteboard markers (a total of 3 sets of 4 pens for the course per group)</li> <li>Paper for photocopying quizzes and extra practice materials (a total of 5 packets per group)</li> <li>Photocopying and printing facilities for the teachers and the students.</li> </ul> <p>Scheduling:</p> <ul style="list-style-type: none"> <li>single or double lessons per subject in 5 days per week preferably at the beginning of the day.</li> </ul>

## G Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> <li>Student Survey,</li> <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>
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> <li>Analysis of quiz and test results by the instructor,</li> <li>Analysis of test results by the ELC team coordinator,</li> <li>Analysis of test results by ELC.</li> <li>Coordinator or an unbiased expert may evaluate teaching through class observations planned and unplanned.</li> </ul>
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> <li>By organizing different workshops on innovative teaching strategies in ESL learning abilities.</li> <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> <p>Recommended:</p> <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>





4. Processes for Verifying Standards of Student 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)

- ELC Evaluation and Re-evaluation Committee revise sample exams.
- Analysis of examination results (Grade- Maximum, Minimum, Average mode).
- The exam papers are checked, rechecked and reviewed by the faculties to maintain impartiality and accuracy in marking.
- Students, who believe that they have been undergraded, can get their papers re-evaluated by the department committee.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Meeting will be arranged to discuss the effectiveness of the course plan.
- Evaluation and guidance to students who show weak performance.
- Benchmarking of course content and student performance with other similar programs at other universities.
- ELC's Curriculum Committee reviews the teaching methods and updates course syllabus to meet the students' changing needs.

Name of Course Coordinator: AQM Khairul Basher  
Signature: [Signature] Date Specification Completed: 20/11/2017

ELC Director: Majid Mohammed Gharawi

Signature: [Signature]

Date Received: \_\_\_\_\_

