



Course Specifications

Course Title:	English Language
Course Code:	ENG 115
Program:	Bachelor Degree Level 1
Department:	College of Education
College:	College of Education
Institution:	ELI, Jazan University

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A. Course Identification

1. Credit hours:	3	(Contact hours: 6 hours/ week)		
2. Course type				
a.	University <input checked="" type="checkbox"/>	College <input type="checkbox"/>	Department <input type="checkbox"/>	Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>		
3. Level/year at which this course is offered: Level 1				
4. Pre-requisites for this course (if any): None				
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 people, places, food, free time, possession and past lives. 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 115 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..	

CLOs		Aligned-PLOs
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	<u>Importance of Moral Principles:</u> 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	<u>Focus on the Human Community:</u> 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	<u>Focus on Fostering a Positive Sense of Ourselves:</u> 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	<u>Focus on Islamic Traditions and Values:</u> Uphold and practice good social behaviour in consonance with Islamic traditions and values.	

C. Course Content

No	List of Topics	Contact Hours
1	Unit 1: People – Student Book and Workbook	15
2	Unit 2: Possessions – Student Book and Workbook	15
3	Unit 3: Places – Student Book and Workbook	15
4	Unit 4: Free Time – Student Book and Workbook	15
5	Unit 5: Food – Student Book and Workbook	15
6	Unit 6: Past Lives – 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:	Lectures on leadership	Assessments,

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	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	quality, stress management, group discussion and group activity	Feedback forms and group drills
3.3	<u>Focus on Fostering a Positive Sense of Ourselves:</u> 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	<u>Focus on Islamic Traditions and Values:</u> 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

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	<p>Life Elementary, Student’s Book with DVD: John Hughes, Helen Stephenson, Paul Dummett</p> <ul style="list-style-type: none"> - 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 <p>Life Elementary, Workbook with Audio CD:</p> <ul style="list-style-type: none"> - Further practice and linear progression of Student’s Book contents. - Focus on learning skills. - Sample IELTS tests allow learners to benchmark their learning. <p>Life Elementary, Teacher’s Book with Class Audio CD:</p> <p>Detailed teaching notes with lead-ins, additional activities and answer key.</p> <ul style="list-style-type: none"> - Notes on vocabulary, grammar, pronunciation and useful background information. - Photocopiable communicative activities and tests
Essential References Materials	<p>http://www.ngllife.com/content/course-overview-0</p>
Electronic Materials	<p>http://www.facebook.com/NGLearningUK http://www.twitter.com/NGLearningUK http://www.youtube.com/NGLearningUK</p>
Other Learning Materials	<p>Life Elementary, Interactive Whiteboard CD-ROM:</p> <ul style="list-style-type: none"> - 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
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<ul style="list-style-type: none"> • 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)
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	<ul style="list-style-type: none"> • Smart Board • Sound system • Internet • Speakers (for audio)

Item	Resources
	<ul style="list-style-type: none"> • Laptop (with internet connectivity) • Microphone (for recording speaking skills). • Audio player • Audio recorder • OHP
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	<ul style="list-style-type: none"> • 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/ENG115
Date	23 December 2020