



T404  
2022

## Course Specification



Course Title: <b>English Language</b>
Course Code: <b>NGD 102-6</b>
Program: <b>Associate of Science (AS): 3-year Diploma</b>
Department: <b>Chemical Engineering Technology (CHET), Electrical Power Engineering Technology (EPET), Mechanical Maintenance Engineering Technology (MMET)</b>
College: <b>College of Applied Industrial Technology (CAIT)</b>
Institution: <b>Jazan University</b>
Version: <b>1</b>
Last Revision Date: <b>11/01/2023</b>



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## A. General information about the course:

Course Identification	
1. Credit hours:	6 (Contact hours: 15 hours/ week)
2. Course type	
a.	University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Track <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 2/ Trimester 2
4. Course general Description	
<p>A contemporary and comprehensive syllabus, designed to meet the needs of Applied College students who have successfully completed NGD 101, offered in the first Trimester. The course promotes self-learning and critical thinking, and actively engages students in their language learning pursuit. Reading texts are followed by interactive reading comprehension activities; a recording of the text to listen to. Reading involves articles and blogs. Writing skills can be practised through writing about personal descriptions, places, describing tourist destinations, writing adverts, messages, short stories, emails, short descriptions, typing CVs, writing a paragraph, etc. Each learning module follows an Engage-Explore-Task-Reflect activity sequence to help students practice and learn effectively. Topic-based videos engage students to focus on speaking as well as listening skills. Critical thinking exercises provide the necessary tools needed to generate independent language learning aptitude.</p> <p><b>Benchmark:</b> CEFR Level A2 &amp; SAQF* Level 5</p> <p style="text-align: right;">*Common European Framework of Reference for Languages *Saudi Arabian Qualifications Framework</p>	
5. Pre-requirements for this course (if any): NGD 101-6	
6. Co- requirements for this course (if any): None	
7. Course Main Objective(s)	
<p>One of the main objectives of this course is to provide the students with necessary continuum in their language learning from the first Trimester. Therefore, the course is designed to help learners build upon their already acquired English language proficiency. The course encourages and supports the students to acquire and develop generative language use. To develop academic skills – Listening, Speaking, Reading &amp; Writing (LSRW), where students will be able to: listen and extract meaning from a short conversation; make short simple conversations, and convey ideas on general topics; use proper pronunciation while making discussions; scan, skim and comprehend reading texts and articles while listening; read and analyze the expressions and short simple texts; write short paragraphs; draft emails, and CVs; write reviews, short messages; and to introduce simple vocabulary and grammar rules. Learners would develop their ability to think critically and communicate effectively in the global community. Emphasis is on both independent and collaborative learning.</p>	



## 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	15	100
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
4.	Distance learning		

## 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	120
2.	Laboratory/Studio	60
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	180

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Enrich lingual and contextual vocabulary aiming core subjects of chemical, mechanical and electrical engineering through extensive reading, listening and class lectures and activities	K1.2	Lectures, classwork and independent homework, groups and pair work, task-based activities, individual mentoring.	Classroom activities Quizzes, Visuals, Progress Tests, Final Exam
1.2	Extract linguistic and academic knowledge and main ideas from texts, messages, charts, graphs, realia by reading, listening, discussing and watching related videos	K1.2	Lectures, classwork and independent homework, groups and pair work, task-based activities, individual mentoring.	Classroom activities Quizzes, Visuals, Progress Tests, Final Exam
1.3	Analyze language to find explicit and implicit	K1.2	Lectures, classwork and independent	Classroom activities





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	patterns in the language and identify grammatical and linguistic mistakes in self reply, speech, pronunciation, conversation and in overall performance		homework, groups and pair work, task-based activities, individual mentoring.	Quizzes, Visuals, Progress Tests, Final Exam
2.0	Skills			
2.1	Write simple paragraphs, instructions, adverts, short emails, short descriptions using the grammar rules and vocabulary learnt	S1.1	Daily engagement with technological skills useful for learning English.	Group reports, Graphic organizers, exercises, Quizzes
2.2	Describe family, people, anecdotes, realia, places, sports, recipes and speak on simple topics	S3.2	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	Apply acquired knowledge, understanding and comprehension in work field and gradually become skilled through on going learning and experience	S3.2	Directed practice sessions to enable students to focus on task base activities	Assessments. Feedback forms
3.0	Values, autonomy, and responsibility			
3.1	Learn to be autonomous, free agent of doing self-propelled work, and take responsibilities focusing on linguistic norms, behaviours and etiquettes	V1.2	Directed practice sessions to enable students to focus on technological skills useful for learning English.	Assessments. Feedback forms





## C. Course Content

No	List of Topics	Contact Hours
1.	Life Elementary: Unit 7. Journey – Student Book & Workbook	30
2.	Life Elementary: Unit 8. Appearance – Student Book & Workbook	30
3.	Life Elementary: Unit 9. Entertainment – Student Book & Workbook	30
4.	Life Elementary: Unit 10. Learning – Student Book & Workbook	30
5.	Life Elementary: Unit 11. Tourism – Student Book & Workbook	30
6.	Life Elementary: Unit 12. The Earth – Student Book & Workbook	30
Total		180

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	4	10%
2.	Progress Test (Mid-Term Exam)	6	20%
3.	Quiz 2	8	10%
4.	Formative Assessment: Through the trimester		10%
5.	Final Exam	11	50%
6.	Total		100%

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

## E. Learning Resources and Facilities

### 1. References and Learning Resources

#### Essential References

**Life Elementary, Student's Book with DVD:** John Hughes, Helen Stephenson, Paul Dummett. National Geographic Learning.

- 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 & answer key.
- Notes on vocabulary, grammar, pronunciation and useful background information.
- Photocopiable communicative activities and tests



Supportive References	<a href="http://www.ngllife.com/content/course-overview-0">http://www.ngllife.com/content/course-overview-0</a>
Electronic Materials	<a href="http://www.facebook.com/NGLearningUK">http://www.facebook.com/NGLearningUK</a> <a href="http://www.twitter.com/NGLearningUK">http://www.twitter.com/NGLearningUK</a> <a href="http://www.youtube.com/NGLearningUK">http://www.youtube.com/NGLearningUK</a>
Other Learning Materials	<b>Life Elementary, Interactive Whiteboard CD-ROM:</b> <ul style="list-style-type: none"> <li>- Includes IWB tools, 'zoomable' pages and easy-to-access audio and video.</li> <li>- Create your own interactive tasks with easy-to-use content creation tool.</li> <li>- Show or hide the key.</li> <li>- Show justification for the answers to the reading and listening comprehension activities.</li> </ul>

## 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, 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 equipment (projector, smart board, software)	Smart Board Sound system Internet Speakers (for audio) Laptop (with internet connectivity) Microphone (for recording speaking skills) Audio player Audio recorder OHP
Other equipment (depending on the nature of the specialty)	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

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Quality Assurance and Accreditation Unit, ELI	Classrooms visits and observation. <b>Direct</b>
Effectiveness of students assessment	Faculty	Marking and remarking of sample of Progress Test



Assessment Areas/Issues	Assessor	Assessment Methods
		and Final Test papers between teachers. <b>Direct</b>
Quality of learning resources	Faculty	Surveys designed by the English Language Institute (ELI)/ University – distributed among the course instructors. <b>Direct/Indirect</b>
The extent to which CLOs have been achieved	Program Leaders	Statistical analysis of students' marks in Progress Test and Final Tests. <b>Direct</b>
Course effectiveness	Quality Assurance and Accreditation Unit, ELI	Reviewed bi-annually, improvements are planned and implemented

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	QUALITY ASSURANCE & ACCREDITATION UNIT (QAU), ENGLISH LANGUAGE INSTITUTE
REFERENCE NO.	JU/ELI/QAU/CS/CAIT/NGD102-6/ T2
DATE	23 <sup>RD</sup> NOVEMBER 2022