Course Specification
(Bachelor)

Course Title: **English Language** 2

Course Code: NGD 102-6

Program: : Diploma

Department: Applied

College: Applied College (Community College)

Institution: **Jazan University**

Version: **1**

Last Revision Date: 11/01/2023

Table of Contents

A. General information about the course:

1. Course Identification

1. Credit hours:	6	(Contact hours: 15 hours/ week)

2. Course type

A.	☒ University	☐College	☐Department	☐Track	☐Others
B.	☒ Required		☐Elective		

3. Level/year at which this course is offered: (Level 2/ Trimester 2)

4. Course general Description:

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.

Benchmark: CEFR Level A2 & SAQF* Level 5
                              *Common European Framework of Reference for Languages
                              *Saudi Arabian Qualifications Framework

5. Pre-requirements for this course (if any): NGD 101-6

6. Co-requisites for this course (if any): : None

7. Course Main Objective(s):

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 & 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.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	15	100
2	E-learning		
3	Hybrid • Traditional classroom • E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	225
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)**	
Total		

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	Retrieve simple vocabulary and can read, recall, recollect and produce	**K2**	Lectures, classwork and independent homework, groups and pair work, task based activities, individual mentoring.	Virtual Classroom activities Quizzes, Visuals, Progress Tests, Final Exam
1.2	Describe family, places and speak on simple topics.	**K1**	Lectures, classwork and independent homework, groups and pair work, task based activities,	Classroom activities Quizzes, Visuals, Progress Tests, Final Exam.

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			individual mentoring.	
1.3	Identifying main ideas and listen to specific information. Reproduce it on simple topics.	K2	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	Write simple paragraphs, instructions, adverts, short emails, short descriptions using the grammar rules and vocabulary learnt.	K2	Lectures, classwork and independent homework, groups and pair work, taskbased activities, individual mentoring.	Classroom activities Quizzes, Visuals, Progress Tests, Final Exam.
2.0	**Skills**			
2.1	Analyze language to find patterns in the language and to identify their own mistakes in pronunciation and in their performance.	S1	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.	S2	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.	S2	Lectures, classwork and independent homework, groups and pair work, task based activities, individual mentoring.	Classroom Activities, Worksheets.
2.4	Use critical thinking and problem-solving techniques while reading, writing, listening and speaking	S1	Directed practice sessions to enable students to focus on task base activities.	Assessments. Feedback forms.

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.0	**Values, autonomy, and responsibility**			
3.1	Develop a teamwork attitude as a responsible member of the team to aid peer editing and correction.	**V1**	Directed practice sessions to enable students to focus on technological skills useful for learning English.	Assessments. Feedback forms.
3.2	Uphold and practice good social behavior in consonance with Islamic traditions and values.	**V2**	Directed practice sessions to enable students to focus on technological skills useful for learning English.	Task-based assignments and speaking tests.

C. Course Content

No	List of Topics	Contact Hours
1.	Life Elementary: Unit 7. Journey – Student Book & Workbook	**38**
2.	Life Elementary: Unit 8.Appearance – Student Book & Workbook	**38**
3.	Life Elementary: Unit 9. Entertainment – Student Book & Workbook	**38**
4.	Life Elementary: Unit 10. Learning – Student Book & Workbook	**38**
5.	Life Elementary: Unit 11.Tourism– Student Book & Workbook	**38**
6.	Life Elementary: Unit 12. The Earth – Student Book & Workbook	**35**
Total		**225**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Quiz1**	7	**10%**
2.	**Progress Test (Mid-Term Exam)**	9	**10%**
3.	**First Short test**	10	**3%**
4.	**Second Short test**	12	**3%**
5.	**Discussion**	13-15	**4%**
6	**Formative Assessment: Through the semester**	1-15	**10%**
7.	**Lecture**	1-15	**10%**
8.	**Final Exam**	16	**50%**
	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	http://www.ngllife.com/content/course-overview-O
Electronic Materials	http://www.facebook.com/NGLearningUK http://www.twitter.com/NGLearningUK http://www.youtube.com/NGLearningUK
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 easy-to-use content creation tool. - Show or hide the key. - Show justification for the answers to the reading and listening comprehension activities.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Active virtual classrooms with strong internet as well as smart digital devices with touch screens connected to a high-quality sound system. Soft

Items	Resources
	copies of the course books along with CPT. Internet connection for students to work on their projects, assignments. (if applicable)
Technology equipment (projector, smart board, software)	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)	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	Virtual classrooms observation. **Direct**
Effectiveness of Students assessment	Faculty	Marking and remarking of sample of Progress Test and Final Test papers between teachers. **Direct**
Quality of learning resources	Faculty	Surveys designed by the English Language Institute (ELI)/ University – distributed among the course instructors. **Direct/Indirect**
The extent to which CLOs have been achieved	Program Leaders	Statistical analysis of 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**.**

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	QUALITY ASSURANCE & ACCREDITATION UNIT (QAU), ENGLISH LANGUAGE INSTITUTE
REFERENCE NO.	JU/ELI/QAU/CS/APPL/NGD102-6/ T2

DATE	15TH JUNE 2022