



Course Specification

(Bachelor)

Course Title: English Language 2

Course Code: ENG 106

Program: Bachelor of Science

Department: Departments of Science: Mathematics, Physics, Chemistry, Biology

College: College of Science

Institution: Jazan University

Version: 1

Last Revision Date: 22 May 2024

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A. General information about the course:

1. Course Identification

1. Credit hours: (3 Hours); 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, First Year)

4. Course General Description:

An extended and better-integrated syllabus, promoting critical thinking, actively engages students in their English language learning. 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 practiced through writing about personal descriptions, places, describing tourist destinations, writing adverts, messages, short stories, emails, short descriptions, typing cover letter 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 provides the tools needed to generate individual ideas and opinions, and the skills mandatory to achieve an overall English language competence.

Benchmark: CEFR Level A2+ to B1 & NQF* Level 6

*Common European Framework of Reference for Languages

*National Qualifications Framework

5. Pre-requirements for this course (if any): **ENGL 101**

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

7. Course Main Objective(s):

The course is aimed at furthering the learning outcomes of ENGL 101, offered in Semester 1, building upon the language skills learnt earlier, in order to develop more advanced language functions and communicative competence. Students will be able to: identify the main points in a range of listening and reading texts; recognize descriptions in narratives and events; initiate and interact in social exchanges; provide detailed descriptions and explanations; construct connected text on familiar topics with sustained fluency and control; develop conversational skills, expressing ideas, and dealing with problems and situations where they meet unpredictable language. The course develops academic skills in Listening, Speaking, Reading and Writing (LSRW), where students will be able to: listen and extract





meaning from conversations; give opinions, compare and contrast ideas, convey ideas on specific topics; use proper pronunciation; scan, skim and comprehend reading texts and articles while listening; read and analyze expressions and texts; write short paragraphs, emails, text messages, reviews; and to introduce simple vocabulary and grammar rules. Learners would develop their ability to think critically and communicate effectively.

2. 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"> 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		225

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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Listen and extract meaning from conversations; give opinions, compare/contrast/ convey ideas on a range of topics.	K1	Lectures, classwork, independent homework, group/pair work, task-based activities, mentoring.	Classroom activities Quizzes, Progress Tests, Final Exam
1.2	Initiate and interact in social exchanges; provide descriptions/	K2	Lectures, classwork, independent homework, group/	Classroom activities Quizzes,





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	explanations; construct connected text on familiar topics with sustained fluency & control.		pair work, task-based activities, mentoring.	Progress Tests, Final Exam
1.3	Identify the main points of reading/ listening texts on familiar matters regularly encountered in work, college, leisure, etc.	K2, K3	Strategy-based lessons with rigorous practice of listening and reading worksheets, study guides, and grammar	Classroom activities Quizzes, Progress Tests, Final Exam
1.4	Write on a range of topics like formal letters, business letters, blogs, cover letters, descriptions of a place etc.	K2, K1	Practicing writing skills. Work in pair/ group task-based activities, project in group, individual mentoring	Classroom activities Quizzes, Progress Tests, Final Exam
2.0	Skills			
2.1	Analyze language to find patterns in the language, to identify mistakes in their performance, use study skill knowledge to improve understanding & recall, draw a mind map to help process writing, review their language production.	S4	Lectures, classwork and independent homework., groups and pair work, task-based activities, individual mentoring.	Classroom activities Quizzes, Progress Tests, Final Exam
2.2	Compare and contrast the given situation and express those using phrases, sharing opinions, on given topics.	S4	Expand upon speaking/ writing strategies & get exposed to a variety of preparatory exercises.	Classroom activities Quizzes, Progress Tests, Final Exam
2.3	Analyze texts, news articles, interviews to practice critical thinking to speculate, predict and infer meaning/summarize information.	S4	Lectures, classwork, independent homework, group/ pair work, task-based activities, mentoring.	Classroom Activities, Worksheets
2.4	Use critical thinking and problem-solving	S4	Directed practice sessions to enable	Classroom activities,





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	techniques while reading, writing, listening and speaking.		students to focus on task base activities	Assignments, Final exam
3.0	Values, autonomy, and responsibility			
3.1	Develop teamwork attitude as a responsible member to aid peer editing.	V1	Team and individual mentoring	Task-based assignments and group drills
3.2	Uphold, practice good social behaviour in consonance with Islamic traditions and values.	V2	Individual and group counseling focusing on ethics and good conduct	Assessments, Feedback forms

C. Course Content

No	List of Topics	Contact Hours
1.	Academic Progress 3: Reading & Writing, Unit 1. Green Spaces Academic Progress 3: Listening & Speaking, Unit 1. Unique Homes	28
2.	Academic Progress 3: Reading & Writing, Unit 2. Art for Everyone Academic Progress 3: Listening & Speaking, Unit 2. Making Unusual Art	28
3.	Academic Progress 3: Reading & Writing, Unit 3. What's It Worth to You? Academic Progress 3: Listening & Speaking, Unit 3. Interesting Collections	28
4.	Academic Progress 3: Reading & Writing, Unit 4. Open for Business Academic Progress 3: Listening & Speaking, Unit 4. Creativity in Business	28
5.	Academic Progress 3: Reading & Writing, Unit 5. What are You Afraid of? Academic Progress 3: Listening & Speaking, Unit 5. Understanding Fears and Phobias	28
6.	Academic Progress 3: Reading & Writing, Unit 6. What an Adventure! Academic Progress 3: Listening & Speaking, Unit 6. Risks and Challenges	28
7.	Academic Progress 3: Reading & Writing, Unit 7. What Number are You? Academic Progress 3: Listening & Speaking, Unit 7. Only Child – Lonely Child?	28
8.	Academic Progress 3: Reading & Writing, Unit 8. Too Young to Go Pro? Academic Progress 3: Listening & Speaking, Unit 8. Football: The Beautiful Game	29
Total		225



D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	4	5%
2.	Quiz 2	6	5 %
3.	Progress Test (Mid-Term Exam)	8	20%
4.	Quiz 3	10	5%
5.	Formative Assessment (Through the semester)	12	5%
6.	Final Exam	15/16	60%
V	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	<ol style="list-style-type: none"> Academic Progress 3: Reading & Writing (CEFR: B1) John Beaumont & A. Judith Yancey, <i>Pearson</i> Academic Progress 3: Listening & Speaking (CEFR: B1) Polly Merdinger & Laurie Barton, <i>Pearson</i>
Supportive References	Academic Progress 3. <i>Pearson</i> Online learning resources, with access code inside the book.
Electronic Materials	https://www.pearson.com/english/portal.htm
Other Learning Materials	MyEnglishLab, with access code inside the book. https://www.pearson.com/english/myenglishlab.html

2. Required Facilities and equipment

Items	Resources
Facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Spacious classrooms to accommodate 35 students with connected digital smartboards, equipped with touchscreen and high-quality sound system; Internet for students to work on their projects, assignments, etc.; Digital and physical libraries
Technology equipment (projector, smart board, software)	State-of-the-art connected digital SmartBoards, with touchscreen and audio-video recording
Other equipment (depending on the nature of the specialty)	Photocopying and printing facilities for teachers and students



F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Quality Assurance and Accreditation Unit	Classrooms visits and 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 college/ 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	Reviewed bi-annually, improvements are planned and implemented

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	QUALITY ASSURANCE & ACCREDITATION UNIT, DEPARTMENT OF FOREIGN LANGUAGES, COLLEGE OF ARTS & HUMANITIES
REFERENCE NO.	JU/CAH/DFL/QAU/CS/SCIE/ENG106/L2
DATE	20 MARCH 2024

