



Course Specifications

| | |
|----------------------|---|
| Course Title: | English Language (1) اللغة الانجليزية ١٠١ - تعليم عن بعد |
| Course Code: | ELID 101 |
| Program: | Preparatory Year Program |
| Department: | English Language Institute |
| College: | English Language Institute |
| Institution: | King Abdulaziz University |

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A. Course Identification

| | |
|---|---|
| 1. Credit hours: | 3 credit hours |
| 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: | Preparatory Year |
| 4. Pre-requisites for this course (if any): | N/A |
| 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 | | |
| 2 | Blended | | |
| 3 | E-learning | 27 | 100% |
| 4 | Correspondence | | |
| 5 | Other | | |
| Total* | | 27 | 100% |

*9 weeks of instruction with 3 contact hours a week for a total of 27 hours per trimester

7. Contact Hours (based on academic trimester)

| No | Activity | Learning Hours |
|----|-------------------|----------------|
| 1 | Lecture | 27 |
| 2 | Laboratory/Studio | |
| 3 | Tutorial | |
| 4 | Others (specify) | |
| | Total | 27 |

B. Course Objectives and Learning Outcomes

| |
|--|
| 1. Course Description |
| This course is the first of a three-course series of English Language Proficiency courses offered for distance learning/external students working towards degree programs at the university. The purpose of this course is to introduce beginner level EFL students to the basics of the English Language that will enable them to communicate in most familiar situations. Based on this basic foundation, it aims to further develop students' language proficiency to enable them to reach the A1 level on the Common European Framework of Reference for Languages (CEFR). |
| 2. Course Main Objective |
| The course aims to help learners achieve an overall English language proficiency of high Basic User defined as A1 level on the Common European Framework of Reference for Languages (CEFR). |

3. Course Learning Outcomes

| | CLOs | Aligned PLOs |
|---|---|--------------|
| 1 | Knowledge and Understanding On successful completion of this course it is expected that students will be able to: | |

| CLOs | | Aligned PLOs |
|----------|--|--------------|
| 1.1 | Knowledge of Grammar: Understand the meaning and usage of a limited range of grammar at the CEFR A1 level, including the verb 'to be' present and past tenses, pronouns and possessive adjectives, <i>there is/there are, this/these</i> , singular and plural nouns, present and past simple positive, negative and question forms of regular and irregular verbs, can/can't, present progressive, past time expressions and frequency adverbs. | K1 |
| 1.2 | Knowledge of Vocabulary: Demonstrate the use of a limited range of vocabulary at the CEFR A1 level, including vocabulary for numbers, the time, days and dates, family, jobs, places, food and drink, countries and nationalities, common objects, clothes, colours, past time, future time and place expressions, transport and life events. | K2 |
| 2 | Skills On successful completion of this course it is expected that students will be able to: | |
| 2.1 | Listening Comprehension: <ul style="list-style-type: none"> • establish meaning and main ideas in speech, which is very slow and carefully articulated, with long pauses to assimilate meaning (CRIT) • show understanding of instructions given carefully and slowly by following short, simple directions | S1 |
| 2.2 | Reading Comprehension: <ul style="list-style-type: none"> • analyze very short, simple texts a single phrase at a time, recognizing familiar names, words and basic phrases and rereading as required • differentiate main ideas and details in short simple informational material and short simple descriptions, especially if there is visual support (CRIT) | S2 |

* Knowledge of grammar and vocabulary is directly related to the students' ability to effectively achieve the program learning outcomes in listening and reading.

4. Connection between the CLOs and the 4Cs

The four-letter codes used here to tag some of the CLOs are meant to highlight the connection between the ELI curriculum on the one hand and “the 4Cs” which are: communication (COMM), collaboration (COLL), critical thinking (CRIT) and creativity (CREA) on the other.

As is evident, most of our CLOs strengthen students' engagement with one or more of the 4Cs. However, we have tagged only those CLOs that directly contribute to the 4Cs. Otherwise, all the CLOs can be said to, either directly or indirectly, contribute to the strengthening of the 4Cs. For example, “knowledge of grammar” contributes indirectly to the 4Cs, for without it, communication would be impossible (as indeed would be any of the other three Cs). Such indirect connections to the 4Cs have not been tagged.

Furthermore, collaboration is an integrated feature of many of these CLOs. Therefore, it appears as a second or third tag for many of the CLOs. This is especially so for CLOs that are activated as part of pair- or group-work during classroom activities.

The four-letter tags denoting the 4Cs that appear after each CLO are listed according to their order of importance for that particular CLO.

5. Program Learning Outcomes:

At the end of the program, students will be able to:

- K1: **Understand** the structure and usage of grammatical constructions widely used in general spoken and written English at the B1 CEFR level.
- K2: **Understand** the meaning and appropriate usage of words and lexical constructions widely attested in general spoken and written English at the B1 CEFR level.
- S1: **Establish** and appropriately respond to the content of conversations, extended, and recorded material about common everyday or job-related topics and other subjects familiar to the student.
- S2: **Analyze** and appropriately respond to both main ideas and details in straightforward, factual reading passages on subjects related to the student's field and/or interests written at an intermediate level (B1 on the CEFR).

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|---|---------------|
| 1 | Introductions – Meeting people for the first time | 2.25 |
| 2 | People – Family and Friends | 2.25 |
| 3 | Places – Home and Neighborhood | 2.25 |
| 4 | Online Communication | 2.25 |
| 5 | Daily Routines and Activities | 2.25 |
| 6 | Places – City and the Countryside | 2.25 |
| 7 | What's happening now? – Present and ongoing activities and events | 2.25 |
| 8 | What are you good at? - Skills and abilities. | 2.25 |
| 9 | Where are you going on vacation? - Future Arrangements | 2.25 |
| 10 | What are you doing this weekend? – Plans | 2.25 |
| 11 | Memories – People and events from the past | 2.25 |
| 12 | Recounting events – What did you do last weekend? | 2.25 |
| Total | | 27 |

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 | | |
| 1.1 | Knowledge of Grammar: Understand and use a range of grammar at the A2 CEFR level, including subject/object pronouns, present simple, present progressive and past simple tenses, negative sentences, question formation, countable and uncountable nouns, <i>there is/are, has/have got</i> , and comparatives and superlatives. | Pair Work Group Work Teacher-Fronted Presentation Practice Activities | Final CBT Quizzes |
| 1.2 | Knowledge of Vocabulary: demonstrate the use of vocabulary at the A2 CEFR level, including | Pair Work Group Work | Final CBT Quizzes |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|---|--|----------------------------------|
| | vocabulary to describe oneself and other people, interests, preferences, leisure activities, routines, natural and man-made places, homes and furniture, food and beverages, jobs, study subjects, appearance and personal traits, travel and transport. | Teacher-Fronted Presentation Practice Activities | |
| 2.0 | Skills | | |
| 2.1 | <p>Listening Comprehension:</p> <ul style="list-style-type: none"> • apply understanding of phrases and expressions related to areas of most immediate priority enough, to be able to meet needs of a concrete everyday type, provided speech is clearly and slowly articulated • establish the general topic of discussion around him/her, when it is conducted slowly and clearly. • establish essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly | <p>Activate Schema</p> <p>Pre-Listening Activities</p> <p>Playing recorded lectures and dialogs</p> <p>Assisting students in answering comprehension and other questions about the listening</p> | Final CBT Quizzes Assignments |
| 2.2 | <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • analyze short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language • discover specific, predictable information in simple every day written material such as advertisements, prospectuses, menus, reference lists, timetables, letters, brochures and short newspaper articles describing events | <p>Activate Schema</p> <p>Pre-Reading Activities</p> <p>Previewing difficult vocabulary</p> <p>Assisting students in answering comprehension and other questions about the reading.</p> | Final CBT Quizzes Assignments |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|----------------------------|----------|--------------------------------------|
| 1 | Assignments (2 at 3% each) | 6 and 10 | 6% |

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|----------------------------------|---------------|--------------------------------------|
| 2 | Quizzes (4 at 5% each) | 3, 5, 7 and 9 | 20% |
| 3 | Discussion Board | Weekly | 4% |
| 4 | Computer-Based Final Examination | End | 70% |

*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 :

Faculty members dedicate 10 hours every week for office hours, during which students are encouraged to visit their instructor for help, conversation practice, and clarifying difficult concepts. In addition, there is a student support unit which struggling students can be referred to for additional remedial support and a Special Educational Needs (SEN) unit dedicated to addressing the unique needs of SEN students.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|---------------------------------------|--|
| Required Textbooks | Evolve Special Edition 1 – Student book with Digital Pack (Entire book) |
| Essential References Materials | Not Applicable |
| Electronic Materials | https://lms.kau.edu.sa/ https://eli.kau.edu.sa/Pages-eli-students-en.aspx |
| Other Learning Materials | Blackboard and the textbook publisher's LMS |

2. Facilities Required

| Item | Resources |
|--|--|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | Instructors are equipped with their own personal computers/laptops with internet connectivity and microphone and speakers |
| Technology Resources (AV, data show, Smart Board, software, etc.) | Online Blackboard™ course page and Blackboard Ultra™ video-conferencing software. They also have access to the textbook presentation software provided by Cambridge University Press. |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | EVOLVE 1 Textbooks – Teacher's Edition Online resources provided by Cambridge University Press. Teacher resources room and library |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | Students Observation Committee Professional Development Unit External Reviewers such as the CEA Accreditation Agency | Student Surveys Formal Observation |
| Effectiveness of Assessment | Curriculum and Test Development Unit Curriculum Committee Assessment Committee External Reviewers such as the CEA Accreditation Agency | Item Analysis Data Teacher Feedback Student Feedback Course Reports |
| Extent of Achievement of Course Learning Outcomes | Quality Assurance Unit Curriculum and Test Development Unit | Item Analysis Data Course Reports Annual Program Review |

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 | ELI Council |
| Reference No. | 12/43108750 |
| Date | 1443-10-22 |