NCAAA

T4

2020

# Course Specifications

| Course Title: | English Language (2) اللغة الانجليزية ١٠٢ ـ تعليم عن بعد |
|---|---|
| Course Code: | ELID 102 |
| Program: | Preparatory Year Program |
| Department: | English Language Institute |
| College: | English Language Institute |
| Institution: | King Abdulaziz University |

## Table of Contents

## A. Course Identification

| | |
|---|---|
| **1. Credit hours:** 3 credit hours | |

**2. Course type**

a.  University [X]  College [ ]  Department [ ]  Others [ ]

b.  Required [X]  Elective [ ]

**3. Level/year at which this course is offered:** Preparatory Year

**4. Pre-requisites for this course** (if any)**:** Successful completion of ELID 101 or sufficient marks on the placement test

**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 of instruction a week for a total of 27 contact hours a 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 second of a 3-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 further develop the language proficiency of A1 level EFL students and enable them to reach a A2 "Way-stage" 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 A2 (Way-Stage) level on the Common European Framework of Reference for Languages (CEFR) and enable them to become independent learners of the language.

## 3. Course Learning Outcomes

| | CLOs** | Aligned PLOs |
|---|---|---|
| 1 | **Knowledge and Understanding** <br> On successful completion of this course it is expected that students will be able to: | |
| 1.1 | Knowledge of Grammar: | K1 |

| CLOs** | | Aligned PLOs |
|---|---|---|
| | **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, *there is/are*, *has/have got*, and comparatives and superlatives. | |
| 1.2 | Knowledge of Vocabulary: **demonstrate** the use of vocabulary at the A2 CEFR level, including 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 | K2 |
| **2** | **Skills** On successful completion of this course it is expected that students will be able to: | |
| 2.1 | Listening Comprehension: <br> • **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. (CRIT) <br> • **establish** the general topic of discussion around him/her, when it is conducted slowly and clearly. (CRIT) <br> • **establish** essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly (CRIT) | S1 |
| 2.2 | Reading Comprehension: <br> • **analyze** short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language <br> • **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 (COLL) | 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  | My life - Me, my things and people in my life | 2.25 |
| 2  | Work and Study | 2.25 |
| 3  | Fitness and Exercise | 2.25 |
| 4  | Good times! – Fun and Recreation | 2.25 |
| 5  | Important life Events | 2.25 |
| 6  | Money and Shopping | 2.25 |
| 7  | Food and Restaurants | 2.25 |
| 8  | Things to Do in Town | 2.25 |
| 9  | Clothes, Fashion and its Impact on the Environment | 2.25 |
| 10 | Health and Safety Concerns at Work and at Play | 2.25 |
| 11 | Life Online | 2.25 |
| 12 | Tourist Destinations – Weather and Climate | 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 wide range of grammar at the B1 CEFR level, including articles, advice with if, present perfect, and verbs 'be going to', 'be hoping to' and 'would like to' for future hopes, plans and wishes, present progressive, nouns with prepositional modifiers, modals *have to/can* | Pair Work Group Work Teacher-Fronted Presentation Practice Activities | Final CBT Quizzes |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|---|---|---|---|
| | comparative adjectives, the modals *will, might* and *may*, *some* versus *any*, passive voice, present perfect for giving news, use of infinitives versus gerunds, *used to* and *would* to talk about past habits and routines, real and unreal conditional | | |
| 1.2 | Knowledge of Vocabulary: **Demonstrate** the use of a range of vocabulary at the B1 CEFR level, including travel & journeys, health & medicine, hopes & plans, places visited, sights & experiences, cultural events, study & work, food & meals, money & paying for things, the weather, giving directions & asking for tourist information, the environment, describing objects/possessions, emotions/feelings, housing & living situations, describing places, talking about attitudes and beliefs and expressing and defending opinions | Pair Work Group Work Teacher-Fronted Presentation Practice Activities | Final CBT Quizzes |
| **2.0** | **Skills** | | |
| 2.1 | Listening Comprehension:<br>• **apply** understanding of a range of vocabulary and grammar used up to and including the B1 level in spoken conversation, to be able to meet needs of a concrete type, provided speech is clearly and slowly articulated<br>• **establish** the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives<br>• **draw** pertinent information from recorded interviews or conversations where people say what they do in their free time, what they particularly like doing, and what they do not like doing, provided that they speak slowly and clearly | Activate Schema<br><br>Pre-Listening Activities<br><br>Playing recorded lectures and dialogs<br><br>Assisting students in answering comprehension and other questions about the listening | Final CBT Quizzes Assignments |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|---|---|---|---|
| | • **establish** the main points of radio news bulletins, recorded material about familiar subjects and extended discussions provided speech is delivered relatively slowly and clearly and articulated in standard dialect | | |
| 2.2 | Reading Comprehension:<br>• **analyze** straightforward factual texts on subjects related to his/her interests with a satisfactory level of comprehension<br>• **discover** information in basic types of standard routine letters and documents (enquiries, orders, letters of confirmation, brochures and short official documents etc.) on familiar topics | Activate Schema<br><br>Pre-Reading Activities<br><br>Previewing difficult vocabulary<br><br>Assisting students in answering comprehension and other questions about the reading. | Final CBT<br>Quizzes<br>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% |
| 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 2 – Student book with Digital Pack |

| | |
|---|---|
| **Essential References Materials** | Not Applicable |
| **Electronic Materials** | https://lms.kau.edu.sa/<br>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**<br>(Classrooms, laboratories, demonstration rooms/labs, etc.) | Enough computer labs to administer each computer-based exam for all students in a maximum of 2 days |
| **Technology Resources**<br>(AV, data show, Smart Board, software, etc.) | Instructors are equipped with their own personal computers/laptops with internet connectivity and microphone and speakers.<br>Online Blackboard™ course page and Blackboard Ultra™ video-conferencing software<br>Instructors also have access to the textbook presentation software provided by Cambridge University Press. |
| **Other Resources**<br>(Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Teacher resources room and library<br>EVOLVE 2 Textbooks – Teacher's Edition<br>Online resources provided by Cambridge University Press |

## G. Course Quality Evaluation

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