



## Course Specifications

<b>Course Title:</b>	English Language (1) اللغة الانجليزية ١٠١ - تمهيدي آداب
<b>Course Code:</b>	ELCA 101
<b>Program:</b>	First Year Program
<b>Department:</b>	English Language Institute
<b>College:</b>	English Language Institute
<b>Institution:</b>	King Abdulaziz University

## Table of Contents

<b>A. Course Identification</b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes</b> .....	<b>3</b>
1. Course Description .....	3
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content</b> .....	<b>5</b>
<b>D. Teaching and Assessment</b> .....	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	5
2. Assessment Tasks for Students .....	6
<b>E. Student Academic Counseling and Support</b> .....	<b>7</b>
<b>F. Learning Resources and Facilities</b> .....	<b>7</b>
1. Learning Resources .....	7
2. Facilities Required.....	7
<b>G. Course Quality Evaluation</b> .....	<b>7</b>
<b>H. Specification Approval Data</b> .....	<b>8</b>

## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b>
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"/>
<b>3. Level/year at which this course is offered:</b> First Year
<b>4. Pre-requisites for this course (if any):</b> N/A
<b>5. Co-requisites for this course (if any):</b> None

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		
<b>Total</b>		45	100%

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	45
<b>Other Learning Hours*</b>		
1	Study	45
2	Assignments	20
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	65

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course is the first of a two-course series of English Language Proficiency courses offered for students majoring in courses other than English Language and Literature within the Department of European Languages. The purpose of this course is to introduce beginner level students to the basics of communicative English Language that will enable them to communicate in most familiar situations.

## 2. Course Main Objective

The course aims at helping beginning English learners achieve an overall English language proficiency of mid-A1 on the Common European Framework of Reference for Languages (CEFR), developing “generative language use” to interact in a simple way and ask and answer simple questions.

## 3. Course Learning Outcomes

CLOs**		Aligned PLOs
1	<b>Knowledge</b> On successful completion of this course it is expected that students will be able to:	
1.1	Knowledge of Grammar: <b>demonstrate</b> understanding of meaning and correct usage of a limited range of grammar at the A1 CEFR level, including subject pronouns, the present simple verb ‘to be’, <i>there is/there are</i> , singular and plural nouns, and negative simple present forms (doesn’t/don’t)	K1
1.2	Knowledge of Vocabulary: <b>demonstrate</b> understanding of meaning and correct usage of a limited range of vocabulary at the A1 CEFR level, including expressions related to introducing oneself, countries, family, places, telling time, numbers, food, clothes and colours.	K1
2	<b>Skills</b> 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"><li>• <b>differentiate</b> main ideas and limited details in speech, which is very slow and carefully articulated, with long pauses to assimilate meaning in familiar situations such as meeting people for the first time, family and work, arranging to meet people, personal habits and common everyday objects (CRIT, COLL)</li><li>• <b>establish</b> understanding of instructions and short, simple directions given carefully and slowly (COMM)</li></ul>	S1
2.2	Reading Comprehension: <ul style="list-style-type: none"><li>• <b>show</b> understanding of very short, simple texts a single phrase at a time, recognizing familiar names, words and basic phrases in familiar situations such as meeting people for the first time, family and work, arranging to meet people, personal habits and common everyday objects (COMM)</li><li>• <b>differentiate</b> main ideas and details in short simple informational material and short simple descriptions, especially if there is visual support (CRIT)</li></ul>	S2

### \*\* 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.

### Program Learning Outcomes:

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

- K1: **demonstrate** understanding of basic grammar and vocabulary at the A1 CEFR level as taught in the course material
- S1: **differentiate** between purpose of the message, main ideas, and limited details in speech, which is very slow and carefully articulated, with long pauses to assimilate meaning.
- S2: **analyze** main ideas and details of short, simple texts, recognizing familiar names, words and basic phrases.

## C. Course Content

No	List of Topics	Contact Hours
1	Introductions – Meeting people for the first time	7
2	People – Family and Friends	7
3	Places – Home and Neighborhood	7
4	Online Communication	8
5	Daily Routines and Activities	8
6	Places – City and the Countryside	8
<b>Total</b>		45

## 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	<b>Knowledge</b> On successful completion of this course it is expected that students will be able to:		
1.1	Knowledge of Grammar: <b>demonstrate</b> understanding of and use accurately a limited range of grammar at the A1 CEFR level, including subject pronouns, the present simple verb ‘to be’, <i>there is/there are</i> , singular and plural nouns, and negative simple present forms (doesn’t/don’t)	Pair Work Group Work Teacher-Fronted Presentation Practice Activities	Mid-Semester CBT Final CBT
1.2	Knowledge of Vocabulary: <b>demonstrate</b> understanding of and use accurately a limited range of	Pair Work Group Work	Mid-Semester CBT Final CBT

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	vocabulary at the A1 CEFR level, including expressions related to introducing oneself, countries, family, places, telling time, numbers, food, clothes and colours.	Teacher-Fronted Presentation Practice Activities	
<b>2.0</b>	<b>Skills</b>		
2.1	<p>Listening Comprehension:</p> <ul style="list-style-type: none"> <li><b>identify</b> the main ideas and limited details in speech which is very slow and carefully articulated, with long pauses to assimilate meaning in familiar situations such as meeting people for the first time, family and work, arranging to meet people, personal habits and common everyday objects</li> <li><b>demonstrate</b> understanding of instructions and short, simple directions given carefully and slowly</li> </ul>	Activate Schema  Pre-Listening Activities  Playing recorded lectures and dialogs  Assisting students in answering comprehension and other questions about the listening	Mid-Semester CBT Final CBT
2.2	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li><b>demonstrate</b> understanding of very short, simple texts a single phrase at a time, recognizing familiar names, words and basic phrases in familiar situations such as meeting people for the first time, family and work, arranging to meet people, personal habits and common everyday objects</li> <li><b>identify</b> main ideas and details in short simple informational material and short simple descriptions, especially if there is visual support</li> </ul>	Activate Schema  Pre-Reading Activities  Previewing difficult vocabulary  Assisting students in answering comprehension and other questions about the reading.	Mid-Semester CBT Final CBT

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Computer-Based Mid-Semester Examination	Around Week 8	30%
2	Computer-Based Final Examination	University Exam Week	50%
3	Blackboard-based Tasks and Assignments	Throughout Semester	20%

\*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.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Evolve Special Edition 1 – Coursebook with Digital Pack (Cambridge University Press) – Units 1 to 6
<b>Essential References Materials</b>	Not Applicable
<b>Electronic Materials</b>	<a href="https://lms.kau.edu.sa/">https://lms.kau.edu.sa/</a> <a href="https://eli.kau.edu.sa/Pages-eli-students-en.aspx">https://eli.kau.edu.sa/Pages-eli-students-en.aspx</a>
<b>Other Learning Materials</b>	Blackboard and the textbook publisher’s LMS

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms with at least 40 seats. Seats should not be bolted to the floor. Enough computer labs to administer each computer-based exam for all students in a maximum of 2 days.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Overhead projector, whiteboard, coursebook software, internet, speakers, printers, photocopiers, and laptops for teachers. Computer labs need up-to-date software and quality headphones.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Teacher resources room and library for lesson preparation.

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students Classroom Observation Committee Professional Development Unit	Student Surveys Formal Classroom Observation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	External Reviewers such as the CEA Accreditation Agency	
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.	
Date	