



## Course Specifications

<b>Course Title:</b>	<b>English Language Level 110</b> اللغة الإنجليزية 110 - أدبي
<b>Course Code:</b>	<b>ELIA 110</b>
<b>Program:</b>	<b>First Year Program</b>
<b>Department:</b>	<b>English Language Institute</b>
<b>College:</b>	<b>English Language Institute</b>
<b>Institution:</b>	<b>King Abdulaziz University</b>

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## A. Course Identification

<b>1. Credit hours:</b>	<b>3 credit hours*</b>
<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>	<b>First Year</b>
<b>4. Pre-requisites for this course (if any):</b>	None
<b>5. Co-requisites for this course (if any):</b>	None

\* This is an intensive course that meets for 9 contact hours each week. The contact hours are not all lecture (language presentation), nor are they all practical (language practice), but rather contain a mix of the two. Due to the nature of the language classroom, it is not easy to demarcate lecture from practical. However, approximately it can be said that for every hour of language presentation, students get about 2 hours of language practice in the classroom. Hence, out of every 9 semester-contact hours a week, approximately 3 can be regarded as lecture, and 6 can be counted as practical. It is acknowledged that ideally this course should count for more credit hours than the credit hours currently awarded. However, the ELI has not been able to gain approval from the university administration to award more credit hours for this course.

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	108	80%
2	Blended	27	20%
3	E-learning		
4	Correspondence		
5	Other		
<b>Total**</b>		135	100%

\*\*Since these courses are offered each Semester, and a Semester equals approximately 15 weeks of instruction, at 9 hours of instruction a week, this comes to 135 hours of instruction during the entire semester. As shown in the table above, of these 135 hours, approximately 108 are classroom hours and about 27 are blended learning hours.

### 7. Contact Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	135
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	135
<b>Other Learning Hours***</b>		
1	Study	75
2	Online Assignments (on Blackboard LMS)	35
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	110

\*\*\* 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 in a 2-course series of General English proficiency courses offered to Arts-track students. It is a course aimed at building on and developing 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 A1 level on the Common European Framework of Reference for Languages (CEFR).

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b> On successful completion of this course it is expected that students will be able to:	
1.1	Knowledge of Grammar: <b>Understand</b> 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: <b>Demonstrate</b> 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	<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>establish</b> meaning and main ideas in speech, which is very slow and carefully articulated, with long pauses to assimilate meaning (CRIT)</li> <li>● <b>show</b> understanding of instructions given carefully and slowly by following short, simple directions</li> </ul>	S1
2.2	Reading Comprehension: <ul style="list-style-type: none"> <li>● <b>analyze</b> very short, simple texts a single phrase at a time, recognizing familiar names, words and basic phrases and rereading as required</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
3	<b>Values</b> On successful completion of this course it is expected that students will be able to:	

CLOs		Aligned PLOs
3.1	<b>Spoken Interaction</b> <ul style="list-style-type: none"> <li>● <b>express</b> information about oneself, what one does and where one lives (COMM)</li> <li>● <b>express</b> oneself in simple conversation asking simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics (COMM)</li> <li>● <b>perform</b> turn-taking in conversation posing and responding to questions about themselves and other people, where they live, people they know, things they have (COMM, COLL)</li> </ul>	V1
3.2	<b>Written Interaction</b> <ul style="list-style-type: none"> <li>● <b>create</b> simple phrases and sentences at the CEFR A1 level about themselves and imaginary people, places, where they live what they do, present and past events and actions (CREA)</li> </ul>	V2

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

**\*\* 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: **Understand** the structure and usage of grammatical constructions widely used in general spoken and written English at the A2 CEFR level.
- K2: **Understand** the meaning and appropriate usage of words and lexical constructions widely attested in general spoken and written English at the A2 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 appropriate level (A2 on the CEFR).
- V1: **Deliver** orally with a reasonable degree of fluency on a variety of familiar subjects, giving descriptions, explaining problems, and giving detailed accounts of experiences in both formal settings and spontaneous conversation.

V2: **Create** multi-paragraph straightforward, detailed written descriptions and accounts of experiences on a variety of familiar subjects with effective organization, sufficient details and a significant level of grammatical accuracy.

### C. Course Content

No	List of Topics	Contact Hours
1	Introductions – Meeting people for the first time	9
2	People – Family and Friends	9
3	Places – Home and Neighborhood	9
4	Online Communication	12
5	Daily Routines and Activities	12
6	Places – City and the Countryside	12
7	What’s happening now? – Present and ongoing activities and events	12
8	What are you good at? - Skills and abilities.	12
9	Where are you going on vacation? - Future Arrangements	12
10	What are you doing this weekend? – Plans	12
11	Memories – People and events from the past	12
12	Recounting events – What did you do last weekend?	12
<b>Total</b>		135

### D. Teaching and Assessment

#### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Knowledge of Grammar: <b>Understand</b> and use 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.	Pair Work Group Work Teacher-Fronted Presentation Practice Activities	Miter, CBT Final CBT Blackboard Assignments  *Also assessed as part of the rating scale for writing and speaking exams.
1.2	Knowledge of Vocabulary: <b>Demonstrate</b> 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.	Pair Work Group Work Teacher-Fronted Presentation Practice Activities	Mid-semester CBT Final CBT Blackboard Assignments

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>2.0 Skills</b>			
2.1	<p>Listening Comprehension:</p> <ul style="list-style-type: none"> <li>● <b>establish</b> meaning and main ideas in speech, which is very slow and carefully articulated, with long pauses to assimilate meaning</li> <li>● <b>show</b> understanding of instructions given carefully and slowly by following short, simple directions</li> </ul>	<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>	<p>Mid-semester CBT</p> <p>Final CBT</p> <p>Blackboard Assignments</p>
2.2	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>● <b>analyze</b> very short, simple texts a single phrase at a time, recognizing familiar names, words and basic phrases and rereading as required</li> <li>● <b>differentiate</b> main ideas and details in short simple informational material and short simple descriptions, especially if there is visual support</li> </ul>	<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>	<p>Mid-semester CBT</p> <p>Final CBT</p> <p>Blackboard Assignments</p>
<b>3.0 Values</b>			
3.1	<p><b>Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>● <b>express</b> information about oneself, what one does and where one lives</li> <li>● <b>express</b> oneself in simple conversation asking simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics</li> <li>● <b>perform</b> turn-taking in conversation posing and responding to questions about themselves and other people, where they live, people they know, things they have</li> </ul>	<p>Pair Work</p> <p>Group Work</p> <p>Whole Class Discussion</p>	<p>Final Speaking Exam/Project</p>
3.2	<p><b>Written Interaction</b></p> <ul style="list-style-type: none"> <li>● <b>create</b> simple phrases and sentences at the CEFR A1 level about themselves and</li> </ul>	<p>Teach specific writing sub-skills (as taught in the coursebook)</p>	<p>Final Writing Exam</p> <p>Blackboard Assignments</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	imaginary people, places, where they live what they do, present and past events and actions	Practice writing tasks done in class which the teacher collects and gives feedback on.  Students write answers on the board and the teacher gives whole class feedback.	

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-Semester CBT	Around week 7 to 8	20%
2	Final Writing Exam	End of Semester	15%
3	Final Speaking Exam/Project	End of Semester	15%
4	Final CBT	End of Semester	40%
5	Blackboard Assignments	Weekly or Bi-Weekly	10%

\*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

<b>Required Textbooks</b>	Evolve Special Edition 1 – Coursebook with Digital Pack (Cambridge University Press)
<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 with at least 30 seats. Seats should not be bolted to the floor.



Item	Resources
(Classrooms, laboratories, demonstration rooms/labs, etc.)	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. Teachers have their own speakers, and laptops. 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

### G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students Classroom Observation Committee Professional Development Unit External Reviewers such as the CEA Accreditation Agency	Student Surveys Formal Classroom 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

<b>Council / Committee</b>	ELI Council
<b>Reference No.</b>	
<b>Date</b>	