



Course Specifications

Course Title:	English Language Level 120 اللغة الإنجليزية 120 - أدبي
Course Code:	ELIA 120
Program:	First 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:	First Year
4. Pre-requisites for this course (if any):	Successful completion of ELIA 110 or achieving a score corresponding to an elementary proficiency level on the Cambridge English Placement Test.
5. Co-requisites for this course (if any):	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		
Total**		135	100%

**Since these courses are offered each module, and a module 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
Contact Hours		
1	Lecture	135
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	135
Other Learning Hours***		
1	Study	75
2	Online Assignments (on Blackboard LMS)	35
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	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 second in a 2-course series of General English proficiency courses offered to Arts-track students. It is a course aimed at strengthening on and further developing students' language proficiency to enable them to reach the A2 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 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:	
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.	K1
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: <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. (CRIT) ● establish the general topic of discussion around him/her, when it is conducted slowly and clearly. (CRIT) ● establish essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly (CRIT) 	S1
2.2	Reading Comprehension: <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 (COLL) 	S2



CLOs**		Aligned PLOs
3	Values On successful completion of this course it is expected that students will be able to:	
3.1	Spoken Interaction <ul style="list-style-type: none"> ● express information about his/her family, living conditions, studies/work, people, places and possessions. (COMM) ● express oneself in short conversations in routine contexts on topics of interest and say what he/she likes (COMM) ● perform in simple and routine tasks using simple phrases, to ask for and provide things, to get simple information and to discuss what to do next. (COLL) ● perform turn-taking in conversation by asking and answering questions about himself/herself, habits and routines, past activities. (COLL) 	V1
3.2	Written Interaction <ul style="list-style-type: none"> ● deliver in writing very short, basic descriptions of their family, routines, interests, leisure activities, living conditions, studies, work, events, past activities and personal experiences (CREA) 	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.

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).



- 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	My life - Me, my things and people in my life	9
2	Work and Study	9
3	Fitness and Exercise	9
4	Good times! – Fun and Recreation	12
5	Important life Events	12
6	Money and Shopping	12
7	Food and Restaurants	12
8	Things to Do in Town	12
9	Clothes, Fashion and its Impact on the Environment	12
10	Health and Safety Concerns at Work and at Play	12
11	Life Online	12
12	Tourist Destinations – Weather and Climate	12
Total		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
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	Mid-semester CBT Final CBT Blackboard Assignments *Also assessed as part of the rating scale for writing and speaking exams.
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	Pair Work Group Work Teacher-Fronted Presentation Practice Activities	Mid-semester CBT Final CBT Blackboard Assignments



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
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>	<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"> ● 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>	<p>Mid-semester CBT</p> <p>Final CBT</p> <p>Blackboard Assignments</p>
3.0	Values		
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> ● express information about his/her family, living conditions, studies/work, people, places and possessions. ● express oneself in short conversations in routine contexts on topics of interest and say what he/she likes ● perform in simple and routine tasks using simple phrases, to ask for and provide things, to get simple 	<p>Pair Work</p> <p>Group Work</p> <p>Whole Class Discussion</p>	<p>Final Speaking Exam/Project</p>



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>information and to discuss what to do next.</p> <ul style="list-style-type: none"> • perform turn-taking in conversation by asking and answering questions about himself/herself, habits and routines, past activities. 		
3.2	<p>Written Interaction^[SEP]</p> <ul style="list-style-type: none"> • deliver in writing very short, basic descriptions of their family, routines, interests, leisure activities, living conditions, studies, work, events, past activities and personal experiences 	<p>Teach specific writing sub-skills (as taught in the coursebook)</p> <p>Practice writing tasks done in class which the teacher collects and gives feedback on.</p> <p>Students write answers on the board and the teacher gives whole class feedback.</p>	<p>Final Writing Exam Blackboard Assignments</p>

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

Required Textbooks	Evolve Special Edition 2 – Coursebook with Digital Pack (Cambridge University Press)
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.)	Classrooms with at least 30 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.
Technology Resources (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.
Other Resources (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

Council / Committee	ELI Council
Reference No.	
Date	

