



Course Specifications

Course Title:	English Language Level 101 اللغة الإنجليزية ١٠١ - أدبي
Course Code:	ELIA 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: 0 credit hours*			
2. Course type			
a.	University <input checked="" type="checkbox"/>	College <input type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <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			

* The ELI has not received approval for awarding any credit hours for this course. However, this course is necessary to fill the gaps for many KAU students admitted to KAU with little or know English language skills. Hence, although this is an intensive English language course which students attend 18 hours a week for seven weeks, it counts as zero credit hours. Students must pass this course to be able to enroll for higher courses such as ELIA 102/ELIS 102, or display an appropriate level of basic English skills at the ELI placement exam.

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	107	85%
2	Blended	19	15%
3	E-learning		
4	Correspondence		
5	Other		
Total**		126	100%

**Since these courses are offered each module, and a module equals approximately 7 weeks of instruction, at 18 hours of instruction a week, this comes to 126 hours of instruction during the entire module. As show in the table above, of these 126 hours, approximately 107 are classroom hours and about 19 are blended learning hours.

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	126
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	126
Other Learning Hours***		
1	Study	45
2	Online Assignments (on Blackboard LMS)	25
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	70

*** 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 4-course series of English Language Proficiency courses offered by the ELI for Arts-Track students at KAU. 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 learners to achieve an overall English language proficiency of beginner Basic User defined as A1 level 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	Knowledge On successful completion of this course it is expected that students will be able to:	
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</i> , <i>this/these</i> , singular and plural nouns, present and past simple positive, negative and question forms of regular and irregular verbs, <i>can/can't</i> , 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 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 	S2
3	Competence	

CLOs		Aligned PLOs
	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"> • share information about oneself, what one does and where one lives • participate in simple conversation asking simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics • cooperate in conversation posing and responding to questions about themselves and other people, where they live, people they know, things they have 	C1
3.2	Written Interaction <ul style="list-style-type: none"> • communicate by writing 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 	C2

* 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.

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).
- C1: **Communicate** 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.
- C2: **Communicate** by writing 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	12
2	People – Family and Work	12
3	Where and When? – Arrange to meet people	13
4	Personal Habits	13
5	Common Everyday Objects	13
6	Daily Routine	13

7	Last Week – What you did at the weekend	13
8	Places you visited – What you did or saw during a vacation	13
9	Arrangements and Invitations	12
10	Life stories – Important events in Life	12
Total		126

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 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	Mid-Module CBT Final CBT Online Progress Tests in Blackboard *Also assessed as part of the rating scale for writing and speaking exams.
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.	Pair Work Group Work Teacher-Fronted Presentation Practice Activities	Mid-Module CBT Final CBT Online Progress Tests in Blackboard
2.0	Skills		
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 show understanding of instructions given carefully and slowly by following short, simple directions 	Activate Schema Pre-Listening Activities Playing recorded lectures and dialogs Assisting students in answering comprehension and other questions about the listening	Mid-Module CBT Final CBT Online Progress Tests in Blackboard
2.2	Reading Comprehension:	Activate Schema	Mid-Module CBT Final CBT

#	Assessment task*	Week Due	Percentage of Total Assessment Score
4	Final Speaking Examination	6 or 7	15%
5	Computer-Based Final Examination	7 or 8	40%
6	Online Blackboard homework	Weekly	5%

*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	English Unlimited Special Edition 1 – Coursebook and Workbook
Essential References Materials	Not Applicable
Electronic Materials	https://eli.kau.edu.sa
Other Learning Materials	Blackboard

2. Facilities Required

Item	Resources
Accommodation (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.
Technology Resources (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.
Other Resources (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 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	
Reference No.	
Date	

