

Course Specifications

Course Title:	English Language Level 102 اللغة الإنجليزية ١٠٢ - أدبي
Course Code:	ELIA 102
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: 2 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): Successful completion of ELIA 101 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 18 contact hours each week. However, it lasts only half a semester. Therefore, if spread over the course of the entire semester, this course contains 9 contact hours per semester-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 two credit hours currently awarded. However, the ELI has not been able to gain approval from the university administration to award more than 2 credit hours for this course.

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 second in a 4-course series of General English proficiency courses offered to Arts-track students. It is an elementary level course aimed at building on and further developing students' language proficiency to enable them to reach the 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 high Basic User defined as A2 "Way-stage" level on the Common European Framework of Reference for Languages (CEFR).

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 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</i> , <i>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. 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 	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 	S2

CLOs		Aligned PLOs
	<ul style="list-style-type: none"> 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 	
3	Competence 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 his/her family, living conditions, studies/work, people, places and possessions. participate in short conversations in routine contexts on topics of interest and say what he/she likes. communicate 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. interact in conversation by asking and answering questions about himself/herself, habits and routines, past activities. 	C1
3.2	Written Interaction <ul style="list-style-type: none"> communicate by writing very short, basic descriptions of their family, routines, interests, leisure activities, living conditions, studies, work, events, past activities and personal experiences 	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	People – Talking about life and work	12
2	Interaction – Moving with People	12

3	Free time – Hobbies and Entertainment	12
4	Memories - Important Life Events	12
5	Living Spaces – Cities, neighbourhoods and homes	12
6	Shopping and Eating Out	12
7	Lifestyle Choices – Work and Leisure	12
8	People - Personality and Personal Appearance	14
9	Travel and Transport	14
10	Going out – Leisure and Entertainment	14
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 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-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 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-Module CBT Final CBT Online Progress Tests in Blackboard
2.0	Skills		
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. establish the general topic of discussion around him/her, when it is conducted slowly and clearly. 	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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<ul style="list-style-type: none"> establish essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly 		
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-Module CBT</p> <p>Final CBT</p> <p>Online Progress Tests in Blackboard</p>
3.0	Competence		
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> share information about his/her family, living conditions, studies/work, people, places and possessions. participate in short conversations in routine contexts on topics of interest and say what he/she likes. communicate 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. interact in conversation by asking and answering questions about himself/herself, habits and routines, past activities. 	<p>Pair Work</p> <p>Group Work</p> <p>Whole Class Discussion</p>	<p>Final Exam</p> <p>Speaking</p>
3.2	<p>Written Interaction</p> <ul style="list-style-type: none"> communicate by writing very short, basic descriptions of their family, routines, interests, leisure activities, living conditions, studies, 	<p>Teach specific writing sub-skills (as taught in the coursebook)</p> <p>Practice writing tasks done in class which</p>	<p>Mid-Module and Final Writing Exams</p> <p>Online Writing Tasks in Blackboard</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	work, events, past activities and personal experiences	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	Computer-Based Mid-Module Examination	3 or 4	20%
2	Mid-Module Writing Examination	3 or 4	8%
3	Final Writing Examination	6 or 7	12%
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 2 – 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	