Course Specifications

Course Title:	English Language Level 103 اللغة الإنجليزية ١٠٣ ـ أدبي
Course Code:	ELIA 103
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 [X] College [ ] Department [ ] Others [ ]

b. Required [X] Elective [ ]

3. Level/year at which this course is offered: Preparatory Year

4. Pre-requisites for this course (if any):

Successful completion of ELIA 102 or achieving a score corresponding to a pre-intermediate 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 third of a 4-course series of General English Language Proficiency courses offered to Arts-track students. It is a pre-intermediate level course aimed at building and further developing students' language proficiency to enable them to reach high A2+ to a low-B1 "Threshold" 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 A2+ to low-B1 on the Common European Framework of Reference for Languages (CEFR) which corresponds to them beginning to be able to be independent users of the language.

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 low-B1 CEFR level, including articles, advice with if, present perfect, and verbs 'be going to', 'be hoping to' and 'would like to' for future hopes, plans and wishes, present progressive, nouns with prepositional modifiers, modals *have to/can*	K1
1.2	Knowledge of Vocabulary: **Demonstrate** the use of a range of vocabulary at the low B1 CEFR level, including vocabulary to describe flights & journeys, health and medicine, hopes and plans, places visited, sights and experiences, cultural events, study and work, food and meals, traveling by taxi, money and paying for things, etc	K2
2	**Skills** On successful completion of this course it is expected that students will be able to:	
2.1	Listening Comprehension: • **apply** understanding of a range of vocabulary and grammar used at the low-B1 level in spoken conversation to be able to meet needs of a concrete type, provided speech is clearly and slowly articulated • **draw** pertinent information from recorded interviews or conversations where people say what they do in their free time, what they particularly like doing, and what they do not like doing, provided that they speak slowly and clearly • **establish** the main points of an extended discussion, provided speech is clearly articulated in standard dialect	S1
2.2	Reading Comprehension:	S2

CLOs	Aligned PLOs
analyze short, simple texts on familiar matters of a concrete type which consist of high frequency everyday 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 **discuss** straightforward factual texts on subjects related to his/her field and interest showing a satisfactory level of comprehension	

3	**Competence** On successful completion of this course it is expected that students will be able to:	
3.1	**Spoken Interaction** **communicate** plans and arrangements, habits and routines, past events, activities and personal experiences **interact** in a range of face-to-face conversation covering a range of topics **share** personal views and opinions in discussing topics of interest	C1
3.2	**Written Interaction** **communicate** in writing about events, past activities, personal experiences, everyday aspects of his/her environment, (e.g. people, places, a job or study experience) in linked sentences **assist** others by giving advice and/or instructions in an email or letter to a friend, family member or colleague	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
Book 2 11	Travel Stories – What happened during a journey	14
12	Health and Medical Advice	14
13	Life Experiences – Places you've visited and things you've done	14
14	Lifestyle Choices – Eating, Staying fit and Relaxation	14
Book 3 1	Leisure – Sports, hobbies and entertainment	14
2	Work and Studies	14
3	Food – Groceries, Cooking and Eating Out	14
4	Memorable Encounters – Travel Stories	14
5	Do's and Don'ts - Advice about money, and rules and regulations	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 low-B1 CEFR level, including articles, advice with if, present perfect, and verbs 'be going to', 'be hoping to' and 'would like to' for future hopes, plans and wishes, present progressive, nouns with prepositional modifiers, modals *have to/can*	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 range of vocabulary at the low B1 CEFR level, including vocabulary to describe flights & journeys, health and medicine, hopes and plans, places visited, sights and experiences, cultural events, study and work, food and meals, traveling by taxi, money and paying for things, etc	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: • **apply** understanding of a range of vocabulary and grammar used at the low-B1 level in spoken conversation to be able to meet needs of a	Activate Schema Pre-Listening Activities	Mid-Module CBT Final CBT Online Progress Tests in Blackboard

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	concrete type, provided speech is clearly and slowly articulated • **draw** pertinent information from recorded interviews or conversations where people say what they do in their free time, what they particularly like doing, and what they do not like doing, provided that they speak slowly and clearly • **establish** the main points of an extended discussion, provided speech is clearly articulated in standard dialect	Playing recorded lectures and dialogs Assisting students in answering comprehension and other questions about the listening	
2.2	Reading Comprehension: • **analyze** short, simple texts on familiar matters of a concrete type which consist of high frequency everyday 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 • **discuss** straightforward factual texts on subjects related to his/her field and interest showing a satisfactory level of comprehension	Activate Schema Pre-Reading Activities Previewing difficult vocabulary Assisting students in answering comprehension and other questions about the reading.	Mid-Module CBT Final CBT Online Progress Tests in Blackboard
3.0	**Competence**		
3.1	**Spoken Interaction** • **communicate** plans and arrangements, habits and routines, past events, activities and personal experiences • **interact** in a range of face-to-face conversation covering a range of topics • **share** personal views and opinions in discussing topics of interest	Pair Work Group Work Whole Class Discussion	Final Speaking Exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.2	**Written Interaction** • **communicate** in writing about events, past activities, personal experiences, everyday aspects of his/her environment, (e.g. people, places, a job or study experience) in linked sentences • **assist** others by giving advice and/or instructions in an email or letter to a friend, family member or colleague	Teach specific writing sub-skills (as taught in the coursebook) 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.	Mid-Module and Final Writing Exams Online Writing Tasks in Blackboard

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 English Unlimited Special Edition 3 – Coursebook and Workbook
Essential References Materials	Not Applicable
Electronic Materials	https://eli.kau.edu.sa
Other Learning Materials	Blackboard

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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	

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