



Course Specifications

Course Title:	English Language Level 104 اللغة الإنجليزية ١٠٤ - أدبي
Course Code:	ELIA 104
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 103 or achieving a score corresponding to an 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 final level of a 4-course series of General English courses offered to Arts-track students. It is an intermediate level course aimed at building on and further developing students' language proficiency so that they can reach a B1 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 B1 on the Common European Framework of Reference for Languages (CEFR), which enables them to become 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 wide range of grammar at the B1 CEFR level, including comparative adjectives, the modals <i>will</i> , <i>might</i> and <i>may</i> , <i>some</i> versus <i>any</i> , passive voice, present perfect for giving news, use of infinitives versus gerunds, <i>used to</i> and <i>would</i> to talk about past habits and routines, real and unreal conditional	K1
1.2	Knowledge of Vocabulary: Demonstrate the use of a range of vocabulary at the B1 CEFR level, including vocabulary to describe household chores, the weather, giving directions, and tourist information, environment, describe objects and possessions, describe emotions/feelings, hotels and hotel stays, housing and living situations, describe countries, talk about attitudes to technology, express and defend opinions	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 the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives establish the main points of radio news bulletins, recorded material about familiar subjects and extended discussions provided speech is delivered relatively slowly and clearly and articulated in standard dialect 	S1
2.2	Reading Comprehension: <ul style="list-style-type: none"> analyze straightforward factual texts on subjects related to his/her interests with a satisfactory level of comprehension 	S2

CLOs		Aligned PLOs
	<ul style="list-style-type: none"> discover information in basic types of standard routine letters and documents (enquiries, orders, letters of confirmation, brochures and short official documents etc.) on familiar topics 	
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"> communicate straightforward factual information on a familiar topic, for example: communicate information about an event, indicate the nature of a problem or give detailed directions, provided he/she can prepare beforehand express personal opinions and reasons/explanations for opinions, plans and actions share dreams, hopes, ambitions and information 	C1
3.2	Written Interaction <ul style="list-style-type: none"> share experiences, feelings, and events in some detail by writing letters, blogs, emails, etc. communicate by writing straightforward connected texts about events (real or imagined), a recent trip and other familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence express a complaint, describe a problem or apologize for a situation in an email or letter 	C2

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 3 6	Exercise Habits	14

7	Travel, Tourism and Sightseeing	14
8	Things – Objects and Possessions	14
9	Catching up with Friends and Family – Exchanging news and sharing feelings	14
10	Plans and Arrangements – Meeting Friends and Colleagues	14
11	Problems and Solutions	14
12	People and Places – Countries and Famous People	14
13	Technology Past and Present	14
14	Opinions and Views – Express opinions and Discuss differing views	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 wide range of grammar at the B1 CEFR level, including comparative adjectives, the modals <i>will, might</i> and <i>may, some</i> versus <i>any</i> , passive voice, present perfect for giving news, use of infinitives versus gerunds, <i>used to</i> and <i>would</i> to talk about past habits and routines, real and unreal conditional	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 B1 CEFR level, including vocabulary to describe household chores, the weather, giving directions, and tourist information, environment, describe objects and possessions, describe emotions/feelings, hotels and hotel stays, housing and living situations, describe countries, talk about attitudes to technology, express and defend opinions	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 the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives 	Activate Schema Pre-Listening Activities Playing recorded lectures and dialogs	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 the main points of radio news bulletins, recorded material about familiar subjects and extended discussions provided speech is delivered relatively slowly and clearly and articulated in standard dialect 	Assisting students in answering comprehension and other questions about the listening	
2.2	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> analyze straightforward factual texts on subjects related to his/her interests with a satisfactory level of comprehension discover information in basic types of standard routine letters and documents (enquiries, orders, letters of confirmation, brochures and short official documents etc.) on familiar topics 	<p>Activate Schema</p> <p>Pre-Reading Activities</p> <p>Previewing difficult vocabulary</p> <p>Teaching reading strategies</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"> communicate straightforward factual information on a familiar topic, for example: communicate information about an event, indicate the nature of a problem or give detailed directions, provided he/she can prepare beforehand express personal opinions and reasons/explanations for opinions, plans and actions share dreams, hopes, ambitions and information 	<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"> share experiences, feelings, and events in some detail by writing letters, blogs, emails, etc. communicate by writing straightforward connected texts about events (real or imagined), a recent trip and other familiar subjects within 	<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>Mid-Module and Final Writing Exams</p> <p>Online Writing Tasks in Blackboard</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>his/her field of interest, by linking a series of shorter discrete elements into a linear sequence</p> <ul style="list-style-type: none"> • express a complaint, describe a problem or apologize for a situation in an email or letter 	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 3 – 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 Aptis and other external tests to verify that the intended language proficiency level has been achieved.

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	

