VISION
2030
KINGDOM OF SAUDI ARABIA

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد

Course Specifications

Course Title:	Academic English Language Level 101
	اللغة الإنجليزية ١٠١ ـ علمي
Course Code:	ELIS 101
Program:	Preparatory Year Program
Department:	English Language Institute
College:	English Language Institute
Institution:	King Abdulaziz University

EL²
معهد اللغة الإنجليزية
ENGLISH
LANGUAGE INSTITUTE
شؤون الانتظام

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A. Course Identification

1. Credit hours: 0 credit hour*	

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):
None

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	Assignments	15
3	Library	
4	Projects/Research Essays/Theses	10
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 introduces students to the basics of Academic English and aims to bring students to an A1 level in Academic English by giving them tools to deal with the most basic aspects of academic-oriented English and by introducing them to academic writing/reading and academic listening/speaking.

2. Course Main Objective

The purpose of this course is to introduce beginner level students to the basics of Academic English.

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 Vocabulary **understand** a basic repertoire of isolated words and phrases and collocations related to family, jobs and work–related vocabulary, places (countries, nationalities, cities, etc.), living spaces, furniture, etc.	K1
1.2	Knowledge of Grammar **demonstrate** limited control of a few simple grammatical structures and sentence patterns featured in the course content including personal pronouns, possessive adjectives, prepositions of place, the "be" verb, present simple statements and questions, imperatives, comparative adjectives, have/has to and should	K2
2	**Skills** On successful completion of this course it is expected that students will be able to:	
2.1	Listening Comprehension: • **show** understanding of presentations, conversations, interviews, and lectures that are very slow and carefully articulated, with long pauses to assimilate meaning • **differentiate** between main ideas and details including opinions and reasons on topics such as people, lifestyle, places, jobs and homes & buildings	S1
2.2	Reading Comprehension: • **differentiate** between main ideas and details in short simple texts about people, lifestyle, places, jobs and homes & building, especially if there is visual support • **practice** techniques such as skimming, scanning, previewing a text, and using background knowledge to find both main ideas and details in short simple texts	S2
2.3	Critical Thinking • **draw** idea maps, • **analyze** surveys, maps, and directions, • **evaluate** ideas	S3
3	Competence	

	CLOs	Aligned PLOs
	On successful completion of this course it is expected that students will be able to:	
3.1	Spoken Interaction • **interact** in conversation, asking and answering question about themselves and other people in the context of pairs and small groups, conducting/responding to a survey or interview, and/or giving directions • **participate** in an interview answering simple direct questions spoken very slowly and clearly in direct, non-idiomatic speech about personal details and topics related to the course • **lead** and/or **participate** in a presentation about topics such as people, lifestyles, places, jobs, homes & buildings, and/or the results of a survey using a prepared statement or notes	C1
3.2	Written Interaction • **communicate** by writing 7-10 sentences and/or a short descriptive or comparative paragraph about people, lifestyle, places, jobs, and homes & buildings • **exemplify** the use of very basic linear connectors such as *"and"*, *"but"*, and *"then"* correctly to link words or groups of words • **follow** basic punctuation such as full-stops, commas and capital letters correctly • **select** appropriate word order in subject-verb, subject-verb-object, subject-verb-adjective, and subject-verb-adverb sentence structures	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 meaning and appropriate usage of words and lexical constructions widely attested in spoken and written Academic English discourse at the B1 CEFR level.

K2: **Understand** the structure and usage of grammatical constructions widely used in Academic English texts, both spoken and written, at the B1 CEFR level.

S1: **Establish** and appropriately respond to the content of conversations, debates, lectures, discussions, and talks on a wide range of academic topics at the intermediate level (B1 CEFR).

S2: **Analyze** and appropriately respond to significant points, main ideas, details, and conclusions in a variety of different kinds of reading passages on a wide range of academic topics at the intermediate level (B1 CEFR).

S3: **Apply** a variety of critical thinking skills including evaluating and analyzing ideas, proposals, and the content of spoken and written texts on a range of academic topics.

C1: **Express** verbally ideas, opinions, issues, problems, and advantages and disadvantages related to academic topics, utilizing appropriate support and detail, in a variety of speaking contexts including one-to-one, small group, and classroom interaction as well as formal presentations and/or debates.

C2: **Communicate** by writing well-organized, coherent and cohesive essays that are 4-5 paragraphs in length on a variety of academic topics with appropriate detail and support and a significant level of grammatical accuracy.

C. Course Content

No	List of Topics	Contact Hours
1	People	25
2	Lifestyle	25
3	Places	25
4	Jobs	25
5	Homes & Buildings	26
	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 Vocabulary **understand** a basic repertoire of isolated words and phrases and collocations related to family, jobs and work–related vocabulary, places (countries, nationalities, cities, etc.), living spaces, furniture, etc.	Pair Work Elicitation Teacher-Fronted Presentation Pre- and Post-Reading and Listening activities that focus on vocabulary Practice Activities	Mid-Module CBT Final CBT Online Progress Tests in Blackboard
1.2	Knowledge of Grammar **demonstrate** limited control of a few simple grammatical structures and sentence patterns featured in the course content including personal pronouns, possessive adjectives, prepositions of place, the "be" verb, present simple statements and questions, imperatives, comparative adjectives, have/has to and should	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.
2.0	**Skills**		
2.1	Listening Comprehension: • **show** understanding of presentations, conversations, interviews, and lectures that are very slow and carefully articulated, with long pauses to assimilate meaning	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
	• **differentiate** between main ideas and details including opinions and reasons on topics such as people, lifestyle, places, jobs and homes & buildings	Assisting students in answering comprehension and other questions about the listening	
2.2	Reading Comprehension: • **differentiate** between main ideas and details in short simple texts about people, lifestyle, places, jobs and homes & building, especially if there is visual support • **practice** techniques such as skimming, scanning, previewing a text, and using background knowledge to find both main ideas and details in short simple texts	Activate Schema Pre-Reading Activities Previewing difficult vocabulary Teaching specific reading strategies Assisting students in answering comprehension and other questions about the reading.	Mid-Module CBT Final CBT Online Progress Tests in Blackboard
2.3	Critical Thinking • **draw** idea maps, • **analyze** surveys, maps, and directions, • **evaluate** ideas	Demonstrate how ideas maps, surveys, and tables can enable students to better understand reading and listening texts Demonstrate how tables can be used to organize interviews and writing	At this level, the LOs related to Critical Thinking assist students in being better able to listen, read, and write. They are practiced regularly in the classroom, but not formally tested.
3.0	**Competence**		
3.1	Spoken Interaction • **interact** in conversation, asking and answering question about themselves and other people in the context of pairs and small groups, conducting/responding to a survey or interview, and/or giving directions • **participate** in an interview answering simple direct questions spoken very slowly and clearly in direct, non-	Pair Work Group Work Interviews	Mid Module Speaking Exam Speaking Project

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	idiomatic speech about personal details and topics related to the course • **lead** and/or **participate** in a presentation about topics such as people, lifestyles, places, jobs, homes & buildings, and/or the results of a survey using a prepared statement or notes		
3.2	Written Interaction • **communicate** by writing 7-10 sentences and/or a short descriptive or comparative paragraph about people, lifestyle, places, jobs, and homes & buildings • **exemplify** the use of very basic linear connectors such as "*and*", "*but*", and "*then*" correctly to link words or groups of words • **follow** basic punctuation such as full-stops, commas and capital letters correctly • **select** appropriate word order in subject-verb, subject-verb-object, subject-verb-adjective, and subject-verb-adverb sentence structures	Pair work Teacher fronted presentation Process writing Teach basic word order, punctuation, and connectors. Regularly collect and give feedback on practice writing tasks done in class Provide whole class feedback, as needed, on errors commonly encountered in the students' Blackboard writing tasks	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	End of Unit Weekly Review Tasks on Blackboard	weekly	10%
2	Mid-Module Writing Exam	3 or 4	5%
3	Mid-Module CBT	Early Week 4	20%
4	Mid-Module Speaking Exam	4	5%
5	End-of-Module Writing Exam	6 or 7	10%
6	Speaking Project	Various steps due throughout the module.	10%
7	End-of-Module CBT	End of week 7	40%

*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. The Academic Management Unit (AMU) also supervises a Student Support Committee that provides additional tutoring and help to weaker students or students who were registered late by the university. There is also a Special Educational Needs (SEN) coordinator who helps students with special needs.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	UNLOCK 1 – Coursebook for Listening & Speaking 2nd Edition (Units 1,3,4,5,6) UNLOCK 1 – Coursebook for Reading & Writing 2nd Edition (Units 1,3,4,5,6)
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 35 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	Student Surveys

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	Classroom Observation Committee Professional Development Unit External Reviewers such as the CEA Accreditation Agency	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	