



ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Course Specifications

Institution:	Princess Nourah bint Abdulrahman University	Date:	2018/19
College/Department:	English Language Program – English Language Institute		

A. Course Identification and General Information

1. Course title and code:	English Language 102 ENG 102		
2. Credit hours:	3		
3. Program(s) in which the course is offered.	University Requirement		
4. Name of faculty member responsible for the course	TBD		
5. Level/year at which this course is offered:	N/A		
6. Pre-requisites for this course (if any):	See attached policy for student placement and exemption.		
7. Co-requisites for this course (if any):	N/A		
8. Location if not on main campus:	N/A		
9. Mode of Instruction (mark all that apply):			
a. Traditional Classroom	X	What percentage?	100
b. Blended (traditional and online)		What percentage?	
c. E-learning		What percentage?	
d. Correspondence		What percentage?	
e. other		What percentage?	
Comments			

B Objectives

1. What is the main purpose for this course?

English Language 102 is an intermediate course intended to provide students with a foundation from which they can advance from A2 Waystage to B1 Threshold on the Common European Framework of Reference for Languages (CEFR). It is a fifteen-week module course with 12 hours of instruction each week.

The course aims at helping learners to achieve an overall general English language proficiency of CEFRB1.

2. Briefly describe any plans for developing and improving the course that are being implemented.

(e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

There is a wide range of Blackboard based content currently being designed for the course. These are both for synchronous ‘in-class’ instruction and asynchronous self-study.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

English Language 102 is an intermediate course intended to provide students with a foundation from which they can advance from A2 Waystage to B1 Threshold on the Common European Framework of Reference for Languages (CEFR). It is a fifteen-week module course with 12 hours of instruction each week.

The course aims at helping learners to achieve an overall general English language proficiency of CEFRB1.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
buy a ticket get information in places you visit compare ways of travelling buy a travel ticket	~.5	~7 - 10
arrange a movie night talk about movies find information in a TV schedule make and respond to suggestions make arrangements to meet	~.5	~7 - 10
describe a journey check in and board a flight tell a story talk about a journey	~.5	~7 - 10
give advice talk about health buy things in a pharmacy understand instructions on medicines give advice	~.5	~7 - 10
get information and recommendations talk about experiences say what you've never done and always wanted to do talk about places you've been to find out information about things	~.5	~7 - 10
describe an interest describe cultural events discuss what to do in your free time talk about past events and present activities talk about sport and exercise describe your interests and how they started	~.5	~7 - 10
have an interview talk about personal experience talk about your studies	~.5	~7 - 10

talk about your work		
plan a meal give opinions talk about food and eating order a meal in a restaurant make suggestions	~.5	~7 - 10
tell stories about memorable meetings use a taxi describe past events tell a story tell a travel anecdote	~.5	~7 - 10
give advice to a visitor change money understand instructions on a cash machine pay for things in different places talk about rules and obligations give advice	~.5	~7 - 10
do a survey talk about present habits talk about weather make comparisons express preferences	~.5	~7 - 10
get tourist information make guesses and predictions make recommendations give directions get information from a hotel receptionist	~.5	~7 - 10
talk about a favourite possession ask about and buy things describe objects talk about possessions	~.5	~7 - 10
catch up with friends say how you feel give and respond to different kinds of news thank people and apologize ask for news	~.5	~7 - 10
arrange to meet up book a room and check into a hotel talk about plans and arrangements make and change arrangements	~.5	~7 - 10
talk about a problem talk about homes and housing describe imaginary situations discuss pros and cons talk about ways to solve problems	~.5	~7 - 10



هيئة تقويم التعليم

Education Evaluation Commission

talk about people and places in your country		
---	--	--

say where places are

describe countries

talk about people's lives and achievements

~.5

~7 – 10

2. Course components

(total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory	Practical	Other	Total
Contact Hours	Planned	50*	N/A	N/A	100*	30*	180*
Credit	Actual						
	Planned	3	N/A	N/A	N/A	N/A	3
	Actual						

It should be noted that the above is an estimation of the time typically spent in a language learning classroom. As with other portions of the NCAAA framework, aspects of it are not directly relatable to language learning. It is widely considered that 'lecturing' should not be a part of a language course and that the classroom is a place for learners to practice using the language and lessons should not be focused on learning about the language itself. The framework above refers to the following concepts:

The term 'Lecture' refers to the Presentation phase of a lesson where the teacher will typically introduce target language and/or the situation context for a communicative function.

The term 'Practical' refers to both the Controlled/Guided Practice stage of the lesson where learners are provided a task to complete under the direct supervision of the teacher and the Free Production stage where learners are asked to independently use the language within a framework or task provided by the teacher.

The term 'Other' refers to the time spent on progress test throughout the course that provide both learners and instructor with feedback on performance and ability that guide the design and approach of the remaining teaching tasks in the course.

Given that each language teaching context and group of learners share similar characteristics and still can vary quite significantly in terms of actually learning needs and styles, the above is meant as a general guide to lesson stage distribution rather than a prescriptive model all instructors are to follow at all times.

3. Additional private study/learning hours expected for students per week.

Up to 10 hours

4. Course Learning Outcomes in the National Qualifications Framework (NQF) Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

In the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

The learning outcomes set below are directly tied to the Common European Framework of Reference (CEFR) and are in keeping with current best practice and based on academic research and theory for Second Language Acquisition. In language learning, unlike other domains such as math and the sciences, outcomes are framed almost exclusively within a content of communicative competence, or what learners can do with language. They are not framed within the context of the Learning Domains set within the NQF. All internationally recognized English Language Teaching accreditation standards, assessment organizations and course publishers follow this communicative competence based model. All course outcomes for this course have been externally reviewed by international experts in the field and approved by at least one international accreditation body.

For the purposes of NCAAA reporting, we have attempted to place the course learning outcomes within the Domains found in this form. This division is not directly applicable to the field of ELT and is provided as a guide only. In other words, we understand there is no direct/exclusive connection between cognitive skills and the outcomes listed as it is simply felt this is the best area to place the CEFR outcomes as requested and as defined in the NCAAA “Handbook for Quality Assurance and Accreditation in Saudi Arabia.” Version 2.0 from 2011, Part 1 page 14.

All learning outcomes below are general end of course goals and are composed of a number of discrete outcomes listed in the attached CEFR documentation. Specific test items and instruments are tied to these discrete outcomes themselves. Therefore, the outcomes found in the table below are provided as a general guide for review and those seeking a detailed breakdown should refer to the CEFR documentation itself.

The teaching strategies listed contain all major teaching strategies instructors may use throughout the course to support student mastery of outcomes. The field of ELT does not prescribe or support the use of any particular strategy exclusively. Rather teachers are required to uses their understanding of their learners' skills and learning preferences to select strategies they feel will work best in their particular classroom context.

Finally, the language of the outcomes is taken directly from the language used in the CEFR and required by ELT accreditation organizations. Their variance to any suggested outcomes in the NCAAA framework only further serves to highlight the differences between the NCAAA focus on domains of learning that are in many cases not directly related to the field of ELT.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	<p>Grammar and Lexis*</p> <p>Can utilize both passive and active use of grammar and lexical items, listed in the course syllabus, to accomplish level appropriate communicative language tasks as defined by learning outcomes. (see attached course syllabus)</p> <p>*It should be noted this is not taken to simply mean students know the rules or words, rather that they can use them effectively in meaningful communication.</p>	Individual work Pair work Group work Mingle activity Group discussion Whole class discussion Role play Games/puzzles Informal quizzes Review/progress/achievement tests Problem solving activities Student presentations Brainstorm Guided discovery Teacher-fronted elicitation Modeling & Drilling Recycling Use of videos Jigsaw reading/listening Warmers/fillers Dictation	Explicit assessment of grammar and lexis is done through closed ended assessment found in formative progress tests. Implicit assessment of passive and active items is done through open ended assessment of student performance in productive tasks in writing and speaking instruments (incorporated into the assessment rubric themselves) as well as comprehension tasks found in the variety of listening and reading assessment instruments used throughout the course.

2.0	Cognitive Skills		
2.1	<p>Listening Overall Comprehension</p> <p>can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.</p> <p>can follow detailed directions.</p> <p>can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p>	Individual work Pair work Group work Mingle activity Group discussion Whole class discussion Role play Games/puzzles Informal quizzes Review/progress/achievement tests	Mid-Term Listening Test Final Listening Test
2.2	<p>Reading Overall Comprehension</p> <p>can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</p> <p>can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.</p> <p>can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p>can understand clearly written, straightforward instructions for a piece of equipment.</p>	Student presentations Brainstorm Guided discovery Teacher-fronted elicitation Modeling & Drilling Recycling Use of videos Jigsaw reading/listening Warmers/fillers Dictation	Mid-Term Test – Reading Final Test - Reading

3.0	Interpersonal Skills & Responsibility		
3.1	N/A	N/A	N/A

4.0	Communication, Information Technology, Numerical		
4.1	Speaking Overall: can express belief, opinion, agreement and disagreement politely. can participate in short conversations in routine contexts on topics of interest. can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. can use simple descriptive language to make brief statements about and compare objects and possessions. can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. can describe dreams, hopes and ambitions. can narrate a story.	Individual work Pair work Group work Mingle activity Group discussion Whole class discussion Role play Games/puzzles Informal quizzes Review/progress/achievement tests Problem solving activities Student presentations Brainstorm Guided discovery Teacher-fronted elicitation Modeling & Drilling Recycling Use of videos Jigsaw reading/listening Warmers/fillers Dictation	Self-learning project – Prepared Speech Final Speaking Exam – Unprepared interpersonal oral communication
4.2	Writing Overall: can write personal letters describing experiences, feelings and events in some detail. can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	Progress Writing Tests – Composition and Writing Skills Grammar and Vocabulary Progress Tests Mid-Term Writing Composition Tests Final Exam Writing Composition Tests	

5.0	Psychomotor		
5.1	N/A	N/A	N/A

5. Schedule of Assessment Tasks for Students during the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment*
1	Progress Test 1	4	12
2	Progress Test 2	11	13
7	Speaking Project	13	10
8	Mid-Term Exam	9	25
10	Final Exam	14/15	40

*The proportions of Total Assessment for the items listed above have been rounded to the nearest whole number. Therefore, the total of all assessment tasks may not equal one hundred as listed in this table.

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Teachers provide advice, consolation, and tutoring during the teacher's own office hours. Office hours are up to eight per week.

In addition, students are afforded the opportunity of attending one hour per week of remedial one to one or small group instructional support in language learning.

E. Learning Resources

1. List Required Textbooks	English Unlimited 2 – Course book and Workbook English Unlimited 3 – Course book and Workbook
2. List Essential References Materials (Journals, Reports, etc.)	Not Applicable
3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)	Blackboard
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.	Interactive Whiteboard Software

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classrooms

2. Computing resources (AV, data show, Smart Board, software, etc.)

E-podium, overhead projector, electronic whiteboard, course book software, internet, speakers

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Teacher resources room and library for lesson preparations and professional development

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

NCAAA mandated annual student survey as well as focus groups as needed.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

Overview

All teachers are observed by trained observers at least twice a year. This occurs within the framework of the overall teacher evaluation policy. The procedures and frameworks involved in teacher observation have been reviewed and approved by external international experts.

In addition, inter-rater reliability training has been conducted with all classroom observers under the supervision of a professional teacher trainer/examiner.

Values and Themes

The English Language Program (ELP) is committed to transparency, fairness and respect in all of its work. The program is dedicated to supporting its faculty in an environment that promotes professional growth and development, fosters self-reflection, and encourages creativity in teaching practice. To that end, all components of its Teacher Performance Evaluation policy are designed to first and foremost aid faculty members in understanding their strengths and building on them. It is also intended to help them recognize areas for improvement and plan for effective and practical ways to reach agreed development goals based on them. It seeks to reward effective teaching practice, personal ownership of professional development, and dedication to the ELP and its goals. Finally, it can also act as a fair, open, and transparent mechanism for the administration to communicate with faculty when expectations of good practice are not being met.

Overview of Faculty Performance Evaluation at PNU

Princess Nourah bint Abdulrahman University, as a whole, expects every employee to strive for performance excellence and quality of service. Annual evaluations are required for all faculty members to provide feedback on performance, which help to achieve excellence in their jobs and to determine their eligibility for annual increase, increments, or adjustments. The University uses a very structured program based on well-recognized criteria and guidelines for evaluating and appraising performance. It involves feedback, coaching, evaluation, and development planning.

The faculty member is informed about her overall performance on a periodical basis after, with strict confidentiality. Comments and points of strength and weakness are typically recorded in the faculty annual report.

The above details the general faculty performance evaluation system at PNU overall. The entire teacher evaluation and review program is available to all faculty in the Teacher Evaluation Policy.

Quality of Teaching Audits

In addition to formal faculty observations, academic managers and academic coordinators regularly visit all sections throughout the year to ensure teaching quality is at or above the required standard of practice as defined by the lesson planning policy. These visits measure the quality of teaching overall for the course across sections rather than the quality of particular faculty members. Recommendations for training and other professional development activities as well as for improving teaching strategies are developed from these reports.

3 Processes for Improvement of Teaching

Professional development and training forms a key component of the English Language Institute's focus. Training and professional development programs are determined annually based on a number of important course and program data including:

- Success of teaching strategies in supporting student mastery of learning outcomes
- Feedback from learners in course surveys and focus groups
- Results of quality of teaching audits
- Formal classroom observations
- External review of the program and classroom teaching practices
- Faculty surveys and focus groups
- Recommendations of faculty in Course Report

To that end, for the 2018/2019 academic year, a number of bespoke blended training courses have been designed and implemented for PNU faculty members by the NILE institute, which is the UK's top-ranked language teaching and training organization in the category of Teaching and Learning. The following robust and comprehensive courses have been designed to enable an effective delivery and management of the English Language Institute (ELI) courses, whilst at the same time ensuring a commitment to quality and to the professional development of faculty members.

1. Trainer Development Program

The Trainer Development Program is designed to provide extended development support to ELI faculty members who have successfully completed the Cambridge Train The Trainer course in one of its previous iterations at the ELI. The TDP builds on the work trainers did previously and focuses on helping them gain meaningful practice as trainers with support and guidance from Cambridge University Press's experts in training and trainer development.

At its core the program seeks to shift the focus from initial trainer development (Train the Trainer Course) to supporting the trainers to act as independent professionals. It roughly corresponds to the Autonomous Trainer band of the Cambridge English Trainer Framework (CETF). The overall aim of this program is provide the ELI with professionally autonomous trainers who through depth research and reflection will support teachers better their classroom practice by delivering well thought-out needs based workshops.

Practically speaking, it provides trainers the opportunity to gain significant classroom training practice as well as practice operating as a trainer within a larger professional development program.

The TDP is designed to support trainers in developing the variety of skills trainers need in order to operate at or near to the Autonomous band of the CETF. As such, its components directly link to the band descriptors in a variety of ways.

2. Teacher professional development programme at Diploma level

Teaching Methodology Program offered to the ELI's teaching faculty.

- ***Diploma 2 – 2019- Module 2 of the Advanced Diploma in English Language Teaching course.***

This is a diploma-level ‘language teaching theory and practice’ training course with a focus on reflective practice through a collection of data from faculty member’s own classroom practice, and is aimed at extending knowledge of language, methodology and resources for teaching, so that faculty members are better equipped for meeting the demands of the English Language Institute.

This course will extend participants’ understanding of concepts in language learning, language teaching and language analysis, and give them the opportunity to connect theory to practice through classroom research tasks. This course encourages participants to:

- Reflect on and articulate one’s beliefs as a teacher
- Critically evaluate historical and contemporary perspectives in language learning, language teaching and language awareness
- Take part in classroom research (*including data collection – e.g. student-led questionnaires, observations, and field notes*)
- Engage in structured reflective practice (i.e. *interpretation of and response to data from classroom research*)

In order to maximize the effectiveness of the training, each participant will compile a portfolio throughout the course which will include sections on:

- Reflection on teacher beliefs;
- Reflections on group and individual reflective practice tasks;
- The participant’s chosen focus area for research, explanation of data collection tools, and results;
- A reflective summary on what the teacher has learned from the research and ideas for further classroom research

3. Item Writing course

Successful graduates of the Assessment Design and Evaluation course completed in May 2018 are subsequently enrolled on the second assessment course by NILE, namely, Item Writing and Test Production Training Program, and will start on the 11.11.2019. This training program focuses on:

- Developing test specifications and item-writer guidelines;
- All aspects of item development including text choice and adaptation, and Text mapping procedures;
- Item editing and review procedures;
- Piloting and data collection;
- Item analysis and revision;
- Item banking.

In order to ensure the needs of the ELP are met through this course, participants will be assessed via an assignment involving design and piloting of items, and subsequent test and item analytics.

<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <p>Whenever possible students are given objective assessment items. If this is not possible for a particular learning outcome/skill, and teachers are tasked with subjectively assessing students' work they are provided detailed guidelines on the criteria and methodology to be used for this assessment. In addition, graded work is cross-checked by other members of faculty and supervised by academic managers and coordinators. In addition, teachers are provided interrater reliability training as needed.</p> <p>In addition, the standards of projects and assignments are benchmarked against the CEFR and international language exams that compare strategies for assessment and criteria used. These strategies are complemented by external reviews of the program by EAQUALS along with assessments of programs by students and graduates. The responsibility to verify standards is also partly addressed by PNU's arrangements made by KAU. This arrangement does not however remove the responsibility of PNU to verify standards.</p> <p>External quality review of institutions and accreditation of program by EAQUALS gives particular attention to the adequacy of mechanisms for verification of standards of student achievement. If these mechanisms are not considered adequate, EAQUALS will indicate as such in their detailed reports and analysis.</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>The program is consistently reviewed internally and externally.</p> <p>Internal program review happens in accordance with NCAAA. The program review includes course reporting, student surveys, and the annual program review itself.</p> <p>In addition, the program is regularly audited against both NCAAA and international English language teaching standards by EAQUALS.</p>

Signatures

Name of faculty member who completed this report	
Kindly tick the box to the right to serve as your electronic signature.	<input type="checkbox"/>
Date Report Completed	

Name of the Dean/Vice-Dean/Unit Head who received this report	
Kindly tick the box to the right to serve as your electronic signature.	<input type="checkbox"/>
Date Report Received	