هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد
NCAA
T4
2020

Course Specifications

Course Title:	Academic English Language
Course Code:	ENG101-1
Program:	English Language Program
Department:	-
College:	English Language Institute
Institution:	Princess Nourah bint Abdulrahman University

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A. Course Identification

1. Credit hours:	**3**
2. Course type	
a.	University [×] College [ ] Department [ ] Others [ ]
b.	Required [×] Elective [ ]
3. Level/year at which this course is offered:	
Level 1 (2021-2022)	
4. Pre-requisites for this course (if any)**:**	
This is a beginner level English language course with no prerequisites. See attached policy for student placement and exemption.	
5. Co-requisites for this course (if any)**:**	
N/A	

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	٢٥٥	١٠٠
2	**Blended Learning**	N/A	N/A
3	**E-learning**	N/A	N/A
4	**Distance learning**	N/A	N/A
5	**Other**	N/A	N/A

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
Contact Hours		
1	**Lecture**	95*
2	**Laboratory/Studio**	N/A
3	**Practical**	130*
4	**Tutorial**	N/A
5	**Other**	N/A
	Total	225*
Other Learning Hours*		
1	**Study**	30
2	**Assignments**	10
3	**Library**	5
4	**Projects/Research Essays/Thesis**	8
5	**Other(Blackboard participation)**	30
	Total	83

B. Course Objectives and Learning Outcomes

1. Course Description

English for Academic Studies 101-1 is a beginner course intended to provide students with a foundation from which they can advance from A1 to A2 Academic English on the Common European Framework of Reference for Languages (CEFR). A2 learner can understand sentences and frequently used expressions as well as communicate and exchange messages related to familiar matters. Additionally, for this course, there is considerable focus on developing and integrating the relevant critical thinking skills learners will need for academic life and the 21st century workplace. It is a fifteen-week module course with 15 hours of instruction each week.

2. Course Main Objective

The course aims at helping learners to achieve an overall Academic English language proficiency of A2 as defined on the Common European Framework of Reference for Languages (CEFR).

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	**Knowledge and Understanding:**	
1.1	Recognize the use of lexical items related to various academic contexts at a beginner level of comprehension.	
1.2	Recognize grammar structures related to different contexts at a beginner level of comprehension.	
1.3	Demonstrate understanding of main ideas, major details and organizational cues in simple spoken texts.	
2	**Skills:**	
2.1	Utilize reading strategies to find significant points, information and arguments in simple academic and nonacademic texts at a beginner level of comprehension.	
2.2	Write a series of simple phrases and sentences linked with connectors in academic and nonacademic contexts.	
3	**Values:**	
3.1	Plan presentation in simple terms related to academic topics covered in the course syllabus.	

C. Course Content

No	List of Topics	Contact Hours
	Unlock 1	
1	**Unit 1** **Listening** Key listening skill: • Understanding key vocabulary • Listening for main ideas • Listening for detail • Pronunciation for listening: • Syllable stress **Speaking**	١٥

	• Preparation for speaking • Introducing and starting a talk • Pronunciation for speaking • Saying words and sentences in syllables • Speaking task • Tell your group about two famous people from your country. **Reading** Key reading skill: • Previewing • Understanding key vocabulary • Skimming • Scanning to find information **Writing** Academic writing skills: • Punctuation Writing task type: • Write descriptive sentences. • Writing task: • Write about somebody in your family. **Grammar** • Nouns and verbs • Singular and plural nouns Grammar for writing: • The verb be • Personal pronouns • Possessive determiners • Possessive adjectives • The verb be **Vocabulary** • Family vocabulary e.g. grandfather, grandmother, father, mother) • Jobs • Countries and nationalities **Critical Thinking** • Analyze a family tree • Draw a family tree • Use ideas maps	
2	**Unit 2** **Listening** Key listening skill: • Using visuals to predict content	١٥

	• Understanding key vocabulary • Listening for main ideas • Listening for detail • Pronunciation for listening: • Sentence stress **Speaking** • Preparation for speaking • Describing photographs • Pronunciation for speaking • Word stress • Speaking task • Describe photographs of a landscape. **Reading** Key reading skill: • Scanning to find information • Previewing • Understanding key vocabulary **Writing** Academic writing skills: • Punctuation: capital letters Writing task type: Write facts. Writing task: Write facts about the weather in your city. **Grammar** • There is and There are • Adjectives and nouns • Noun phrases Grammar for writing: • Subject and verb • Prepositions • Prepositional phrases **Vocabulary** • Months and seasons • Weather • Colours • Adjectives to describe the weather (e.g. warm, hot, cold, sunny) **Critical Thinking** • Understand a table • Choose visuals for a talk	
3	**Unit 3**	١٥

	Listening Key listening skill: • Listening for main ideas • Understanding key vocabulary • Listening for detail • Pronunciation for listening: • Intonation **Speaking** • Preparation for speaking • Asking and answering questions • Pronunciation for speaking • Intonation in questions • Speaking task • Interview students for a survey **Reading** Key reading skill: • Scanning to find information • Previewing • Understanding key vocabulary **Writing** Academic writing skills: • Spelling third person singular forms Writing task type: Write facts. Writing task: Write facts about the lifestyle of a student in your class. **Grammar** • The present simple • Collocations Grammar for writing: • Subject – verb – object • Present simple • Time expressions **Vocabulary** • Days of the week • Time expressions • Collocations for lifestyle (e.g. download apps, go to the gym, have dinner with friends) • Vocabulary for study (e.g. Maths, History, Chemistry, Business) Critical Thinking	

	• Answer personal questions about routine • Create a timetable • Use surveys	
4	**Unit 4** **Listening** Key listening skill: • Listening for detail • Understanding key vocabulary • Using your knowledge • Listening for main ideas • Pronunciation for listening: •Stress in determiners (this, that) **Speaking** • Preparation for speaking • Asking for and giving directions • Pronunciation for speaking • Pronunciation of phrases • Speaking task • Ask for and give directions. **Reading** Key reading skill: • Reading for main ideas • Understanding key vocabulary • Previewing • Scanning to find information • Reading for detail **Writing** Academic writing skills: • Spelling and punctuation: capital letters Writing task type: Write facts. Writing task: Write facts about your country. **Grammar** • The imperative • Noun phrases with of Grammar for writing: • there is / there are • Determiners: articles **Vocabulary** • Vocabulary for places (e.g. bank, bridge, library,	١٥

	mosque) • Prepositions of place • Vocabulary for places in a city (e.g. museum, library, factory, monument) • Vocabulary for places in a country (e.g. hill, farm, field, forest) **Critical Thinking** • Order writing by topic • Classify words • Think of key words • Interpret maps and give directions	
5	**Unit 5** **Listening** Key listening skill: • Using your knowledge • Understanding key vocabulary • Listening for main ideas • Listening for detail • Pronunciation for listening: • Pronouncing clusters of consonants (e.g. -gh, -ing, ph, ck) **Speaking** • Preparation for speaking • Making comparisons and introducing a talk • Pronunciation for speaking • Weak vowel sounds • Speaking task • Compare different kinds of sport and exercise. **Reading** Key reading skill: • Using your knowledge to predict content • Understanding key vocabulary • Reading for main ideas • Scanning to find information • Scanning to predict content • Reading for detail **Writing** Academic writing skills: • Commas Writing task type: Write facts.	١٥

	Writing task: Write facts about a popular sport in your country. **Grammar** • Comparative adjectives Sports collocations • Prepositions • Adjectives Grammar for writing: • Subject – verb – adjective • Subject – verb – adverb **Vocabulary** • Vocabulary for sport • Sports collocations (e.g. play tennis, go swimming, do karate) • Adjectives to describe sports (e.g. hard, exciting, expensive, difficult) **Critical Thinking** • Create ideas map • Use a table to make notes	
٦	**Unit 6** **Listening** Key listening skill: • Listening for opinion • Predicting content • Understanding key vocabulary • Listening for main ideas • Listening for detail • Pronunciation for listening: • Word stress **Speaking** • Preparation for speaking • Asking for and giving reasons • Pronunciation for speaking • Pronouncing consonants in have to, have, • has to, has (e.g. /f/, /v/, /z/, /s/) • Speaking task • Choose a person for a job. **Reading** • Key reading skill: • Reading for detail	١٥

	• Previewing • Understanding key vocabulary • Scanning to find information V Working out meaning from context **Writing** Academic writing skills: • Contractions Writing task type: Write sentences. Writing task: Write a description of a job for a friend. **Grammar** • Have/has to • Adjective phrases Grammar for writing: • must and have to • Joining sentences with and **Vocabulary** • Vocabulary for jobs: suffixes Adjectives for people (e.g. good-looking, kind, polite, slim) • Collocations for jobs (e.g. build houses, do experiments, serve food) • Vocabulary for jobs (e.g. vet fireman, manages people, prepares food) **Critical Thinking** • Complete a questionnaire • Choose a job based on Questionnaire results • Choose criteria Preparation for speaking Asking for and giving reasons Pronunciation for speaking Pronouncing consonants in have to, have, has to, has (e.g. /f/, /v/, /z/, /s/) Speaking task Choose a person for a job.	
٧	**Unit 7** Listening Key listening skill: • Listening for reasons	١٥

	• Understanding key vocabulary • Listening for main ideas • Listening for detail • Pronunciation for listening: • Linking words **Speaking** • Preparation for speaking • Asking for and giving opinions • Agreeing and disagreeing • Speaking task • Discuss ideas for a new building. **Reading** • Key reading skill: • Using visuals to predict content • Understanding key vocabulary • Scanning to find information • Reading for detail • Previewing • Understanding discourse **Writing** Academic writing skills: • Spelling: double consonants Writing task type: Write a comparison. Writing task: Write a comparison of two buildings. **Grammar** • Should Grammar for writing: • Comparing quantities • Comparative adjectives • Joining sentences with But **Vocabulary** • Vocabulary for rooms • Adjectives for furniture (e.g. comfortable, wooden, glass) • Vocabulary for buildings (e.g. cinema, library, hotel, train station) • Vocabulary for parts of buildings (e.g. car park, stairs, exit, garden) • Adjectives to describe buildings (e.g. big, modern,	

	old, ugly) Critical Thinking • Compare data • Find reasons for and against	
	Unlock 2	
٨	**Unit 1** **Listening** Key listening skill: • Predicting content using visuals • Listening for main ideas • Listening for detail • Understanding key vocabulary • Distinguishing fact from opinion • Pronunciation for listening: • Vowel sounds: /eɪ/ /ɒ/ /ɪ/ /ʌ/ **Speaking** Preparation for speaking • Organize information for a presentation • Pronunciation for speaking • Connected speech • Speaking task • Create a presentation for your classmates about an interesting place. Give factual information about the place you choose. **Reading** Key reading skill: • Scanning for numbers • Understanding key vocabulary • Making predictions • Reading for main ideas • Reading for detail • Scanning to find information • Working out meaning • Scanning to predict content • Making inferences **Writing** Academic writing skills: • Capital letters and full stops Writing task type: Write descriptive sentences. Writing task: Describe the place where you live. Write about the positives and negatives. **Grammar**	١٥

	• Review of the Past simple • Nouns, verbs and adjectives Grammar for writing: • Sentence structure 1: subject + verb • There is / There are **Vocabulary** • Vocabulary for places we live and work (e.g. pedestrian area, bus stop, cottage) • Vocabulary to describe places (e.g. exciting, interesting, polluted, noisy, boring) **Critical Thinking** • Understand the differences between two texts • Evaluate information using a T-chart • Analyze positives and negatives using a T-chart • Create your own T-chart to organize your ideas Plan a presentation	
٩	**Unit 2** **Listening** Key listening skill: • Listening and taking notes • Understanding key vocabulary • Predicting content using visuals • Listening for main ideas • Listening for examples • Recognizing examples • Pronunciation for listening: • Stressed words in connected Speech **Speaking** • Preparation for speaking • Make suggestions • Speaking task • Discuss a new festival and make suggestions for events. Give a poster presentation about your festival to the rest of your group. **Reading**	١٥

	Key reading skill: • Previewing • Understanding key vocabulary • Reading for main ideas • Reading for detail • Recognizing text type • Scanning to predict content • Recognizing text type **Writing** Academic writing skills: • Paragraph organization 1: organizing sentences into a paragraph Writing task type: Write a descriptive paragraph. Writing task: Describe a festival or special event. **Grammar** • Review of Present tense question forms Prepositions of time and place: on, in, at • Adverbs of frequency Grammar for writing 2: • Sentence structure 2: subject and verb order • Prepositional phrases **Vocabulary** • Collocations (e.g. go to a concert, take a photograph, have a nice time) • Vocabulary to describe festivals (e.g. lucky, culture, traditional, history, highlights) **Critical Thinking** • Apply your knowledge to a calendar • Evaluate events in your country from an outsider's point of view • Create a spider diagram to organize Ideas • Use a table to organize ideas	
١٠	**Unit 3**	١٥

	Listening Key listening skill: • Using visual clues to listen • Understanding key vocabulary • Activating your knowledge • Listening for detail • Pronunciation for listening: • Word stress • Understanding intonation **Speaking** Preparation for speaking • Offer opinions, agree and disagree • Phrases for giving opinions in a debate Speaking task • Hold a debate about whether students should choose how they learn. Explain if you agree or disagree with your classmates during the debate. **Reading** Key reading skill: • Skimming • Understanding key vocabulary V Using visuals to predict content • Reading for main ideas • Reading for detail • Understanding discourse • Making inferences • Previewing • Using your knowledge **Writing** Academic writing skills: • Paragraph organization 2: topic and supporting sentences Writing task type: Write a descriptive paragraph. Writing task: Describe your education **Grammar** • Basic verb patterns • Education nouns • Plural nouns Grammar for writing: • Subject pronouns • because and so **Vocabulary** • Collocations about learning	

	(e.g. study v Geography, learn Biology, teach French, revise History) • Review of prepositional Phrases. • Vocabulary to describe education (e.g. a principal, a lecturer, a lab, a graduate, an office) **Critical Thinking** • Remember information from texts • Analyze information in your notes • Create a wh- chart to organize Information • Use an idea wheel to categorize vocabulary	
Total		١٥٠

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 and Understanding**		
1.1	Recognize the use of lexical items related to various academic contexts at a beginner level of comprehension.	Individual work Pair work Group work Mingle activity Group discussion Whole class discussion Role play Games/puzzles Problem solving activities Student presentations Brainstorm Guided discovery Teacher-fronted elicitation Modeling & Drilling Recycling Use of videos Jigsaw reading/listening Warmers/fillers Dictation * **	• Progress Tests. • Mid-term • Final Exams
1.2	Recognize grammar structures related to different contexts at a beginner level of comprehension.		
1.3	Demonstrate understanding of main ideas, major details and organizational cues in simple spoken texts.		
2.0	**Skills**		

2.1	Utilize reading strategies to find significant points, information and arguments in simple academic and nonacademic texts at a beginner level of comprehension.	Individual work Pair work Group work Mingle activity Group discussion Whole class discussion Role play Games/puzzles Problem solving activities Student presentations Brainstorm Guided discovery Teacher-fronted elicitation Modeling & Drilling Recycling Use of videos Jigsaw reading/listening Warmers/fillers Dictation * **	• Progress Tests. • Mid-term • Final Exams
2.2	Write a series of simple phrases and sentences linked with connectors in academic and nonacademic contexts.		
3.0	**Values**		
3.1	Plan presentation in simple terms related to academic topics covered in the course syllabus.	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 * **	• Speaking Project

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Progress Test 1	٥	١٢
2	Progress Test 2	٧	١٣
3	Speaking Project	١٣	١٠
4	Mid-Term Exam	٩	٢٥
5	Final Exam	١٥/١٦	٤٠

***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 : Teachers provide advice, consolation, and tutoring during the teacher's own office hours. Office hours are up to nine per week. In addition, students are offered the opportunity of attending four hours per week of remedial one to one or small group instructional support in language learning.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Unlock 1: Reading, Writing & Critical Thinking Unlock 1: Listening, Speaking & Critical Thinking Unlock 2: Reading, Writing & Critical Thinking Unlock 2: Listening, Speaking & Critical Thinking
Essential References Materials	Cambridge LMS
Electronic Materials	Blackboard
Other Learning Materials	Interactive Whiteboard Software

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	E-podium, overhead projector, electronic whiteboard, coursebook software, internet, speakers
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Teacher resources room and library for lesson preparations and professional development

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Obtaining Student Feedback on Effectiveness of Teaching	Students	Surveys Course Reports

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching (see description below)	Observation Committee	Observation Feedback form
Processes for Improvement of Teaching	Instructors/ Management Team	Surveys Course Reports
Verifying Standards of Student Achievement/ Effectiveness of Assessment. (see description below)	Teachers (first marker-Second marker) CMAS1 checker	CMAS Team Standardization Rubric Course Reports External Audits
Reviewing course effectiveness and planning for improvement.	Students Teachers Management Team External reviewer	Course Reports Student Surveys EAQUALS Audit
Reviewing Course Specifications	● External Consultant from KAU ● Internal Quality Consultant from ELI Council ● Deanship of Quality Assurance and Academic Accreditation Consultant	NCAAA Standards Saudi Arabia Qualifications Framework SAQF Standards

Effectiveness of Teaching

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 build 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 1 Course Mark and Attendance Sheet P 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.

Verifying Students Achievement:

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. 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.

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 however does not absolve PNU of its responsibility to verify standards.

External quality review of institutions and accreditation of the 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, EAQ

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	English Language Institute Council
Reference No.	
Date	٢٠٢١