هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد
NCAAA

2024
TP-153

Course Specification
— (Bachelor)

Course Title: English Language 2

Course Code: ELCN1302

Program: Bachelor in Non-EMI Colleges (Department of Islamic Economics, Department of Accounting, Department of Finance, Banking, and Insurance, Department of Islamic Architecture)

Department: English Language Institute

College: English Language Institute

Institution: Umm Al Qura University

Version: 3

Last Revision Date: 22 October 2024

Ministry Of Education
Umm Al-Qura University
وزارة التعليـــــــــم
جامعـــة أم القــــرى

University Vice Presidency
For Academic Affairs
English language institute
وكالــــة الجامعـــــة
للشـــــؤون الأكاديمية
معهد اللغة الإنجليزية

Table of Contents

كهيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

A. General information about the course:

1. Course Identification

1. Credit hours: (4)

2. Course type

A.	☐University	☒ College	☐Department	☐Track	☐Others
B.	☒ Required		☐Elective		

3. Level/year at which this course is offered: (Level 2)

4. Course General Description:

English Language 2 is a single-level, English for General Purposes (EGP) course. All students who are admitted to Bachelor in the Non-EMI Colleges (Department of Islamic Economics, Department of Accounting, Department of Finance, Banking, and Insurance, Department of Islamic Architecture) are required to take this course in the second semester of the first year of their program. The course is offered in 10 weeks with a 10-hour-per week teaching plan covering the four language skills. It intends to develop students' knowledge and ability of English language in all major skills which include reading, writing, listening, and speaking, as well as in sub-skills including grammar, vocabulary, and pronunciation.

5. Pre-requirements for this course:

English Language 1 (Code: ELCN1301)

6. Co-requisites for this course):

N/A

7. Course Main Objective(s):

English Language 2 is one level taking students from (CEFR) A2 to B1.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	6 hours per week	60%
2	E-learning	4 hours per week	40%
3	Hybrid	0	0

No	Mode of Instruction	Contact Hours	Percentage
	• Traditional classroom • E-learning		
4	Distance learning	0	0

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	(10) hours X (10)weeks
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	0
5.	Others (specify)	0
Total		100 hours

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	By the end of the course, the students are expected to be able to: a)Exhibit adequate comprehension of simple and complex spoken materials at the B1 level through recognizing key words, stress, intonation, pauses, and linkers in fast speech.-b)understand the main ideas of conversations,		Listening exercise	Listening periodic exams

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	presentations, radio programes, news reports, podcasts, discussions and interviews - identify main ideas and supporting ideas - develop listening for detail, examples and reasons . - listen for opinions, attitude, and identify fact from opinion - identify rhetorical questions in a presentation			
1.2	demonstrate an understanding of grammar at the B1 level, incorporating tenses, part of speech, modal auxiliaries, and sentence structure. - use indirect questions "Can you tell me where …? I'd like to know what…" - expand knowledge of present perfect to include how long something has occurred, and whether something has been done or not - use modals for giving advice "I would…/ you should/ could…" - be aware of the difference in use of present continuous, going to and will for the future		Grammar exercises	Periodic Exams Continuous writing assessment Speaking assessment Writing Final Exam Final Exam

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	- use -ed and -ing adjectives correctly to describe feelings or opinions - use the past simple and past continuous correctly in narrative - be aware of the use of quantifiers, such as *a little, a lot of, so much, so many* - use conditionals for present and future real conditions			
1.3	-recognize and use lexical items such as words, collocations, and derivatives, both in general and academic contexts at the B1 level. - develop vocabulary of the topics covered in order to be able to talk about them with others - develop a bank of vocabulary for functional use, such as for describing the condition of possessions, for making decisions and plans, losing and finding things, describing progress - use linking words for contrast, such as although, but,		Writing, reading, and vocabulary exercises	Periodic Exams Continuous writing assessment Speaking assessment Writing Final Exam Final Exam

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	however, on the other hand. Be aware of their position in sentences and whether they are used in formal or informal texts - use a range of vocabulary for describing graphs - provide definitions of difficult vocabulary in presentations, using expressions such as 'what I mean is…' 'that's when…'			
2.0	**Skills**			
2.1 2.1.1	**Cognitive Skills:** demonstrate comprehension of simple and complex written texts at the B1 level through applying the skills of scanning, skimming, guessing from context and through recognizing linking words. - use scanning (to find information quickly) and skimming skills (to predict the meaning of the text from visuals, titles or common words) - identify the author or speaker's audience and purpose - read for opinions, attitude, and		Reading comprehension exercises	Classroom discussion Periodic exams Final exam

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	identify fact from opinion - understand meaning from context in both written and spoken context.			
2.1.2	compose coherent/cohesive texts at the B1 level for various general and academic purposes through applying the skills of brainstorming ideas, composing an outline, and editing/revision. - write short texts, such as a travel post, movie review, an ad to request something, etc - write an email, short story or anecdote of more than one paragraph - use an appropriate opening and closing for a formal email - write a description of a trend (describing statistics), using notes - write complex sentences		Writing exercises	Continuous writing assessment Writing Final Exam
2.1.3	communicate effectively in spoken language at the B1 level in tasks such		Speaking exercises Discussion	Speaking assessment

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	as oral presentations, group discussion, expressing opinions, and short talks. - discuss familiar and unfamiliar topics - -reach a common consensus, eg who should be class leader - give short presentations - rank items in order of importance		Presentation, eg an advertisement, a tourist campaign, a YouTube video	
2.2	Critical Thinking - develop well-reasoned, persuasive arguments - analyze sources of information when conducting research - evaluate things from a different perspective, eg what makes other people happy - evaluate and rank items according to usefulness or importance - evaluate arguments (evidence of support or relevance) - analyze advantages and disadvantages		Discussions Q & A	Monitoring students' progress

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	- infer meaning from written or spoken text - identify a specific audience and consider their need - appraise a text according to criteria, and provide feedback - identify inconsistencies and errors - appraise arguments - evaluate the approach of others and reflect on personal assumptions, beliefs and values - understand the links between ideas - organize ideas in a logical, systematic way - evaluate problems and propose solutions			
2.3	Communication, Information Technology, Numerical - research, discuss and present information - describe and give personal opinions on a variety of topics		Demonstrations Active self-learning Pair work Group work e-learning Online material (Encourage students to make their	Monitoring students' progress Evaluating the individual contribution Evaluating the teamwork Evaluating the final

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	- express general beliefs - paraphrase where needed - give recommendations - present persuasively		presentations to small groups in the class)	product (Evaluation of presentations may be by peers)
2.4	Psychomotor - give confident, persuasive presentations - take part in a role play - use intonation to show mood: express agreement, surprise, confidence, trepidation, etc - use softening techniques when expressing opinions - be aware of 'chunking' in speech - use linking and weak forms in sentences		Active self-learning Pair work Group work	Monitoring students' progress
3.0	Values, autonomy, and responsibility			
3.1	develop life-long learning strategies so that students can take full responsibility of their English language skill development. Cambridge application		Cambridge application Cambridge LMS	Built-in immediate feedback

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
3.2	develop academic integrity.		Writing exercises	Continuous writing assessment Speaking assessment Writing Final Exam
3.3	collaborate in knowledge building and co-operate with peers: - hold short discussions with a partner to activate knowledge before listening tasks - hold short discussions with a partner to synthesize knowledge post-listening - work with others to brainstorm, create a convincing argument - give feedback to peers on writing, presentations, etc - ask for opinions and check information		Peer work Group work	Evaluating the individual contribution Evaluating the teamwork Evaluating the final product
3.4	take the responsibilities to meet the requirements of the jobs market: - write a personal statement		Individual, peer and group work inside classrooms. Extramural language	Monitoring students' progress

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	- explain changes and trends from data - use an appropriate opening and closing for a formal email		work to master the competencies at this language level.	

C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1: Who We Are	16
2.	Unit 2: So Much Stuff	16
3.	Unit 3: Smart Moves	18
4.	Unit 4: Think First	16
5.	Unit 5: And then ...	16
.6	Unit 6: Impact	18
Total		**100**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Periodic exam 1	The 4th week	15
2.	Periodic exam 2	The 8th week	15
3.	Speaking assessment	The 6th, 7th, 8th	10
4.	Online practice	From the 1st to 10th week	10
5.	Final Exam	The 11th	50
	Total		100

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

◆◆◆◆

Essential References	Hendra, L., Ibbotson, M., O'Dell, K., Tilbury, A. (2019). *Evolve 3 Special Edition: Student's Book with Practice Extra.* Cambridge University Press. UK: Cambridge University Press.
Supportive References	
Electronic Materials	Cambridge LMS Multimedia
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Data show, Smart Board, and Cambridge application
Other equipment (depending on the nature of the specialty)	Blackboard

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Faculty members	Direct: course report
Effectiveness of Students assessment	University students	Direct: evaluation survey
Quality of learning resources		
The extent to which CLOs have been achieved		
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Curriculum committee
REFERENCE NO.	2401100726
DATE	05/11/2024