



## Course Specifications

<b>Course Title:</b>	English Language 2
<b>Course Code:</b>	ELCE1202
<b>Program:</b>	Bachelor in EMI Colleges (Medical Colleges/ College of Engineering/ College of Computer Sciences/ College of Business Administration/ Applied Sciences)
<b>Department:</b>	English Language Centre
<b>College:</b>	English Language Centre
<b>Institution :</b>	Umm Al Qura University

## Table of Contents

<b>A. Course Identification</b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply).....	3
<b>B. Course Objectives and Learning Outcomes</b> .....	<b>3</b>
1. Course Description.....	3
2. Course Main Objective.....	3
3. Course Learning Outcomes.....	4
<b>C. Course Content</b> .....	<b>6</b>
<b>D. Teaching and Assessment</b> .....	<b>7</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	7
2. Assessment Tasks for Students.....	11
<b>E. Student Academic Counseling and Support</b> .....	<b>12</b>
<b>F. Learning Resources and Facilities</b> .....	<b>12</b>
1. Learning Resources.....	12
2. Facilities Required.....	12
<b>G. Course Quality Evaluation</b> .....	<b>12</b>
<b>H. Specification Approval Data</b> .....	<b>13</b>

## A. Course Identification

<b>1. Credit hours:</b> 4 hours
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> 1 <sup>st</sup> Year
<b>4. Pre-requisites for this course (if any):</b> EMI Colleges – English Language 1
<b>5. Co-requisites for this course (if any):</b> N/A

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	12 hours per week	75%
2	Blended	16 hours per week	100%
3	E-learning	4 hours per week	25%
4	Distance learning	0	0
5	Other	0	0

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	(16 hours) X (10 weeks)
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	0
	<b>Total</b>	160 hours

## B. Course Objectives and Learning Outcomes

<p><b>1. Course Description</b></p> <p>English Language 2 is a single-level, English for General Purposes (EGP) course. All students who are admitted to Bachelor in the EMI Colleges (Medical Colleges/ College of Engineering/ College of Computer Sciences/ College of Business Administration/ Applied Sciences) 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 16-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.</p>
<p><b>2. Course Main Objective</b></p> <p>English Language 2 is one level taking students from (CEFR) A2 to B1.</p>

### 3. Course Learning Outcomes

CLOs	
<b>1.0</b>	<b>Knowledge</b>
1.1	<p><b>By the end of the course, the students are expected to be able to:</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>- understand the main ideas of conversations, presentations, radio programmes, news reports, podcasts, discussions and interviews</li> <li>- identify main ideas and supporting ideas</li> <li>- develop listening for detail, examples and reasons</li> <li>- listen for opinions, attitude, and identify fact from opinion</li> <li>- identify rhetorical questions in a presentation</li> <li>- recognize how discourse markers help identify main points, especially in academic discussions, presentations and lectures</li> </ul>
1.2	<p>demonstrate an understanding of grammar at the B1 level, incorporating tenses, part of speech, modal auxiliaries, and sentence structure.</p> <ul style="list-style-type: none"> <li>- use indirect questions "Can you tell me where ...? I'd like to know what..."</li> <li>- use discourse markers for contrasting ideas</li> <li>- expand knowledge of present perfect to include how long something has occurred, and whether something has been done or not</li> <li>- use modals for giving advice "I would.../ you should/ could..."</li> <li>- be aware of the difference in use of present continuous, going to and will for the future</li> <li>- use -ed and -ing adjectives correctly to describe feelings or opinions</li> <li>- use the past simple and past continuous correctly in narrative</li> <li>- use conditionals for present and future real conditions, and for unreal conditions to talk about imaginary situations or to express wishes</li> <li>- use present and past passive tenses when a product is more important than the producer</li> <li>- use used to for past habits</li> <li>- use modals for necessity, obligation, etc</li> </ul>
1.3	<p>recognize and use lexical items such as words, collocations, and derivatives, both in general and academic contexts at the B1 level.</p> <ul style="list-style-type: none"> <li>- develop vocabulary of the topics covered in order to be able to talk about them with others</li> <li>- 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</li> <li>- use linking words for contrast, such as <i>although, but, however, on the other hand</i>. Be aware of their position in sentences and whether they are used in formal or informal texts</li> <li>- use a range of vocabulary for describing graphs</li> <li>- use <i>this</i> and <i>these</i> for referencing within a text</li> <li>- be aware of collocations, such as <i>significant advantage, key point</i>, and how they can help to follow and understand a talk</li> <li>- be aware of the different types of phrasal verb</li> <li>- provide definitions of difficult vocabulary in presentations, using expressions such as 'what I mean is...' 'that's when...'</li> </ul>
<b>2.0</b>	<b>Skills</b>
2.1	<p><b>Cognitive Skills:</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>- use scanning (to find information quickly) and skimming skills (to predict the meaning of the text from visuals, titles or common words)</li> <li>- identify the author or speaker's audience and purpose</li> <li>- read for opinions, attitude, and identify fact from opinion</li> <li>- understand meaning from context in both written and spoken texts</li> </ul>
2.1.1	

2.1.2	<p>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.</p> <ul style="list-style-type: none"> <li>- write short texts, such as a travel post, movie review, a n.d to request something, etc</li> <li>- write an email, short story or a anecdote of more than one paragraph</li> <li>- use an appropriate opening and closing for a formal email</li> <li>- write a description of a trend (describing statistics), using notes</li> <li>- write complex sentences</li> <li>- support opinions with facts in formal (academic) writing</li> <li>- use a variety of linking words</li> <li>- use parallelism for bullet points in presentations and resués</li> </ul>
2.1.3	<p>communicate effectively in spoken language at the B1 level in tasks such as oral presentations, group discussion, expressing opinions, and short talks.</p> <ul style="list-style-type: none"> <li>- discuss familiar and unfamiliar topics</li> <li>- reach a common consensus, eg who should be class leader</li> <li>- give short presentations</li> <li>- rank items in order of importance</li> <li>- show interest using short questions</li> <li>- repeat to show comprehension</li> </ul>
2.2	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>- develop well-reasoned, persuasive arguments</li> <li>- analyze sources of information when conducting research</li> <li>- evaluate things from a different perspective, eg what makes other people happy</li> <li>- evaluate and rank items according to usefulness or importance</li> <li>- evaluate arguments (evidence of support or relevance)</li> <li>- analyze advantages and disadvantages</li> <li>- infer meaning from written or spoken text</li> <li>- identify a specific audience and consider their need</li> <li>- appraise a text according to criteria, and provide feedback</li> <li>- identify inconsistencies and errors</li> <li>- appraise arguments</li> <li>- evaluate the approach of others and reflect on personal assumptions, beliefs and values</li> <li>- understand the links between ideas</li> <li>- organize ideas in a logical, systematic way</li> <li>- evaluate problems and propose solutions</li> <li>- reflect on knowledge gained</li> </ul>
2.3	<p><b>Communication, Information Technology, Numerical</b></p> <ul style="list-style-type: none"> <li>- research, discuss and present information</li> <li>- describe and give personal opinions on a variety of topics</li> <li>- express general beliefs</li> <li>- paraphrase where needed</li> <li>- give recommendations</li> <li>- present persuasively</li> </ul>
2.4	<p><b>Psychomotor</b></p> <ul style="list-style-type: none"> <li>- give confident, persuasive presentations</li> <li>- take part in a role play</li> <li>- use intonation to show mood: express agreement, surprise, confidence, trepidation, etc.</li> <li>- use softening techniques when expressing opinions</li> <li>- be aware of 'chunking' in speech</li> <li>- use linking and weak forms in sentences</li> </ul>
<b>3.0</b>	<b>Values</b>
3.1	develop life-long learning strategies so that students can take full responsibility of their English language skill development.
3.2	develop academic integrity.

3.3	<p>collaborate in knowledge building and co-operate with peers:</p> <ul style="list-style-type: none"> <li>- hold short discussions with a partner to activate knowledge before listening tasks</li> <li>- hold short discussions with a partner to synthesize knowledge post-listening</li> <li>- work with others to brainstorm, create a convincing argument</li> <li>- give feedback to peers on writing, presentations, etc.</li> <li>- ask for opinions and check information</li> </ul>
3.4	<p>take the responsibilities to meet the requirements of the jobs market:</p> <ul style="list-style-type: none"> <li>- write a personal statement</li> <li>- write a resumé</li> <li>- be aware of the importance of good time management</li> <li>- be aware of the importance of turn-taking in debates or discussions</li> <li>- be aware of learning from failure</li> </ul>

### C. Course Content

No	List of Topics	Contact Hours
Evolve 3 Special Edition: Level 2 (B1)		
1	Unit 1: Who We Are Personality, getting to know someone, spending money, qualities of a leader Video: What's the right job for you?	
2	Unit 2: So Much Stuff Personal possessions, describing things, switching topics, collecting things, the story of a person or place, essential items to take Video: Collections, old and new	
3	Unit 3: Smart Moves Describing a city, getting around, asking for and giving directions, a written personal statement, describing changes and trends, a 'secret spot' Video: One day in...	
4	Unit 4: Think First Opinions and reactions (" <i>it's interesting!</i> " / " <i>I'm interested!</i> "), planning a trip, reassurance, describing plans, travel posts, microadventure Video: Making plans	
5	Unit 5: And then ... Lost and found, needing and giving help, surprises, storytelling, selfies, 'Believe it or not' Video: Lost and found	
6	Unit 6: Impact Big-city problems, problems and solutions, concern and relief, a podcast point of view, Big-city life, 'green' city planning Video: Green in the city	
7	Unit 7: Entertain Us Reading, TV and movies, declining invites, a movie review, children and technology, changing tastes Video: The history of cinema	
8	Unit 8: Getting There Recent activity, describing progress, catching up, time management, hobbies, a better life Video: Serious hobbies	
9	Unit 9: Make It Work College subjects, studying or working from home (WFH), confidence – or lack of it, a resumé, bilingual education, a perfect job Video: The college life	

10	Unit 10: Why We Buy 'Green' clothing, product origins, a good choice? Product feedback, souvenirs, psychology of shopping Video: Tricks of the ad world	
11	Unit 11: Pushing Yourself Success, unreal situations, giving and responding to opinions, your comfort zone, the psychology of fear, success stories Video: Testing your physical limits	
12	Unit 12: Life's Little Lessons Accidents, extreme experiences, describing and asking about feelings, an anecdote, learning a skill Video: I learned my lesson!	
<b>Total</b>		

## 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	<b>Knowledge</b>		
1.1	<p><b>By the end of the course, the students are expected to be able to:</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>- understand the main ideas of conversations, presentations, radio programmes, news reports, podcasts, discussions and interviews</li> <li>- identify main ideas and supporting ideas</li> <li>- develop listening for detail, examples and reasons</li> <li>- listen for opinions, a attitude, and identify fact from opinion</li> <li>- identify rhetorical questions in a presentation</li> <li>- recognize how discourse markers help identify main points, especially in academic discussions, presentations and lectures</li> </ul>	Listening exercises	<p>Listening mid-term exam</p> <p>Listening final exam</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.2	<p>demonstrate an understanding of grammar at the B1 level, incorporating tenses, part of speech, modal auxiliaries, and sentence structure.</p> <ul style="list-style-type: none"> <li>- use indirect questions "Can you tell me where...? I'd like to know what..."</li> <li>- use discourse markers for contrasting ideas</li> <li>- expand knowledge of present perfect to include how long something has occurred, and whether something has been done or not</li> <li>- use modals for giving advice "I would.../ you should/ could..."</li> <li>- be aware of the difference in use of present continuous, going to and will for the future</li> <li>- use -ed and -ing adjectives correctly to describe feelings or opinions</li> <li>- use the past simple and past continuous correctly in narrative</li> <li>- use conditionals for present and future real conditions, and for unreal conditions to talk about imaginary situations or to express wishes</li> <li>- use present and past passive tenses when a product is more important than the producer</li> <li>- use used to for past habits</li> <li>- use modals for necessity, obligation, etc.</li> </ul>	Grammar exercises	<p>Midterm Exam</p> <p>Continuous writing assessment</p> <p>Continuous speaking assessment</p> <p>Quizzes</p> <p>Writing Final Exam</p> <p>Final Exam</p>
1.3	<p>recognize and use lexical items such as words, collocations, and derivatives, both in general and academic contexts at the B1 level.</p> <ul style="list-style-type: none"> <li>- develop vocabulary of the topics covered in order to be able to talk about them with others</li> <li>- 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</li> <li>- use linking words for contrast, such as although, but, however, on the other hand. Be aware of their position in sentences and whether they are used in formal or informal texts</li> <li>- use a range of vocabulary for describing graphs</li> <li>- use this and these for referencing within a text</li> <li>- be aware of collocations, such as significant advantage, key point, and how they can help to follow and understand a talk</li> <li>- be aware of the different types of phrasal verb</li> <li>- provide definitions of difficult vocabulary in presentations, using expressions such as 'what I mean is...' 'that's when...'</li> </ul>	Writing, reading, and vocabulary exercises	<p>Midterm Exam</p> <p>Continuous writing assessment</p> <p>Continuous speaking assessment</p> <p>Quizzes</p> <p>Writing Final Exam</p> <p>Final Exam</p>



2.0	Skills		
2.1 2.1.1	<p><b>Cognitive Skills:</b> 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.</p> <ul style="list-style-type: none"> <li>- use scanning (to find information quickly) and skimming skills (to predict the meaning of the text from visuals, titles or common words)</li> <li>- identify the author or speaker's audience and purpose</li> <li>- read for opinions, a attitude, and identify fact from opinion</li> <li>- understand meaning from context in both written and spoken texts</li> </ul>	Reading comprehension exercises	Classroom discussion Midterm exam Final exam
2.1.2	<p>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.</p> <ul style="list-style-type: none"> <li>- write short texts, such as a travel post, movie review, an ad to request something, etc</li> <li>- write an email, short story or anecdote of more than one paragraph</li> <li>- use an appropriate opening and closing for a formal email</li> <li>- write a description of a trend (describing statistics), using notes</li> <li>- write complex sentences</li> <li>- support opinions with facts in formal (academic) writing</li> <li>- use a variety of linking words</li> <li>- use parallelism for bullet points in presentations and resumés</li> </ul>	Writing exercises	Continuous writing assessment  Writing Final Exam
2.1.3	<p>communicate effectively in spoken language at the B1 level in tasks such as oral presentations, group discussion, expressing opinions, and short talks.</p> <ul style="list-style-type: none"> <li>- discuss familiar and unfamiliar topics</li> <li>- reach a common consensus, eg who should be class leader</li> <li>- give short presentations</li> <li>- rank items in order of importance</li> <li>- show interest using short questions</li> <li>- repeat to show comprehension</li> </ul>	Speaking exercises Discussion Presentation, eg an advertisement, a tourist campaign, a YouTube video	Continuous speaking assessment

2.2	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>- develop well-reasoned, persuasive arguments</li> <li>- analyze sources of information when conducting research</li> <li>- evaluate things from a different perspective, eg what makes other people happy</li> <li>- evaluate and rank items according to usefulness or importance</li> <li>- evaluate arguments (evidence of support or relevance)</li> <li>- analyze advantages and disadvantages</li> <li>- infer meaning from written or spoken text</li> <li>- identify a specific audience and consider their need</li> <li>- appraise a text according to criteria, and provide feedback</li> <li>- identify inconsistencies and errors</li> <li>- appraise arguments</li> <li>- evaluate the approach of others and reflect on personal assumptions, beliefs and values</li> <li>- understand the links between ideas</li> <li>- organize ideas in a logical, systematic way</li> <li>- evaluate problems and propose solutions</li> <li>- reflect on knowledge gained</li> </ul>		
2.3	<p><b>Communication, Information Technology, Numerical</b></p> <ul style="list-style-type: none"> <li>- research, discuss and present information</li> <li>- describe and give personal opinions on a variety of topics</li> <li>- express general beliefs</li> <li>- paraphrase where needed</li> <li>- give recommendations</li> <li>- present persuasively</li> </ul>	<p>Demonstrations Active self-learning Pair work Group work e-learning Online material (Encourage students to make their presentations to small groups in the class)</p>	<p>Monitoring students' progress</p> <p>Evaluating the individual contribution</p> <p>Evaluating the team work</p> <p>Evaluating the final product</p> <p>(Evaluation of presentations may be by peers)</p>
2.4	<p><b>Psychomotor</b></p> <ul style="list-style-type: none"> <li>- give confident, persuasive presentations</li> <li>- take part in a role play</li> <li>- use intonation to show mood express agreement, surprise, confidence, trepidation, etc</li> <li>- use softening techniques when expressing opinions</li> <li>- be aware of 'chunking' in speech</li> <li>- use linking and weak forms in sentences</li> </ul>	<p>Active self-learning Pair work Group work</p>	<p>Monitoring students' progress</p>

3.0	Values		
3.1	develop life-long learning strategies so that students can take full responsibility of their English language skill development.	Cambridge application Cambridge LMS	Built-in immediate feedback
3.2	develop academic integrity.	Writing exercises	Continuous writing assessment Continuous 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 team work  Evaluating the final product
3.4	take the responsibilities to meet the requirements of the jobs market: - write a personal statement - write a resumé - be aware of the importance of good time management - be aware of the importance of turn-taking in debates or discussions - be aware of learning from failure	Individual, peer and group work inside classrooms.  Extramural language work to master the competencies at this language level.	Monitoring students' progress

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm Exam	The 5 <sup>th</sup>	30
2	Listening Mid-term Exam	The 6 <sup>th</sup>	5
3	Continuous writing assessment	from the 1 <sup>st</sup> to the 10 <sup>th</sup>	5
4	Continuous speaking assessment	from the 1 <sup>st</sup> to the 10 <sup>th</sup>	5
5	3 Quizzes (average)	3 <sup>rd</sup> / 6 <sup>th</sup> / 9 <sup>th</sup>	5
6	Online Practice	from the 1 <sup>st</sup> to the 10 <sup>th</sup>	5
6	Listening Final Exam	The 10 <sup>th</sup>	5
7	Writing Final Exam	The 11 <sup>th</sup>	5
8	Final Exam	The 11 <sup>th</sup>	35
	Total		100

\* 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:**

Course instructors are ready to answer all students' queries during their lectures or during office hours and they can be reached by personal meeting, e-mails, WhatsApp or telegram.

All students have the e-mail and office hours of the course instructor through student handouts distributed to the student at the beginning of each semester.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	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.
<b>Essential References Materials</b>	Multimedia
<b>Electronic Materials</b>	Cambridge LMS
<b>Other Learning Materials</b>	

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	data show, Smart Board, and Cambridge application
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Blackboard

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources.	Faculty members	Direct: Course reports
Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources.	University students	Direct: Evaluation surveys

**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

<b>Council / Committee</b>	Curriculum and Accreditation Committees
<b>Reference No.</b>	
<b>Date</b>	Dec 28, 2021