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الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

ATTACHMENT 5.

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T6. Course Specifications (CS)

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Course Specifications

Institution: Umm Al-Qura University	Date: 20/3/2018
College/Department: English Language Centre	

A. Course Identification and General Information

1. Course title and code: *English Language* 4800170-6
2. Credit hours: 6.0
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Preparatory Year Program (PYP), Medical and Administrative Streams
4. Name of faculty member responsible for the course ELC male and female staff members
5. Level/year at which this course is offered: Preparatory Year (Year 1)/ Level 1
6. Pre-requisites for this course (if any) Admittance to the Preparatory Program
7. Co-requisites for this course (if any) None
8. Location if not on main campus Male Section: Abdiya Main Campus Female Section: Shisha PY Campus (Administrative Stream) and Abdiah PY Campus (Medical Stream)

9. Mode of Instruction (mark all that apply)

a. traditional classroom	√	What percentage?	100%
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:
There is an additional (complementary, optional) online practice component to the course (*Oxford Online Skills Program*) along with a vocabulary application (*Oxford Vocabulary Trainer*).

Kingdom of Saudi Arabia
National Commission for
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الهيئـة الوطنيـة للتقويم
والاعتمـاد الأكاديمـي

B Objectives

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1. What is the main purpose for this course?

The course aims at developing PY students' (Medical and Administrative Streams) English language skills that are necessary for success in their university core courses. Overall, this English for General Purposes (EGP) course revises the students' fundamental knowledge of the English language in the following areas: grammar, vocabulary, reading, writing, listening, and speaking. All students are required to successfully pass the EGP courses in the first semester in order to continue to the English for Specific Purposes (ESP) courses in the second semester which are especially tailored for various streams.

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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)

Since 2016, a new curriculum has been developed and implemented in coordination with Oxford University Press (*Milestones in English*) for the specific needs of PY students at Umm Al-Qura University. This curriculum builds on the previous curriculum which was implemented for eight years by the ELC (*New Headway Plus, Special Edition*, by Oxford University Press) and solves the issues raised by language teachers and learners. The course works on three levels of English (Beginner, Elementary, and Pre-Intermediate) scaffolding the learners' proficiency step-by-step through recycling and revising the already-developed components and skills and then adding new ones gradually.

The course book is complemented with an excellent workbook which provides extra practice for the language skills and components in context. In addition to the workbook, the curriculum is accompanied by the *iTools USB* which includes the course e-book with embedded audio / video files and answer keys. The iTools USB also presents teachers with ready-made worksheets, assessment materials, and marking schemes for writing and speaking.

***Milestones in English* also incorporates an additional online component which consists of two parts. The first is the Oxford Online Skills Program which is an online practice component including various materials and exercises for extra practice on the fours skills. The second one is the Oxford English Vocabulary Trainer that works on the lexical content of the book (unit by unit) by providing learners with definitions adapted for their level and with complementary exercises expanding their lexical repertoire steadily.**

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والاعتماد الأكاديمي

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

Course Description:

English Language (4800170 – 6) is an English for General Purposes (EGP) course which runs in the first semester of every year beginning in September and is offered to students in the Medical and Administrative Streams. It is a multi-level language course comprising the following four levels:

Low level (Beginners): These are students who score between zero and 24 in the ELC Paper-and-Pencil Classification Test which is offered online.

Average level (Elementary): The students who are grouped in this category score between 25 and 59 in the ELC Paper-and-Pencil Classification Test; and

Higher level (Pre-Intermediate): Students who score between 60 and 94 are placed in this category.

Advanced level: Students whose score is more than 94 in the above classification test are offered a choice of either not attending the course with a grade of 95 or attending the classes with reduced contact hours where they are tested with other students. If they choose to attend the classes, they have a chance of scoring more than 95 marks in the course. However, if they score lower than 95, the mark that they score on the test will be recorded in their file.

English Language (4800170 – 6) intends to develop students' knowledge and ability of English language in all skills of reading, writing, listening, and speaking as well as in sub-skills including grammar, vocabulary, and pronunciation. The course aims at preparing the students to advance their English to the English for Specific Purposes (ESP) level which is specialism specific and is offered in the second semester. All students are required to successfully complete the English Language course before admission to their specialism related ESP course offered by the ELC.

After putting students in different groups according to their specific scores in the ELC Paper-and-Pencil Classification Test, they are exposed to different hours of formal instruction ranging from 8 to 20 contact hours a week (see details below).

In a nut shell, as *English Language* (4800170 – 6) is a multi-level course, its course syllabus includes both specific and general schemes. The specific schemes are to do with the course delivery across different proficiency levels of English while the general schemes include a variety of in-class activities, exams and course related issues covering all the aforementioned levels of proficiency in a unified manner.

Kingdom of Saudi Arabia
National Commission for
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الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
<u>Low (Beginners) Level</u>		
A1-Level Book: Units 1 to 10	4 weeks	20 hours per week
A2-Level Book: Units 1 to 12	6 weeks	20 hours per week
B1-Level Book: Units 1 to 12	6 weeks	20 hours per week
<u>Average (Elementary) Level</u>		
A2-Level Book: Units 1 to 12	8 weeks	16 hours per week
B1-Level Book: Units 1 to 12	8 weeks	16 hours per week
<u>Higher (Pre-Intermediate) Level</u>		
B1-Level Book: Units 1 to 12	16 weeks	8 hours per week

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكة العربية السعودية
الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Low (Beginners) Level						
Contact Hours	20 per week (16 weeks)	----	----	----	----	20 per week (16 weeks)
Credit	6	----	----	----	----	6
Average (Elementary) Level						
Contact Hours	16 per week (16 weeks)	----	----	----	----	16 per week (16 weeks)
Credit	6	----	----	----	----	6
Higher (Pre-Intermediate) Level						
Contact Hours	8 per week (16 weeks)	----	----	----	----	8 per week (16 weeks)
Credit	6	----	----	----	----	6

3. Additional private study/learning hours expected for students per week.	**10 hours per week minimum**

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On 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.)

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكة العربية السعودية
الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	**Grammar** • Students will be able to develop deep understanding of English grammar and its usage including simple, progressive, and perfect verb tenses, phrasal verbs, and use of modal verbs. • Students will be able to use these tenses correctly while being engaged in the four language skills.	• Providing detailed explanations of each grammatical point • Providing ample context for practicing each grammatical point • Urging students to use grammar correctly and appropriately through the four language skills • Grammar worksheets on iTools • Workbook grammar exercises • The Oxford Online Skills Program	• Grammar multiple choice items in unified mid-term and final exams. • Grammar multiple choice items in quizzes • Continuous assessment of the use of grammar while being engaged in the four language skills
1.2	**Vocabulary** • Students will be able develop their English language vocabulary repertoire both in general English and academic English • Students will be able to use this repertoire appropriately while being engaged in the four language skills.	• Vocabulary lists • Use of dictionaries • Use of vocabulary notebooks • Urging students to use vocabulary appropriately through the four language skills • Oxford Vocabulary trainer application • Vocabulary worksheets on iTools • Workbook vocabulary exercises • The Oxford Online Skills Program	• Vocabulary multiple choice items in unified mid-term and final exams. • Vocabulary multiple choice items in quizzes • Continuous assessment of the use of vocabulary while being engaged in the four language skills • Continuous assessment of the vocabulary notebook • Continuous assessment of students' coverage of the Oxford Vocabulary Trainer Application materials
2.0	Cognitive Skills		

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكة العربية السعودية
الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

2.1	Four language skills (listening/ reading/ writing/ speaking) • Students will be able to demonstrate deep comprehension of simple and complex written texts in English with the ability to answer questions about them • Students will be able to demonstrate deep understanding of simple and complex spoken texts in English with the ability to answer questions about them • Students will be able to write effectively in English for various general and academic purposes using the conventions of standard English • Students will be able to engage in spoken interactions in English • Students will be able to present an academic topic orally in English	• An integrative approach to teaching the four language skills. Each unit of the curriculum covers a particular topic and smoothly transitions between the four language skills providing students with useful practice in context. • Urging students to push themselves towards more language use both inside the classroom and outside of it • Writing worksheets on iTools • Speaking worksheets on iTools • Workbook extra exercises on the four language skills • Extra online practice on the four language skills through the Oxford Online Skills Program	• Reading and listening comprehension tasks in unified mid-term and final exams • Reading and listening comprehension tasks in quizzes • Continuous assessment of the ability to read/ listen to English texts and demonstrate comprehension • Continuous assessment of students' writing ability in assignments and short quizzes • Continuous assessment of students' spoken ability in class • Oral presentation on an academic topic of relevance to students
3.0	Interpersonal Skills & Responsibility		
3.1	Pragmatics • Students will be able to demonstrate active engagement with the culture of English-speaking countries and the way it is represented by language use • Students will be able to use speech acts and formulaic language appropriately in context	• Active engagement in English pragmatics through the four basic skills • Explicit teaching of speech acts and formulaic sequences used both in the written and spoken mediums	• Multiple choice items in mid-term and final exams focusing on speech acts and the use of formulaic sequences • Multiple choice items in quizzes focusing on speech acts and the use of formulaic sequences

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكة العربية السعودية
الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

			• Urging students to use English pragmatics correctly through the four basic skills • Workbook exercise on pragmatics	• Oral presentation assessment which focuses on the use of acceptable sequences and expressions • Writing assessment which focuses on the use of acceptable sequences and expressions
3.2	Self-learning responsibility • Students will be able to develop life-long learning strategies so that they can take full responsibility of their English language skill development		• Providing students with useful resources for extra online practice on the internet that can be used outside the classroom, such as the Oxford Online Skills Program • Explicit teaching of dictionary use strategies • Urging students to use the online practice accompanying the book. • Explicit teaching of self-assessment strategies and tools that can help students to assess their own progress (e.g., editing one's own written and spoken production) • Urging students to use the Oxford Vocabulary Trainer Application and the Oxford Online Skills Program on their free time to develop self-learning responsibility	• Continuous assessment of students' coverage of the online practice materials and the Oxford Vocabulary Trainer Application materials
4.0	Communication, Information Technology, Numerical			
4.1	Effective communication in English • Students will be able to communicate clearly in English through both the spoken and the written mediums		• Explicit teaching strategies that focus on message delivery both in speaking and writing and ways of ensuring mutual understanding	• Continuous assessment of student's ability to communicate in English through classroom exchanges and group discussions

Kingdom of Saudi Arabia
National Commission for
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المملكة العربية السعودية
الهيئــة الوطنيــة للتقويــم
والاعتمـاد الأكاديمـي

		• Open class discussions that aim at improving students' ability to communicate effectively with their peers and with the teacher • Providing students with positive and negative feedback on how to improve message delivery	• Oral presentation assessment with a focus on clear message delivery • Writing continuous assessment with a focus on clear message delivery
4.2	Numerical skills • Students will be able to use numbers correctly in English in both the spoken and written mediums (including reading dates, quantities, and different forms of numbers)	• Explicit teaching of the rules of reading numbers in English including percentages, decimals, dates, and fractions • Urging students to use numbers correctly in their spoken and written output • Giving students positive and negative feedback on the use of numbers in their spoken and written output	• Multiple choice items in mid-term and final exams focusing on the ability to use numbers correctly • Multiple choice items in quizzes focusing on the ability to use numbers correctly • Continuous assessment of student's ability to use numbers correctly in English through classroom exchanges and group discussions • Oral presentation assessment which focuses on student's ability to use numbers correctly in English
5.0	Psychomotor		
	Not applicable		

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكة العربية السعودية
الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
	5. Schedule of Assessment Tasks for Students During the Semester		
1	Coursework (including quizzes, written and spoken assignments, presentations, projects and classroom and online participation)	All over the semester	20
2	Midterm Test	Week 7	30
3	Final Exam	Week 16	50
4	Oral presentation on an academic topic (optional, in accordance with the semester requirements)	Week 15	5 (bonus marks over total)

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)

Minimum requirement of two office hours a week per group.

E Learning Resources

1. List Required Textbooks

- Philpot, S. (2016). *Milestones in English: Student's Book with Online skills (A1).* Oxford University Press. Oxford, UK.
- Aldridge-Morris, K. (2016). *Milestones in English: Workbook (A1). Oxford University Press*. Oxford, UK.

- Pathare, G. (2016). *Milestones in English: Student's Book with Online skills (A2).* Oxford University Press. Oxford, UK.
- Valvona, C. (2016). *Milestones in English: Workbook (A2).* Oxford University Press. Oxford, UK.

- Warwick, L. (2016). *Milestones in English: Student's Book with Online skills (B1).* Oxford University Press. Oxford, UK.
- Walsh, C. (2016). *Milestones in English: Workbook (B1).* Oxford University Press. Oxford, UK.

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكة العربية السعودية
الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

2. List Essential References Materials (Journals, Reports, etc.)   ▪ Lea, D., Bull, V. & Webb, S. (eds.) (2014). *Oxford Learner's Dictionary of Academic English.* Oxford: Oxford University Press.
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) Oxford University Press's Graded Readers

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
 	
    ▪ Philpot, S. (2016). *Milestones in English: iTools USB (A1).* Oxford University Press. Oxford, UK.
 	
    ▪ Pathare, G. (2016). *Milestones in English: iTools USB (A2).* Oxford University Press. Oxford, UK.
 	
    ▪ Warwick, L. (2016). *Milestones in English: iTools USB (B1).* Oxford University Press. Oxford, UK.
 	
    ▪ Oxford Online Skills Program, (www.oxfordlearn.com)
 	
    ▪ Oxford Wordpower Dictionary

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.   ▪ Oxford English Vocabulary Trainer Application

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.) Language laboratories/ classrooms with 30 seats and internet access.
2. Computing resources (AV, data show, Smart Board, software, etc.) Data show or smart board, computer or tablet and speakers.

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكة العربية السعودية
الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Not available. If a teacher requires feedback, it would be through the teacher's personal effort and means of obtaining the feedback.
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Not available
3 Processes for Improvement of Teaching • Annual teaching workshops provided by Oxford University Press to staff members in both the male and female sections. • Internal workshops provided by experienced ELC staff members on various topics related to teaching and assessment.
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) Unified mid-term and final exams consist of multiple choice items and are machine-corrected to ensure score reliability
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Online surveys developed by ELC administration to collect feedback from staff members on the effectiveness of the curriculum used and the strategies implemented

Name of Instructor: _____

Signature:_____Date Report Completed:_____

Name of Field Experience Teaching Staff _____

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكة العربية السعودية
الهيئة الوطنية للتقويم
والاعتماد الأكاديمي

Program Coordinator:_____

Signature: _____   Date Received:_____