



Course Specification

(Bachelor)

Course Title: English Language Skills 1

Course Code: 111-PEN-4

Program: Preparatory Year (Engineering Track)

Department: Department of English Language Skills

College: Deanship of Preparatory Year

Institution: Najran University

Version: 2

Last Revision Date: August 15, 2024





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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 One/ First Year)

4. Course General Description:

English Language Skills 1 is designed to develop knowledge of vocabulary, grammar, and pronunciation, as well as academic and English language skills of listening comprehension, speaking and 21st-century skills through various activities based on a task-based approach and critical thinking. It develops students' ability to think critically in an academic context as they start their language learning.

5. Pre-requirements for this course (if any): No

6. Co-requisites for this course (if any): No

7. Course Main Objective(s):

The main objective of the course is to equip students with the academic and language skills required to conduct English listening and speaking activities in a university setting.

2. Teaching mode (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|--|---------------|------------|
| 1 | Traditional classroom | | |
| 2 | E-learning | | |
| 3 | Hybrid <ul style="list-style-type: none"> Traditional classroom | 4 | 100% |



| No | Mode of Instruction | Contact Hours | Percentage |
|----|---------------------|---------------|------------|
| | • E-learning | | |
| 4 | Distance learning | | |

3. Contact Hours (based on the academic semester)

| No | Activity | Contact Hours |
|-------|-------------------|---------------|
| 1. | Lectures | 64 |
| 2. | Laboratory/Studio | |
| 3. | Field | |
| 4. | Tutorial | |
| 5. | Others (specify) | |
| Total | | 64 |

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

| Code | Course Learning Outcomes | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
|------|--|-----------------------------------|--|---|
| 1.0 | Knowledge and understanding | | | |
| 1.1 | Vocabulary: To build general vocabulary including hobbies, likes, business, jobs, media, food, animals, and culture in listening and speaking contexts | | Pre-Teaching Activities: PowerPoint presentation, audio visual aids. During Teaching Activities: Lecture in the classroom, in-class discussion (student participation), demonstrations, pair/teamwork task-based activities. Post Teaching Activities: Recapitulation and summarizing. | Continuous assessment, Midterm Examination, Final Examination |
| 1.2 | Grammar: To identify grammatical concepts and | | Pre-Teaching Activities: PowerPoint presentation, audio visual aids. During Teaching Activities: | Continuous Assessment, Midterm Examination, |

| Code | Course Learning Outcomes | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
|------|--|-----------------------------------|--|---|
| | structures including indefinite articles, present simple and continuous, past simple, modal verbs, sentences, questions, superlatives, prepositions, by -ing forms of the verbs, imperatives, nouns, adverbs, and adjectives | | Lecture in the classroom, in-class discussion (student participation), demonstrations, pair/teamwork task-based activities. Post Teaching Activities: Recapitulation and summarizing. Blended learning. | Final Examination |
| 2.0 | Skills | | | |
| 2.1 | Listening: To explain main ideas, details, and information in academic dialogues, conversations and talks | | Pre-Teaching Activities: PowerPoint presentation, audio visual aids. During Teaching Activities: Lecture in the classroom, in-class discussion (student participation), demonstrations, role-play, pair/teamwork task-based activities. Post Teaching Activities: Recapitulation and summarizing. Blended learning. | Continuous assessment, Midterm Examination, Final Examination |
| 2.2 | Listening: To identify correct inferences, gist, notes, predictions, facts and opinions, to make notes, a review; and | | Pre-Teaching Activities: PowerPoint presentation, audio visual aids. During Teaching Activities: Lecture in the classroom, in-class discussion (student participation), demonstrations, role-play, pair/teamwork task-based activities. | Continuous assessment, Midterm Examination, Final Examination |



| Code | Course Learning Outcomes | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
|------|--|-----------------------------------|--|---|
| | paraphrasing in academic texts | | Post Teaching Activities: Recapitulation and summarizing. Blended learning. | |
| 2.3 | Speaking: To perform a variety of speaking genres and situations including interviews, conversations, discussions, presentation, business, management, facts and opinions, explanation, agreement and disagreement, differences and similarities | | Pre-Teaching Activities: PowerPoint presentation, audio visual aids. During Teaching Activities: Lecture in the classroom, in-class discussion (student participation), demonstrations, role-play, pair/teamwork task-based activities. Post Teaching Activities: Recapitulation and summarizing. Blended learning. | Continuous Assessment, Midterm Examination, Final Examination |
| 2.4 | Pronunciation: To describe pronunciation of syllables, -s, -ed, p & b, single long & double vowel sounds, stress syllables, th, short vs long vowels, silent letters, connected speech; typical L1 Arabic learner errors | | Pre-Teaching Activities: PowerPoint presentation, audio visual aids. During Teaching Activities: Lecture in the classroom, in-class discussion (student participation), demonstrations, pair/teamwork task-based activities. Post Teaching Activities: Recapitulation and summarizing. Blended learning. | Continuous Assessment, Midterm Examination, Final Examination |
| 3.0 | Values, autonomy, and responsibility | | | |





| Code | Course Learning Outcomes | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
|------|--|-----------------------------------|--|--------------------------|
| 3.1 | 21st Century Literacy: To develop lifelong English language learning autonomy through creative media literacy | | Group-based learning: collaborative learning, discussion, presentation, and self-evaluation. | Observation Checklist |

C. Course Content

| No | List of Topics | Contact Hours |
|----|---|---------------|
| 1. | Unit 1: Free Time: Focus on Listening Grammar 1: a/an for singular verbs; Vocabulary 1: Hobbies; Vocabulary 2: Likes; Tools for Listening 1: Using an electronic dictionary; Tools for Listening 2, Listening for main points; Listening 1: Free Time; Grammar 2: Using the present simple to refer to likes, dislikes, and opinions; Tools for Listening 3: Note taking for main points; Listening 2: Unusual hobbies. Focus on Speaking Grammar 1: Present simple questions; Grammar 2: Composition of a sentence; Vocabulary 1: Free Time; Speaking 1: How to do an interview; Pronunciation 1: Syllables; Tools for Speaking 1: Brainstorming; Speaking 2: Common phrases when talking about free time; Final Speaking Task: An Interesting Hobby; 21 st Century Skills: Use Visuals in a Presentation. | 8 |
| 2. | Unit 2: Start-Up World: Focus on Listening Grammar 1: Simple present; Vocabulary 1: Start-Up Vocabulary; Tools for Listening 1: Answer questions by making inferences; Listening 1: Conversation: Famous companies that began as startups; Grammar 2: Simple past of regular verbs; Tools for Listening 2: Numbers; Listening 2: Short presentation: Middle Eastern Entrepreneurs. Focus on Speaking Grammar 1: Dialogue; 'would'; Grammar 2: Polite requests; 'could'; Vocabulary 1: Start-Up Vocabulary; Speaking 1 would/could; Pronunciation 1: -ed ending; Tools for Speaking 1: An interview; Final Speaking Task: Discuss a famous company that began as a start-up; 21 st Century Skills: Make a promotional video. | 8 |
| 3. | Unit 3: World Records | 8 |





| | | |
|----|---|---|
| | <p>Focus on Listening</p> <p>Grammar 1: Superlatives; Vocabulary 1: Units of measurement; dates; Tools for Listening 1: Listening for gist; Predicting; Listening 1: World Records; Grammar 2: W-questions; Tools for Listening 2: Comprehension: World records held by the Burj Khalifa; Listening 2: World records held by the Burj Khalifa.</p> <p>Focus on Speaking</p> <p>Grammar 1: can/can't; hope/plan/want to; routines; Vocabulary 1: Information from a form; Speaking 1: Listen and complete; polite requests; Speaking 2: Interviewing someone; Pronunciation 1: Short /1/ sound; Long /3:/ sound; Tools for Speaking 1: Interview with a record holder; Final Speaking Task: Question & answer; role-play about a record holder; 21st Century Skills: Manage risks.</p> | |
| 4. | <p>Unit 4: Famous and Influential People</p> <p>Focus on Listening</p> <p>Grammar 1: Interview; yes/no questions; Vocabulary 1: Careers; Tools for Listening 1: Main ideas; making inferences; Listening 1: Famous people and their jobs; Grammar 2: Time phrases; adverbs of frequency; Tools for Listening 2: Signposting; Listening 2: Listen and answer questions; use signposting phrases.</p> <p>Focus on Speaking</p> <p>Grammar 1: Present and past forms of be; how?; by -ing; Vocabulary 1: Change job noun to proper noun form; Speaking 1: Interview a famous person; give background information; Pronunciation 1: stress syllables; do vowels sound the same or different? Tools for Speaking 1: Sentence stress; Tools for Speaking 2: Speaking from notes; Final Speaking Task: Write facts and questions about a famous person; 21st Century Skills: Evaluate facts and opinions</p> | 8 |
| 5. | <p>Unit 5: Social Media.</p> <p>Focus on Listening</p> <p>Grammar 1: Instructions and rules; imperatives; must; should/ shouldn't; Vocabulary 1: Cyberbullying; Tools for Listening 1: Inferring a speaker's opinion; Listening 1: TV report; Grammar 2: Frequency and duration; Tools for Listening 2: Listening to summarize; Listening 2: social media and mental health.</p> <p>Focus on Speaking</p> <p>Grammar 1: Countable and uncountable nouns; Vocabulary 1: "Netiquette"; Speaking 1: Introducing yourself; making an important point; Pronunciation 1: sounds like /s/; sounds like /z/; sounds like /iz/; consonant clusters; Tools for Speaking 1: Disagreeing politely; referring to a visual in a presentation; Final Speaking Task: A survey interview; 21st, Century Skills Make a cyberbullying awareness presentation.</p> | 8 |
| 6. | <p>Unit 6: The Deep Sea</p> <p>Focus on Listening</p> <p>Grammar 1: Present continuous; weather forecast; telling time; Vocabulary 1: Animals; Tools for Listening 1: Taking notes: using symbols and short forms, active listening; Listening 1: <i>Wh</i>-questions; complete a logbook; Grammar 2:</p> | 8 |





| | | |
|-------|---|----|
| | <p>Questions for checking facts; Tools for Listening 2: Separating fact and opinion; Listening 2: Distinguishing facts and non-facts</p> <p>Focus on Speaking</p> <p>Grammar 1: Question types; Speaking 1: Reading out loud; connecting with the audience; discussion skills; Pronunciation 1: Pronounce <i>th</i>; Tools for Speaking 1: Differences and similarities; Final Speaking Task: Presentation: The Deep Sea - Fact and Mystery; 21st Century Skills: Understand brainstorming</p> | |
| 7. | <p>Unit 7: Pop Culture</p> <p>Focus on Listening</p> <p>Grammar 1: Past simple to tell a story; Vocabulary 1: Pop Culture; Vocabulary 2: Pop Culture; Tools for Listening 1: Paraphrasing; inferring meaning from word choice; Listening 1: Using a graphic organiser; words that show a positive attitude; Grammar 2: Will for future events; going to for future events; present continuous for current trends; Tools for Listening 2: Understanding and using body language; Listening 2: Board games vs video games.</p> <p>Focus on Speaking</p> <p>Grammar 1: A kind/type of; comparing past and present trends; Grammar 2: Going to for future events, like/would like; Vocabulary 1: Taking part in cosplay; Speaking 1: Listen and make notes; Pronunciation 1: silent letters; connected speech; Tools for Speaking 1: Using signpost phrases; using questions as signposts; introducing and referring to audio-visual aids; Final Speaking Task: Group presentation about pop culture, using visualizations; 21st Century Skills: Review a video game.</p> | 8 |
| 8. | <p>Unit 8: Food Around the World</p> <p>Focus on Listening</p> <p>Grammar 1: position of adjectives, past participles and adjectives; Vocabulary 1: Food; Tools for Listening 1: Listen and make notes; Listening 1: Food from different countries; Grammar 2: Past tense of verbs; Tools for Listening 2: Using the 5 Ws for taking notes; Listening 2: Answer questions about a review</p> <p>Focus on Speaking</p> <p>Grammar 1: Correct the sentences; Vocabulary 1: Herbs and spices; adjectives with -y; Speaking 1: Explaining local dishes to others; using body language; Pronunciation 1: Pronouncing <i>p</i> and <i>b</i>; great or greet; Tools for Speaking 1: Using the 5 Ws for making notes; Final Speaking Task: A presentation about new foods; 21st Century Skills: Manage a project</p> | 8 |
| Total | | 64 |



D. Students Assessment Activities

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|----|-------------------------|---|--------------------------------------|
| 1. | Continuous assessment | 4 th , 7 th , 11 th , 13 th | 30% |
| 2. | Midterm | 8 th , 9 th | 30% |
| 3. | Final Examination | 17 th , 18 th , 19 th | 40% |

*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 | Academic Progress GCC Level 2 Listening and Speaking Student's book and interactive eBook. ISBN: 9781292308944 |
| Supportive References | |
| Electronic Materials | MyEnglishLab Academic Progress Level 2 |
| Other Learning Materials | Worksheets from Pearson's Upper-Secondary Academy |

2. Required Facilities and equipment

| Items | Resources |
|---|--|
| facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Classroom size should not be more than 24. Language labs Examination Halls well equipped with computers in case of computer-based exams. |
| Technology equipment (projector, smart board, software) | Overhead projectors, white boards, smart boards, computers, internet, speakers, headphone with mic, printers, photocopier and laptops for teachers |
| Other equipment (depending on the nature of the specialty) | Resource room for teachers, modern seminar room, meeting room, record room and recreational area |

F. Assessment of Course Quality

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---------------------------|---|---|
| Effectiveness of teaching | Students, classroom observation, external reviewers' visit from the Accreditation Agency. | Students survey Formal classroom observation |



| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|--|---|
| Effectiveness of assessment | Quality and Development Unit, Curriculum Committee, Assessment Committee | Item analysis data, teachers' feedback, students' feedback, course reports. |
| Achievement of Course Learning Outcomes | Quality and Development Unit | Course report, data analysis of achievement test |
| Quality of learning resources | Quality and Development Unit | Annual quality improvement program review |
| | | |

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

| | |
|---------------------------|--|
| COUNCIL /COMMITTEE | COUNCIL OF DEPARTMENT OF ENGLISH LANGUAGE SKILLS |
| REFERENCE NO. | 14460308-0984-00001 |
| DATE | 11/9/2024 1446/3/8 05:00م |

