Course Specification

**Institution:** Taif University  
**College/Department:** DSS English Language Centre

(A) Course Identification and General Information:

<table>
<thead>
<tr>
<th>1. Course title:</th>
<th>Regular English for Academic Purposes 1 (REAP1(999801-2))</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Credit hours:</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Contact Hours: 6</td>
</tr>
<tr>
<td>3. Program(s) in which the course is offered:</td>
<td>Bachelor Degree Program</td>
</tr>
<tr>
<td>4. Name of faculty member responsible for the course:</td>
<td>Respective Coordinators and Teachers.</td>
</tr>
<tr>
<td>5. Level/year at which this course is offered:</td>
<td>REAP1 / 1st semester 1st year.</td>
</tr>
<tr>
<td>6. Pre-requisites for this course (if any):</td>
<td>N/A</td>
</tr>
<tr>
<td>7. Co-requisites for this course (if any):</td>
<td>N/A</td>
</tr>
<tr>
<td>8. Location if not on main campus:</td>
<td>Al Hawiyah (Male Campus), Al Hawiyah (Female Campuses) &amp; Branches (Turaba, Khurma &amp; Ranai)</td>
</tr>
</tbody>
</table>
(B) Objectives:
- This course aims to enable learners to achieve goals from the following scales of the CEF. For convenience, the scales are organized under four headings: listening, speaking, reading and writing.

<table>
<thead>
<tr>
<th>Speaking</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Describing experience.</td>
<td>Student can describe him/herself, what he/she does and where he/she lives</td>
</tr>
<tr>
<td>• Conversation.</td>
<td>Student can make an introduction and use basic greeting and leave-taking expressions. Student can ask how people are and react to news.</td>
</tr>
<tr>
<td>• Goal-oriented co-operation.</td>
<td>Student can ask people for things, and give people things, make requests and reply, invite someone and reply, decide what to do and where to go &amp; make suggestions.</td>
</tr>
<tr>
<td>• Transactions to obtain goods and services.</td>
<td>Student can: say how he/she spends his/her time, ask for a drink in a café, choose and buy things, ask about things in shops &amp; ask about price and size. Student can handle numbers, quantities, cost and time.</td>
</tr>
<tr>
<td>• Information exchange.</td>
<td>Student can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Students can ask and answer questions about themselves and other people, where they live, people they know, things they have.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Overall listening comprehension.</td>
<td>Student can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</td>
</tr>
<tr>
<td>• Listening to announcements and instructions</td>
<td>Student can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Overall reading comprehension.</td>
<td>Students can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</td>
</tr>
<tr>
<td>• Reading correspondence.</td>
<td>Students can understand short, simple messages on postcards.</td>
</tr>
<tr>
<td>• Reading for orientation.</td>
<td>Students can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations.</td>
</tr>
<tr>
<td>• Reading for information and argument.</td>
<td>Students can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</td>
</tr>
<tr>
<td>• Reading instructions</td>
<td>Students can follow short, simple written directions (e.g. to go from X to Y).</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>• Creative writing</td>
<td></td>
</tr>
<tr>
<td>Students can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.</td>
<td></td>
</tr>
<tr>
<td>• Correspondence</td>
<td></td>
</tr>
<tr>
<td>Students can write a short simple postcard &amp; emails.</td>
<td></td>
</tr>
<tr>
<td>• Notes, messages and forms</td>
<td></td>
</tr>
<tr>
<td>Students can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form</td>
<td></td>
</tr>
</tbody>
</table>

- Through engaging topics and activities, and a focus on Saudi students’ learning needs, this international course book helps learners become more sensitive, more effective communicators. Teaching natural, dependable language, and with CEFR goals at its core, it brings real life into the classroom and gives learners the skills and strategies to communicate confidently outside it. Explore sections provide the extra ingredients for enhancing communicative ability, from further development of speaking skills to independent learning strategies.

- By the end of this course student should be able to:
  - describe him/herself, what he/she does and where he/she lives.
  - make an introduction and use basic greeting and leave-taking expressions.
  - ask how people are and react to news.
  - ask people for things, and give people things.
  - write simple phrases and sentences about themselves and imaginary people, where they live and what they do.
  - write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc.

- 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):
  - Collaboration with national and international agencies for regular assessment of curricula/syllabi
  - Constitution of course evaluation committee at TUELC
  - Appropriate assessment of course portfolios
  - Latest teaching methodologies
  - Feedback from teachers and students
  - Teacher training workshops
  - Use of standardized Tests
(C) Course Description:

### 1- Topics to be Covered

<table>
<thead>
<tr>
<th>Units</th>
<th>No of Weeks</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit1: Hello</td>
<td>1</td>
<td>6 hours/week</td>
</tr>
<tr>
<td>Unit2: People</td>
<td>1</td>
<td>6 hours/week</td>
</tr>
<tr>
<td>Unit3: Where and When?</td>
<td>1</td>
<td>6 hours/week</td>
</tr>
<tr>
<td>Unit4: About you</td>
<td>1</td>
<td>6 hours/week</td>
</tr>
<tr>
<td>Unit5: Things to buy</td>
<td>1</td>
<td>6 hours/week</td>
</tr>
<tr>
<td>Unit6: Every day</td>
<td>1</td>
<td>6 hours/week</td>
</tr>
<tr>
<td>Unit7: Last week</td>
<td>1</td>
<td>6 hours/week</td>
</tr>
<tr>
<td>Unit8: Places</td>
<td>1</td>
<td>6 hours/week</td>
</tr>
<tr>
<td>Unit9: Going out</td>
<td>1</td>
<td>6 hours/week</td>
</tr>
<tr>
<td>Unit10: People’s lives</td>
<td>1</td>
<td>6 hours/week</td>
</tr>
</tbody>
</table>

### 2- Course components (total contact hours per semester):

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Tutorial</th>
<th>Laboratory</th>
<th>Practical/Field work/Internship</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 × 14 = 84</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>CLMS &amp; SMs</td>
</tr>
</tbody>
</table>

3. **Additional private study/learning hours expected for students per week.** (This should be an average: for the semester, not a specific requirement in each week).

4. **Development of Learning Outcomes in Domains of Learning.** For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- Methods of students’ assessment to be used to evaluate learning outcomes in the domain concerned.
a. Knowledge:

(i) Description of the knowledge to be acquired;

By the end of the semester, students are expected to exhibit knowledge of:

- Correct speaking strategies that allow students to participate effectively in oral presentations and interactive discussions.
- Listening strategies that help to identify the gist of the topics, the main ideas, and specific details in unfamiliar recordings.
- Reading strategies for the comprehension of a text with some unfamiliar vocabulary.
- Writing skills that includes essay structure, research, advanced sentence structure.
- Correct grammar structures.

(ii) Teaching strategies to be used to develop that knowledge:

- Lectures.
- CLMS.
- Group work/ pair work.
- Role play activities.
- Enabled group discussion.
- Brain storming.
- Collaborative teaching techniques (with mixed and same ability groups).
- Critical questioning.
- Tapping into prior knowledge.
- Think pair share.
- Reinforcements- homework.
- Hand-outs, worksheets.
- Power-point presentations/ reviews.
- Popcorn reading/questioning.
- Increased student-centered instruction/ increased STT.

(iii) Methods of assessment of knowledge acquired:

- CLMS.
- Classroom assignments and quizzes.
- Midterm exams.
- End term exams.
- Informal evaluations by instructor (observations, including structured questioning, homework).
b. Cognitive Skills:

(i) Description of cognitive skills to be developed:

By the end of the semester, students should be able to demonstrate:

- Reading Strategies to understand and answer questions on passages, including but not limited to identifying main ideas, context clues.
- Acquired listening skills that allow for the ability to interpret and answer questions after listening to unfamiliar recorded conversations.
- Write and Speak on topics using transitions and descriptors based on research.
- Conduct oral presentations with visual aids and in group settings.
- Write a 4 to 5 paragraph essay including an introduction, body, and conclusion.
- Use task related grammar accurately.
- Use simple, compound, and complex sentences in writings.

(ii) Teaching strategies to be used to develop these cognitive skills:

- Lectures.
- CLMS.
- Presentation.
- Group Presentation.
- Role play.
- Participations.
- Group discussion.
- Question and answer session related to topics.

(iii) Methods of assessment of students’ cognitive skills:

- CLMS.
- Midterms exams.
- Final term exams.
- (Reading, Writing, Listening and Speaking Skills).
- Continuous assessment.

c. Interpersonal Skills and Responsibility:

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed.

- Effective communicative skills.
- Attend class regularly and on time.
- Complete assignments in a timely manner.
- Actively participate in class discussions and activities.
- Respect teacher and classmates.
(ii) Teaching strategies to be used to develop these skills and abilities:
   - Counselling.
   - Model the expected behavior.
   - Present clear expectations.
   - Provide consistent consequences.
   - Provide necessary assistance to students having difficulties.
   - Collaborative grouping.
   - Pair groups.
   - Popcorn reading/ popcorn questioning.

(iii) Methods of assessment of students’ interpersonal skills and capacity to carry responsibility:
   - Good attendance.
   - Meeting Deadlines.
   - Encouragement for communication in English language with peers.

**d. Communication, Information Technology and Numerical Skills:**

(i) Description of the skills to be developed in this domain: Students will be able to:
   - Demonstrate effective online communicative skills.
   - Read, write, and verbally state numbers correctly.
   - Exhibit appropriate computer skills interacting with faculty and students.
   - Utilize relevant websites for various assignments.
   - Exhibit accurate knowledge and use of electronic media and other electronic sources.

(ii) Teaching strategies to be used to develop these skills:
   - Internet sites.
   - Audio/video gadgets.
   - On line community of learners.

(iii) Methods of assessment of students numerical and communication skills:
   - Holding competition in the classroom.
   - Marks for CLMS and classroom activities.
   - Continuous assessment using student feedback and class participation levels.

**e. Psychomotor Skills (if applicable):**

(i) Description of the psychomotor skills to be developed and the level of performance required:
   - Use of language in real life context.
   - Use of language for specific purposes.
(ii) Teaching strategies to be used to develop these skills:

- Students’ presentations.
- Role play activities.
- Debates.
- Group work/ pair work.

(iii) Methods of assessment of students’ psychomotor skills:

- Continuous classroom assessment.
- Students’ presentations.

5. Schedule of Assessment Tasks for Students During the Semester:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment task (e.g. essay, test, group project, examination etc.)</th>
<th>Week due</th>
<th>Proportion of Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Midterm exams (listening, speaking, reading, and writing).</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>CLMS, Classroom activities and/or students’ participation</td>
<td>1,5,14</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Final exams</td>
<td>14</td>
<td>60%</td>
</tr>
</tbody>
</table>

(D) Student Support:
1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week):
   - Teacher’s six/eight office hours.
   - Official website for feedback.
   - Instructor available through email- 24 hours, seven days per week.

(E) Learning Resources:
1. Required Text(s): REAP1 (EUSE 1).
2. CLMS (Online EUSE1 workbook).
3. Essential References:
   - A1 Teacher's Pack.
   - A1 Audio Files.
   - A1 e-Port.
   - A1 Test maker.
   - Hand-outs prepared by teachers using different ELT resources.
   - English/Arabic dictionary.
   - Oxford TEFL reference books.
4. Recommended Books and Reference Material (Journals, Reports, etc.) (Attach List).

5. Electronic Materials, Web Sites etc.:
   - CLMS.
   - Websites related to language learning.
   - esltower.com.
   - esl-galaxy.com.
   - Azargrammar.com.
   - Eltgames.com.

6. Other learning material such as computer-based programs/CD, professional standards / regulations:
   - Various Websites.
   - Language Master (Electronic Speaking Dictionary/Thesaurus).
   - Electronic Translators.

(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 (Lecture rooms, laboratories, etc.):
   - Adequate size of the classroom.
   - Electrical sockets.
   - Computers.
   - Smaller Class Sizes (20 to 25).
   - Moveable Chairs and Desks (Ideal for Communicative Approach).
   - Language Lab- Large enough and equipped for an entire class.

2. Other resources (specify e.g. If specific laboratory equipment is required, list requirements or attach list).
   - Smart boards.
   - Access to online sources.
   - Document readers.
   - Data projectors/LCD projectors.
   - Multimedia projectors.

(G) Course Evaluation and Improvement Processes:

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching:
   - Questionnaire by the end of each course will be distributed to students.
   - Electronic evaluation of teachers by students.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department:
   - Open Observations.
   - Course Portfolios.
   - Evaluations- Availability of Director/ Vice Director for positive feedback, complain and discussion.
   - Course portfolios of teachers for assessing classroom techniques and outcome of the students.

3. Processes for Improvement of Teaching:
   - Workshops to be conducted every term.
   - Introduction and implementation of standardize methods.
   - Compulsory attendance for relevant conferences, workshops and professional development seminars.
   - Maintaining current and relevant resources.
   - Continued training on standardized assessments.
   - Opportunities (financial support) for the staff at TUELC to attend/present at national and international conferences/seminars.

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):
   - Bubble Sheets.
   - Standardized Rubrics developed by TUELC.
   - Collaborative Workshops to ensure standardized grading.
   - Criteria offered by TUELC against speaking and writing skills exams.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. (N/A)