



# Course Specification

— (Bachelor)

**Course Title:** General English Language

**Course Code:** ENG101

**Program:** English Language Program

**Department:** NA

**College:** English Language Institute

**Institution:** Princess Nourah bint Abdulrahman University

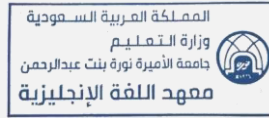
**Version:** *Third version*

**Last Revision Date:**



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المملكة العربية السعودية  
وزارة التعليم  
جامعة الأميرة نورة بنت عبد الرحمن  
معهد اللغة الإنجليزية





## A. General information about the course:

### 1. Course Identification

#### 1. Credit hours:

3 hours

#### 2. Course type

A.  University  College  Department  Track  Others

B.  Required  Elective

#### 3. Level/year at which this course is offered: Level 1 (2024-2025)

#### 4. Course general Description:

English Language 101 is a beginner/elementary course intended to provide students with a foundation from which they can advance from A1 Breakthrough to end of A2 Waystage on the Common European Framework of Reference for Languages (CEFR). A2 learners can understand sentences and frequently used expressions related to areas of most immediate relevance, communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, and describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need. It is an eighteen-week module course with 12 hours of instruction each week.

#### 5. Pre-requirements for this course (if any):

This is a beginner level English language course with no prerequisites.  
See attached policy for student placement and exemption.

#### 6. Co-requisites for this course (if any):

N/A

#### 7. Course Main Objective(s):

The primary aim of this course is to equip students with essential knowledge and abilities to understand straightforward information on familiar subjects encountered in daily life. These topics may include basic personal details, family information, shopping, local geography, and employment. Additionally, the course intends to develop students' critical thinking skills and enable them to express personal experiences and opinions on matters relevant to immediate needs.

### 2. Teaching mode

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	135	75%



No	Mode of Instruction	Contact Hours	Percentage
2	E-learning	N/A	
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>	45	25%
4	Distance learning	N/A	

### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	180
2.	Laboratory/Studio	N/A
3.	Field	N/A
4.	Tutorial	N/A
5.	Others (Assignments, Blackboard Assignments, Project)	45
<b>Total</b>		<b>180</b>

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

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Demonstrate sound knowledge of the use of lexical items and grammar forms in different contexts at a beginner level.	N/A	Individual work Pair work Group work	Written and spoken exams. Assignments Projects 15
<b>2.0</b>	<b>Skills</b>			
2.1	Apply reading strategies with simple short texts	N/A	Jigsaw Reading Brainstorming	Exams Projects Assignments





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	on various topics related to course syllabus.			Reading 15
2.2	Infer listening strategies when listening to clear live or recorded utterances or speech on familiar matters.	N/A	<b>Guided discovery</b> <b>Listening</b> <b>Teacher-fronted elicitation</b>	<b>Exams</b> <b>Projects</b> <b>Assignments</b> Listening 15
2.3	Articulate accurate & clear phrases and expressions related to areas of most immediate priority.	N/A	<b>Role play</b> <b>Whole-class discussion</b> <b>Group discussions</b> <b>Students' Presentations</b>	<b>Exams</b> <b>Projects</b> <b>Assignments</b> Speaking 10
2.4	Write short simple messages responding to immediate need in a series of simple phrases and sentences linked with simple connectors.	N/A	<b>Role play</b> <b>Whole-class discussion</b> <b>Group discussions</b> <b>Students' presentations</b>	<b>Exams</b> <b>Projects</b> <b>Assignments</b> Speaking 10
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Collaborate with others in expressing opinions and feelings, describing experiences, and giving reasons and explanations that involve using English language.	N/A	<b>Games and puzzles</b> <b>Individual work</b> <b>Group work</b> <b>Pair work</b>	<b>Writing portfolio</b> 10 <b>Poster</b> <b>Presentation</b> 10
3.2	Perform tasks that promote learners' autonomy when using the English language.	N/A	<b>Individual work</b> <b>Group discussion</b> <b>Mingle activities</b> <b>Students' presentations</b> <b>Modeling and Drilling</b>	<b>Quizzes</b> listening reading 5 = 10

### C. Course Content

No	List of Topics	Contact Hours
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NG Life – Elementary Book (Book 2)

1.	<p><b>Unit 1</b> Main Topics: people Subtopics: 1a: Talking about personal information. 1b: Talking about families and friends. 1c: Everyday verbs 1d: Meeting people for the first time 1e: introducing yourself to others. 1f: Video: world party</p>	24
2.	<p><b>Unit 2</b> Main Topic: Possessions Subtopics: 2a: Describing where things are in your home. 2b: Personal possessions 2c: Objects from different countries 2d: Shopping expressions 2e: Writing adverts. 2f: Video: photographing objects</p>	24
3.	<p><b>Unit 3</b> Main Topic: • Places Subtopics: • 3a: Describing a town or a city. • 3b: Talking about places of work. • 3c: Ordinal and cardinal numbers • 3d: Asking for and giving directions. • 3e: Writing: describing a place. • 3f: Video -Cowley road</p>	12
4.	<p><b>Unit 4</b> Main Topic: Free Time Subtopics: 4a: Describing people. 4b: Talking about activities. 4c: Extreme sports 4d: Talking about abilities and interests. 4e: Writing: Short emails 4f: Video -In my Free Time</p>	24



5.	<p><b>Unit 5</b>  <b>Main Topic:</b>  <b>Food</b>  <b>Subtopics:</b>  <b>5a: Making a meal.</b>  <b>5b: Conversations at a food market</b>  <b>5c: Giving advice using food labels.</b>  <b>5d: Ordering a meal at a restaurant.</b>  <b>5e: Writing cooking instructions.</b>  <b>5f: Video -General knowledge on world food</b></p>	24
6.	<p><b>Unit 6</b>  <b>Main Topic:</b>  <ul style="list-style-type: none"> <li>● Past Lives</li> </ul> <b>Subtopics:</b>  <ul style="list-style-type: none"> <li>● 6a: Describing someone's life.</li> <li>● 6b: Describing activities in the past.</li> <li>● 6c: Lifelogging – documenting your daily life on social media.</li> <li>● 6d: Asking what people did.</li> <li>● 6e: Writing thank you messages.</li> <li>● 6f: Video: Important objects from the past</li> </ul> </p>	12
7.	<p><b>Unit 7</b>  <b>Main Topic:</b>  <ul style="list-style-type: none"> <li>● Journeys</li> </ul> <b>Subtopics:</b>  <ul style="list-style-type: none"> <li>● 7a: Describing animals' journeys.</li> <li>● 7b: Using comparatives and superlatives.</li> <li>● 7c: Use everyday adjectives.</li> <li>● 7d: Request different things.</li> <li>● 7e: Talk about ways of traveling.</li> <li>● 7f: Video -The Final Journey</li> </ul> </p>	12
8.	<p><b>Unit 8</b>  <b>Main Topic:</b>  <ul style="list-style-type: none"> <li>● Appearances</li> </ul> <b>Subtopics:</b>  <ul style="list-style-type: none"> <li>● 8a: Describing clothes, you wear on different occasions.</li> <li>● 8b: Describing people's appearances.</li> <li>● 8c: Colors preferences</li> <li>● 8d: Describing photos of people</li> <li>● 8e: Writing short messages.</li> <li>● 8f: Video – festival and special events.</li> </ul> </p>	24
9.	<p><b>Unit 9</b>  <b>Main Topic:</b></p>	24





<ul style="list-style-type: none"> <li>Entertainment</li> </ul> <p>Subtopics:</p> <ul style="list-style-type: none"> <li>9a: Describing a film festival.</li> <li>9b: Talking about future plans using infinitive of purpose.</li> <li>9c: Talking about the kind of art/paintings you prefer.</li> <li>9d: Inviting and making arrangements with friends.</li> <li>9e: Writing a review.</li> <li>9f: Video – filming wildlife</li> </ul>	
<b>Total</b>	<b>180</b>

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Continued Assessment: Writing portfolio 10 % Poster Presentation 10 % Quizzes (listening 5% - reading 5%) = 10%	-	30%
2.	Midterm Exam	7-8	30%
3.	Final Exam	15-17	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	Stephenson, H., Hughes, J., & Dummett, P. (2019). Life (Elementary) (2nd ed.). National Geographic Learning. Student's Book
Supportive References	<a href="https://www.ngllife.com/">https://www.ngllife.com/</a>
Electronic Materials	Blackboard
Other Learning Materials	National Geographic Student Zone

##### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms





Items	Resources
<b>Technology equipment</b> (projector, smart board, software)	E-podium, overhead projector, electronic whiteboard, coursebook software, internet, speakers
<b>Other equipment</b> (depending on the nature of the specialty)	Teacher resources room and library for lesson preparations and professional development

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Observation Committee	Observation Committee
Effectiveness of Students assessment	Teachers (first marker- Second marker) CMAS1 checker	CMAS Team Standardization Rubric Course Reports External Audits
Quality of learning resources		
The extent to which CLOs have been achieved		
Other		

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

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	<b>CURRICULUM UNIT</b>
<b>REFERENCE NO.</b>	
<b>DATE</b>	

