



Course Specification

— (Bachelor)

Course Title: **English 2**

Course Code: **LNGT102**

Program: **College requirement for Engineering, Sciences, Computers & IT and Health Track faculties**

Department: **Languages and Translation**

College: **College of Humanities and Social Sciences**

Institution: **Northern Border University**

Version:

Last Revision Date: **8 May 2024**





Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	5
C. Course Content	7
D. Students Assessment Activities	9
E. Learning Resources and Facilities	9
F. Assessment of Course Quality	10
G. Specification Approval	10



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: (College requirement for all University Colleges of Engineering, Sciences, Computers & IT, and Health Track)

4. Course General Description:

This course is designed for students with adequate previous exposure to general English. It is intended to provide students with a foundation from which they can advance to **B2** English on the Common European Framework of Reference for Languages (CEFR). The course will build students' English proficiency in the four language skills and further enhance these skills with the linguistic and lexical competencies, as well as develop thinking skills, presentation skills, and related sub-skills.

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

English 1 LNGT101

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

None

7. Course Main Objective(s):

The main objective of the course is to enable students to achieve **B2** level of proficiency in the English language on the Common European Framework of Languages (CEFR).

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	300	100
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom 		



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	300
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		300



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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
------	--------------------------	-----------------------------------	---------------------	--------------------



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize the use of lexical items and repertoire of vocabulary related to academic and nonacademic topics at a pre-intermediate and an intermediate level of comprehension.	K1	Lecturing Class Discussions Brainstorming Mind Maps	MCQ - Multiple Choice Question EMI - Extended Matching Item SAQ - Short Answer Question
1.2	Identify grammar structures related to different contexts at a pre-intermediate and an intermediate level of comprehension.	K2	Lecturing Student-led Learning Class Discussions Group work	MCQ - Multiple Choice Question SAQ - Short Answer Question
2.0	Skills			
2.1	Implement Listening/Speaking strategies when listening to, discussions and recorded or live communication related to academic contexts.	S1	Student-led Learning Class Discussions Self-Directed Learning Group work Role play	MCQ - Multiple Choice Question SAQ - Short Answer Question Short Assignments Checklist Rubrics
2.2	Use speaking strategies to describe personal experiences, location, people and things, state preferences, opinions, obligations, as well as ask questions and engage in discussion to offer advice and suggestions.			
2.3	Use reading/writing strategies to find significant points and make inferences in academic and nonacademic texts.	S2	Student-led Learning Group work Class Discussions Self-Directed	MCQ - Multiple Choice Question SAQ - Short Answer Question Rubrics Short





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.4	Write coherent paragraphs related to a specific topic in academic and nonacademic contexts.		Learning	Assignments
3.0	Values, autonomy, and responsibility			
3.1	Deliver presentation in simple terms and clear speech related to academic topics covered in the course syllabus	V1	Problem based Learning Self-Directed Learning	Checklist Rubrics Presentation
3.2	Demonstrate effective teamwork and use of spoken language in role play, group assignments and discussions.	V2	Cooperative learning Group work Role play	Checklist Rubrics Speaking test Role play



C. Course Content

No	List of Topics	Contact Hours
1.	<p>Life. Intermediate: Units 1-2</p> <p>Grammar: Present Simple and present continuous Present perfect simple.</p> <p>Vocabulary: Word Focus: Love and feelings, wordbuilding: adjectives and noun collocations, musical styles, emotions</p>	25





	<p>Listening: An extract from a TV Programme about native American culture, Three people talking about arts and events.</p> <p>Reading: An article about cultural identity, An article about globalization, An article about listening to music, An article about performance art.</p> <p>Speaking: Getting to know my language course, how international you feel, first impression, new releases performing a survey on the arts.</p> <p>Writing: type text: a business profile ,writing skills : criteria for writing, test type: review, writing skills: linking ideas(1)</p>	
2.	<p>Life. Intermediate: Units 3-4</p> <p>Grammar: Past simple and past continuous, Past perfect, Predictions future forms.</p> <p>Vocabulary: Describing experiences wordbuilding: adverbs, word focus: get job, and work, education, prefix re-pay and conditions</p> <p>Listening: An extract from a radio program about recreation in the water, Three people talking about their childhood ambitions.</p> <p>Reading: An interview about underwater discoveries, an article about unforgettable experience.an article about the future of work, an article about economic boom in China.</p> <p>Speaking: the first time what had happened learning a lesson it happened to me, predictions planning our work, the perfect job, requests.</p> <p>Writing: Text type: a blog post, writing skills, interesting language, text type. A covering letter, Writing skills: formal styles.</p>	25
3.	<p>Life. Intermediate: Units 5-6</p> <p>Grammar: Modals verbs, first conditional: If +will, when, as soon as, unless, until, before, purpose: to...,for..., and so that...certainty and possibility.</p> <p>Vocabulary: A healthy life style, word focus: so, restaurant, long art, wordbuilding: nouns and verbs, -ly adverbs in stories.</p> <p>Listening: An extract from radio program about healthy eating, two people discussing the power of the mind, two people discussing unusual photo.</p> <p>Reading: a news item about traditional dishes, a news item about imaginary eating, an article about flexible thinking.</p> <p>Speaking: rules and regulations, consequences, modern life, what's it for, speculating.</p>	25





	<p>Writing: Text type: a formal letter/email, writing skills: explaining, text type, a news story, writing skills: structuring a news story.</p>	
4.	<p>Life. Intermediate: Units 7-8 Grammar: used to, would and past simple, Comparison: adverbs: patterns, verb patterns: ing form and to+ infinitive, Present perfect simple and continuous. Vocabulary: in the city, word building: noun-adjective, Word focus: as and like, holiday activities, travel problems. Listening: Three people talking about different living arrangements, three people talking about travel tips, people talking about their holidays. Reading: an article about what New York used to be like, an article about a little town in Puerto Rico, an article about writers returning to their roots. Speaking: Places, advice, a tourist destination, choices, holiday companions, and favorite activities. Writing: a text type: a description of a place, writing skills: organizing ideas. a text type: a text message, writing skills: informal style</p>	25
5.	<p>Life. Intermediate: Units 9-10 Grammar: passives, articles and quantifiers, second conditional, defining relative clauses. Vocabulary: Shopping (1) word building: compound adjectives, shopping (2), medicine, word focus: take injuries. Listening: market research interviews with three people who are shopping, a podcast about the Marathon des Sables, an extract from a TV preview show about bionic bodies. Reading: an article about two ways of going shopping, an article about how to negotiate a price, an article about life on another planet. Speaking: shopping now and in the future, my things, souvenirs, buying things, I'd love to live in...., medicine, inspirational people Writing: text type: customer feedback, writing skill: clarity: pronouns, a text type: a personal email, writing skill: linking ideas (2)</p>	25
6.	<p>Life. Intermediate: Units 11-12 Grammar: reported speech, reporting verbs, third conditional, should have, could have. Vocabulary: communications technology, word building: prefixes, in- un- im , word focus: go</p>	25





	<p>Listening: four conversations about the news, four conversations about news headlines, an interview with farmer.</p> <p>Reading: an article about isolated tribes, an article about community journalism, a review about book Arctic expeditions.</p> <p>Speaking: news stories, personal, communication, decisions, where did I go wrong?</p> <p>Writing: text type: an opinion essay, writing skill: essay structure, text type: a website article, writing skill: checking your writing.</p>	
7.	<p>Life. Upper Intermediate: Units 1-2</p> <p>Grammar: present tenses: simple, continuous and perfect, past simple and present perfect, narrative past tenses, the passive.</p> <p>Vocabulary: describing character, friendships: phrasal verbs, word building: forming adjectives, word focus: sense, describing stories, communications, word building: verb +noun, collocation, word focus: keep</p> <p>Listening: important relationships, an interview with film critic/photographer.</p> <p>Reading: an article about changing attitude in China/ immigrant families, story of formula 1/ the Brothers Grimm</p> <p>Speaking: friendships, differences between generations, a key moment /stories pictures</p> <p>Writing: text type: an informal email, writing skill: greetings and endings</p>	25
8.	<p>Life. Upper-Intermediate: Units 3-4</p> <p>Grammar: future forms, continuous and future perfect simple, determiners, expressions of quantity.</p> <p>Vocabulary: materials, word building: compound nouns, describing technology, word focus: out of, art, word building: word families, word focus: spend</p> <p>Listening: making predictions, a lecture, an interview, conversation: being creative,</p> <p>Reading: a lecture about over population/ about appropriate technology, about unusual street art/ about how music helps us.</p> <p>Speaking: predictions, the future, technological solutions, art and music.</p> <p>Writing: text type: short email request, Writing Skills: being polite, text type: an online review, writing skill: personalizing your writing.</p>	25





9	<p>Life. Upper-Intermediate: Units 5-6 Grammar: verb + infinitive or -ing, verbs with both-ing and to+ infinitive, negative forms, question forms Vocabulary: urban features, word building: adverb + adjectives, word focus: fall, holiday activities, word focus: mind. Listening: talking about the Belo Monte dam in Brazil/ describing their stay at a mountainside guests house Reading: an article about urban development in Dubai, teenage mind, a blog about holidays at home, an extract from a travel magazine about historical hotels. Speaking: Changes in your town, a happy society, stages of life, planning a staycation, a volunteer holiday. Writing: text type: an opinion essay, writing skill: linking words, text type: a letter/ email of complaint, writing skill: formal language.</p>	25
10	<p>Life. Upper-Intermediate: Units 7-8 Grammar: zero and first conditional, time linkers, second, third and mixed conditionals, wish and if only Vocabulary: raising children, verbs, food, word focus: same and different, weddings, word building: word pairs, word focus: make and do, word building: noun suffixes, strong feelings, word focus: better. Listening: describing customs in subway, talking about unusual mural eight explorers Reading: an article about 'Tiger mother', a blog about personal space and turn-taking, an article about the first human computers/ Madagascar's unique environment Speaking: traditional rules of behavior, food and eating habits, turn taking in conversations, ambitions, wishes, strong feelings Writing: text type: a description, writing skill: adding detail, text type: an online comment, writing skill: giving vivid example</p>	25
11	<p>Life. Upper-Intermediate: Units 9-10 Grammar: verb patterns with reporting verbs, passive reporting verbs, articles: a/an, the, or zero, article, relative clauses. Vocabulary: reporting verbs, positive adjectives, wordbuilding: forming adjectives from verbs, word focus: word, careers, wordbuilding: verb (+prepositions) +noun</p>	25





	<p>collocations, the sense, word focus: self-personal qualities</p> <p>Listening: news report about the parents of Chinese university students, a description of a mahout's job talking about an extraordinary career.</p> <p>Speaking: news stories, good news stories, the media, career path definitions, job characteristics</p> <p>Writing: text type: a news article, writing skill: using quotations, text type: a personal profile, writing skill: using with</p>	
12	<p>Life. Upper-Intermediate: Units 11-12</p> <p>Grammar: could, was able to, and succeeded in future in the past, focus adverbs: only, just, even, causative have and get</p> <p>Vocabulary: education, word building: homonyms, word focus: learn, money, services, word building: the + adjectives, getting things done</p> <p>Listening: a parent talking about children museums/ a psychologist on memory, talking about the standard of living</p> <p>Speaking: learning experiences, memory test, the economy in your country</p> <p>Writing: text type: an email about a misunderstanding , writing skill: linking/contrasting ideas, text type: a short report, writing skill: key phrases report writing</p>	25
Total		300



D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	4	10
2.	Midterm Exam	8	30
3.	In-Class Writing Task/Presentation	11	10
4.	Speaking Test	12	10
5.	Final Exam	16	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	Hughes, Stephenson, Dummett <i>National Geographic Learning 2019: Intermediate, Bakis, SA 2022.</i> Hughes, Stephenson, Dummett <i>National Geographic Learning 2019: Upper-intermediate, Bakis, SA 2022.</i>
Supportive References	Hughes, Stephenson, Dummett <i>National Geographic Learning 2019: Intermediate, (Teacher's Guide) Bakis, SA 2022.</i> Hughes, Stephenson, Dummett <i>National Geographic Learning 2019: Upper-intermediate, (Teacher Guide) Bakis, SA 2022.</i>
Electronic Materials	http://myelt.heinle.co
Other Learning Materials	http://myelt.heinle.co

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, laboratories & simulation rooms
Technology equipment (projector, smart board, software)	Projector, smart boards
Other equipment (depending on the nature of the	English Language Club



Items	Resources
specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, Peer Reviewer	Indirect methods: using Surveys. Direct method through Class Observations
Effectiveness of students assessment	Students, Faculty	Indirect method: Survey. Direct method through review sample the students' work, (e.g., exams, quizzes), and Course Report
Quality of learning resources	Teaching Faculty	Direct methods: Surveys
The extent to which CLOs have been achieved	Teaching Faculty	Direct method: Course Report (Using a matrix that calculates students' overall performance compare it with a target benchmark.)
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))
Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	COUNCIL OF THE DEPARTMENT OF LANGUAGES AND TRANSLATION
REFERENCE NO.	COUNCIL NO: 23
DATE	8 MAY 2024

