



2023

TP-153



Course Specification

— (Bachelor)

Course Title: **English 1**

Course Code: **LNGT101**

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 and 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 **B1** 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):

None

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 **B1** 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		





No	Mode of Instruction	Contact Hours	Percentage
3	Hybrid <ul style="list-style-type: none"> Traditional classroom 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
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.			



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
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 Learning	MCQ - Multiple Choice Question SAQ - Short Answer Question Rubrics Short Assignments
2.4	Write coherent paragraphs related to a specific topic in academic and nonacademic contexts.			
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.	Life: Elementary units 1-2 <ul style="list-style-type: none"> Grammar: be (am/is/are) Possessive's and possessive adjectives. There is/ are. Prepositions of place. Plural nouns Vocabulary: personal information. wordbuilding Colours, furniture, useful objects, countries and nationalities. Real life (functions): meeting people for the first time. Shopping. Pronunciation: contracted forms the same or different sound. Word stress, contrastive stress. Listening: a photographer talking about a diver. An interview with Andy and Torbet. Reading: an article about a family of explorers. An article about four apartments. Speaking: asking questions, friends and family. A room in your home. Writing: text type: a personal description, writing skills. A description of a room in your home. 	25
2.	Life: Elementary, Units 3-4 <ul style="list-style-type: none"> Grammar: present simple, like/ love + noun / ing form. Vocabulary: telling the time, word bulding: verb + noun collocations. Real life(functions): giving directions, talking about abilities and interests. Pronunciation: -s endings, sentence stress. Listening: someone talking about a famous meeting place in Melbourne. An interview with Norbert. Reading: an article about no-car zone. An article about identical twins. Speaking your life, your abilities. Writing: a description of a place, short emails. 	25
3.	Life: Elementary, Units 5-6 <p>Grammar: countable and uncountable nouns with a/an, some and any. Was/were.</p>	25



	<ul style="list-style-type: none"> Vocabulary: food verbs, periods of time. Real life (functions): ordering a meal, asking what people did. Listening: someone talking about street food, someone talking about photographs. Reading: an article about food around the world, an article about famous people from the past. Speaking: famous dishes from different countries, past lives. Writing: advice for healthy eating, thank you messages. 	
4.	<p>Life: Elementary, Units 7-8</p> <ul style="list-style-type: none"> Grammar: comparative adjectives, present continuous. Vocabulary: journey adjectives, face and body. Real life (functions): requesting, talking about pictures and photos. Listening: someone talking about the journey of a ladybird, someone describing a festival. Reading: an article about animal journeys, an article about a fashion business. Speaking: your opinion, what you are doing. Writing: a paragraph about your town, writing short messages. 	25
5.	<p>Life: Elementary, Units 9-10</p> <ul style="list-style-type: none"> Grammar: be going to (for plans), present perfect. Vocabulary: places for entertainment, school subjects. Pronunciation: showing enthusiasm, contrastive stress 2. Listening: someone talking about an unusual video, someone talking about a place for learning. Reading: an article about festival, an article about scientists. Speaking: deciding which films to see, experiences with learning. Writing: reviews writing skills, advice about good habits. 	25
6.	<p>Life: Elementary, Units 11-12</p> <ul style="list-style-type: none"> Grammar: have/don't have to, will/won't. Vocabulary: types of holiday, parts of the earth. Real life (functions): making suggestions, giving a presentation. 	25



	<ul style="list-style-type: none"> Listening: someone talking about their holiday, a documentary about a photographer. Reading: a tourist information leaflet, maps showing climate change. Speaking: rules, your future places on earth. Writing: a questionnaire writing skills, your future. 	
7.	<p>Life: Pre-intermediate units 1-2</p> <ul style="list-style-type: none"> Grammar: adverbs and expressions of frequency, verbs for rules. Vocabulary: everyday routines, sports. Real life (Functions): talking about interests, going on a journey. Listening: someone talking about a national park near a city, someone describing an iron man. Reading: a quiz about how well you sleep, an article about crazy. Speaking: finding out about life style, talking about your sport preferences. Writing: filling in a form, an advert or notice. 	25
8.	<p>Life: Pre-intermediate units 3-4</p> <ul style="list-style-type: none"> Grammar: comparative and superlative adjectives, past simple. Vocabulary: ways of traveling, personal qualities. Real life (functions): going on a journey, telling a story. Listening: a documentary about animals, a caver talking about his hobbies. Reading: an article about solutions, an article about adventures. Speaking: advice on transport, telling a story. Writing: notes and messages, a short story. 	25
9.	<p>Life: Pre-intermediate units 5-6</p> <ul style="list-style-type: none"> Grammar: quantifiers, to+ infinitive. Vocabulary: materials recycling, life events. Real life (Functions): phoning about an order, inviting/accepting, and declining. Listening: News about environmental projects, differences between the generations. Reading: the plastiki, an article about coming-of-age ceremonies. Speaking: changing attitudes and behavior, plan the trip of a lifetime. Writing: writing emails, a description. 	25





10.	<ul style="list-style-type: none"> • Life: Pre-intermediate units 7-8 • Grammar: present perfect and past simple, zero and first conditional. • Vocabulary: jobs, prepositions. • Real life (functions): a job interview, finding out how something works. • Listening: an interview with a scientist, a science program about a new invention. • Reading: an article about modern-day cowboys, an explores blog. • Speaking: giving directions, planning a trip. • Writing: writing a CV, writing a paragraph. 	25
11.	<ul style="list-style-type: none"> • Life: Pre-intermediate units 9-10 • Grammar: past perfect simple, used to. • Vocabulary: holiday collocations, websites. • Real life (functions): requesting and suggesting, giving your opinion. • Listening: an interview with a tour guide, a program about a product from the past. • Reading: a holiday story, an article about some famous logos. • Speaking: a place you know, planning a new website. • Writing: writing an email, giving your opinion. 	25
12.	<ul style="list-style-type: none"> • Life: Pre-intermediate units 11-12 • Grammar: reported speech, second conditional. • Vocabulary: verb + prepositions, nature. • Real life (function): giving a short presentation, finding a solution. • Listening: a message in a bottle, a documentary about a photographer. • Reading: the history of video gaming, an article about Jane Goodall. • Speaking: a museum in your town, hopes and dreams. • Writing: a message in a bottle, planning an article. 	25
		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: Elementary, Bakis, SA 2022.</i> Hughes, Stephenson, Dummett <i>National Geographic Learning 2019: Pre-intermediate, Bakis, SA 2022.</i>
Supportive References	Hughes, Stephenson, Dummett <i>National Geographic Learning 2019: Elementary, (Teacher's Guide) Bakis, SA 2022.</i> Hughes, Stephenson, Dummett <i>National Geographic Learning 2019: Pre-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

Items	Resources
Technology equipment (projector, smart board, software)	Projector, smart boards
Other equipment (depending on the nature of the specialty)	English Language Club

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



