**Kingdom of Saudi Arabia**

**National Commission for Academic Accreditation & Assessment**

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**PROGRAM SPECIFICATION**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**1432/1433**

**Program Specification**

*For guidance on the completion of this template, please refer to Chapter 2, section 2.2 of Part 2 of this Handbook 2 Internal Quality Assurance Arrangement and to the Guidelines on Using the Template for a Program Specification in Attachment 2 (b).*

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| Institution: **Najran University** |
| College/Department**: College of Arts& Science. Department of English Language and Literature**. |

**A. Program Identification and General Information**

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| 1 Program title and code: Department of English Language and Literature. **NGL** |
| 2. Total credit hours needed for completion of the program: **126** |
| 3. Award granted on completion of the program: **Bachelor's Degree**.(**B.A) in English language & literature** |
| 4. Major tracks/pathways or specializations within the program (e.g. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program) None |
| 5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program) None. |
| 6. Professions or occupations for which students are prepared. (If there is an early exit point from the program (e.g. diploma or associate degree) include professions or occupations at each exit point)1. Teaching English as a Foreign or Second Language at public or private institutions.
2. Teaching English at Colleges and universities
3. Translation at hospitals and embassies.
4. Working in the mass media and public relations.
5. Working as Interpreters in the sectors of Tourism and other sectors.
 |
| 7. (a) New Program Planned starting date (b) Continuing Program √ Year of most recent major program review Not done yet Organization involved in recent major review (e .g. internal within the institution,  Not done yet |
|  accreditation review by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? |
| 8 Name and position (e.g. department chair person) of faculty member managing or coordinating the program .**Dr. Eltayeb Dawal Bait Mohamed** -. **Department Coordinator**. |
| 9. Location if not on main campus or locations if program is offered in more than one location.College of Science & Arts – Sharourah |

**B . Program Context**

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| 1 Explain why the program is needed. a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.1. **Meeting the needs of the schools in Sharourah area and labour market and provide them with qualified teachers in the field of English language teaching.**2.  **Keeping up with the development programs in the kingdom especially those ones which require English as a means of communication .**b. Explain the relevance of the program to the mission of the institution.**The program enhances the mission of the college as well as that of the university which concern with preparing educationally well-qualified cadres to offer education of good quality and serve the local community in different aspects of development.**  |
| 2. Relationship (if any) to other programs offered by the institution/college/department.a. Does this program offer courses that students in other programs are required to take? Yes No If yes, what should be done to make sure those courses meet the needs of students  in the other programs?1. **Making sure that the specific English language needs in those programs are taken into account (Refer to their program specifications , course specifications and course descriptions.**
2. **Making a questionnaire to see the students' views and opinions in the courses presented to them in English.**

b. Does the program require students to take courses taught by other departments? Yes No If yes, what should be done to make sure those courses in other departments meet  the needs of students in this program? 1. **Other Departments should consider the Goals and objectives of the English language Department while designing those courses. ( Refer to the Department course specifications, program specification and course descriptions).**
2. **Making questionnaire to students asking tem their opinions and evaluation of those courses**

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| 3. Do the students who are likely to be enrolled in the program have any special needs or characteristics that should be considered in planning the program? (eg. Part time evening students, limited IT or language skills) Yes No If yes, what are they?  |
| 1. What should be done in the program to respond to these special characteristics

Not applicable |

**C. Mission and Goals of the Program**

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| 1. Program Mission Statement

**The department of English seeks to prepare a graduate student well-versed in English language and ready to work in various fields to meet the need of the labor market.** |

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| 1. **The main Objectives of the Program :**
2. Provide students with knowledge , rules and the scientific theoretical foundations.
3. Provide students with the practical skills in English language to enable them to work in the institutions in the Kingdom of Saudi Arabia.
4. Train the students how to link the theoretical issues with the reality of education in KSA.
5. Provide students with the modern scientific techniques and teaching methods to help them in analysing the educational problems facing them in their work.
6. Define the models of basic concepts of English grammar
7. Enable the students to analyse their abilities in research by using the systematic approaches.
8. Understand the basic theories in English language.
9. Provide students with modern educational and psychological theories related to the process of teaching English as a foreign language.
10. Activate the students' ability to behave well with the problems encountered in teaching of English in KSA.
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| 1. List any major changes or strategic new developments planned for the program within the next three to five years to help achieve its mission. For each change or development describe the major strategies to be followed and list the indicators that will be used to measure achievement.

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| Major Changes or Developments | Strategies | Indicators |
| The growing need of learning English as a means of communication and the rapid change of methods and techniques of teaching and learning English. | Preparation of the courses to go on with the new developments in the field.Preparation of language laboratory Up-grading the teaching abilities of the staff.   | The increase of the consent and satisfaction of the students ,their guardians and the community about the program.  |
| The existence of the commission of accreditation and academic evaluation | Developing the program to meet the criteria and the standards of the national commission. | Endeavour to achieve the accreditationThe increase of the number of the students entering the program The satisfaction of the students and the parents with the program  |
| The application of academic advising | Spreading the concept and the culture of academic advising among the students and the staff | The high percentage of successThe decrease of the cases of withdraw and apology  |
| The need of contribution to community services | Determining the community needs Designing a plan to cover these needs and to offer the required service to the community | Increase of cooperation between the program and the communityThe growing consent of the community about the role of the program  |

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**D. Program Structure and Organization**

1. Program Description.

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| A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification. This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.**The Department Handbook is attached**.   |

2. Development of Special Student Characteristics or Attributes

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| List any special student characteristics or attributes beyond normal expectations that the institution, college or department is trying to develop in all of its students. ( Normally one or two, up to a maximum of four that directly reflect the program mission and distinguish this program from others in the same field and make it exceptional. Eg. Graduates particularly good at creative problem solving, leadership capacity, commitment to public service, high level of skills in IT). For each special attribute indicate the teaching strategies and student activities to be used to develop it and the evidence to be used to assess whether it has been developed in all students. |
| Special Attributes | Strategies or Student Activities to be Used throughout the Program to Develop These Special Attributes |
| 1. Students should have broad theoretical and practical knowledge and deep understanding of the English language, literature, linguistics, and translation.
 | Strategy: Lectures |
| Evidence: 1. Exams.
2. Research papers
3. Written assignments
4. Presentations.
 |
| 1. Students should have adequate English language skills.
 | Strategy : 1. Language skill courses.
2. English is the medium of instruction in all the courses.
 |
| Evidence:1. Exams.
2. Written assignments
3. Research papers.

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| 1. Student should have critical and creative thinking skills
 | Strategy:1. Discussions engaged in class involving students to problem solving.
2. Presentations.
3. Analytical activities.
 |
| Evidence:Evaluation of tasks and feedback.  |
| 1. Students should be able to conduct theoretical, empirical, practical, and comparative research on the English language, literature and linguistics and translation.
 | Strategy:1. Research papers
2. Presentations
3. Translation assignments.
 |
| Evidence:Evaluation and feedback. |

3. Required Field Experience Component (if any) (Eg. internship, cooperative program, work experience)

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| Summary of practical, clinical or internship component required in the program. Note that a more detailed Field Experience Specification comparable to a course specification should also be prepared in a separate document for any field experience required as part of the program.  |
| a. Brief description of field experience activity**In the final term of the program , the student applies in the classroom the skills and the knowledge that he/she has learned . The student has to take the responsibility in managing the classroom under the supervision of the department and a demonstrator from the school . The student is evaluated by the program and the external supervisor in terms of his /her academic and teaching performance.**  |
| b. List the major intended learning outcomes for the program to be developed through the field experience 1. Knowledge :a. Student's understanding of the basic skills, concepts and knowledge in English language.1. Student's ability to use the educational techniques and methods in teaching.
2. The desire to follow up and keep up to date with the new in teaching and learning English language .

2.Cognitive Skills:1. The application of skills and theories in working out what is to be accomplished in English.
2. The application of autonomous and collaborative learning and searching.

 3.Interpersonal skills and responsibility:1. Self-confidence and the responsibility of directing successfully the classroom management.
2. Finding solutions for the problems facing him/her while teaching
3. Communication , Information technology and numerical skills
4. Using the new technology in teaching
5. Keep in touch with the students and their guardians

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| c. At what stage or stages in the program does the field experience occur? (eg. year, semester) **Level eight** |
| d. Time allocation and scheduling arrangement. (Eg. 3 days per week for 4 weeks, full time for one semester) **The student goes regularly and daily to school for the whole term.** |
| e. Number of credit hours **8 credit hours** |

4. Project or Research Requirements (if any)

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| Summary of any project or thesis requirement in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.) |
| a. Brief descriptionNot applicable**.** |
| b. List the major intended learning outcomes of the project or research task.Not applicable. |
| c. At what stage or stages in the program is the project or research undertaken? (eg. year, semester)Not applicable |
| d. Number of credit hours Not applicable |
| e. Summary description of provisions for student academic advising and support.Not applicable. |
| f. Description of assessment procedures (including mechanism for verification of standards) Not applicable |

1. Development of Learning Outcomes in Domains of Learning

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| For each of the domains of learning shown below indicate:* The knowledge or skill the program is intended to develop and the level of that knowledge and skill. (as a guide see general descriptions of knowledge and skills in the National Qualifications Framework for the qualification level of this program;
* The teaching strategies to be used in courses in the program to develop that knowledge and those skills. (This should be a general description of the approaches taken throughout the program but if particular responsibility is to be assigned to certain courses this should be indicated.);
* The methods of student assessment to be used in courses n the program to evaluate learning outcomes in the domain concerned.
 |
| 1. **Knowledge**
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| 1. **Summary description of the knowledge to be acquired**
2. Provide students with knowledge of the four skills-Reading, Writing, Listening and Speaking-and the knowledge in the areas of grammar and linguistics.
3. Assimilate the three reading strategies- skimming, scanning, and reading between the lines- and knowing the right strategy for exploring passage from different genres.
4. Master the essential techniques for writing sentences, paragraphs , letters, reports, and essays.
5. Identify the different types of writing for research and academic purposes.
6. Assimilate the basic grammatical structures at elementary and intermediate levels.
7. Have a clear understanding of the differences in forms and uses of verb tenses and advanced grammatical structures.
8. Understand how to apply different strategies in discussions and how to appreciate speech-formal and informal.
9. Master the definitions of Language and Linguistics.
10. Identify the major areas of Linguistics- Phonology, phonetics, morphology, syntax, semantics, language acquisition, the history of the English language, English dialects.
11. Understand issues related to English language learning and teaching.
12. Assimilate the basics in translation and interpretation.
13. Understand and explain the value of literature through close reading ,understanding and assessing English literary productions of all genres- Novels, Drama, Poetry, Essays, Short Stories- schools and ages.
14. Understand specific meaning and usage of a wide range of vocabulary and widely used expressions.
15. Have some knowledge in the grammar of Arabic language.
16. Have some knowledge in education and psychology
17. Provide students with Islamic culture and Islamic civilization to defend Islam in English
 |
| 1. Teaching strategies to be used to develop that knowledge
2. Lectures
3. Classroom discussions.
4. Group and pair work
5. Brainstorming
6. Role play
7. Problem solving
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| 1. Methods of assessment of knowledge acquired
2. Written and oral assessment and feedback.
3. Quizzes and exams
4. Rubric.
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| b. Cognitive Skills  |
| (i) Cognitive skills to be developed and level of performance expectedThe Department of English Language , Literature and Translation intends to develop the following cognitive skills:1. Utilize different reading strategies – skimming, scanning, reading between the lines.
2. Practice writing sentences, paragraphs and essays .
3. Apply the basic grammatical elements in speech or writing.
4. Communicate fluently and accurately at advanced level.
5. Paraphrase university lectures in his own words using both active listening and writing
6. Apply linguistic and conceptual skills specific to interpreting and translating from English to Arabic and vice versa.
7. Translate different materials involving some linguistic and/or cultural problems for Arab EFL learners.
8. Discuss issues and problems related to English language learning and teaching and contribute to solutions.
9. Analyze and evaluate the meaning of Literature and literary productions.
10. Apply various critical approaches to study literary texts.
11. Analyze and use of linguistic data in different areas of linguistic studies.
12. Apply logical thinking to language issues
13. Produce solid essay outlines, logical ideas and good specific supporting details in writing skill
14. Explore ideas through the use of journal-type writing.
15. Do research using information from primary and secondary sources in support of valid thesis and argument.

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| 1. Teaching strategies to be used to develop these cognitive skills
2. Classroom discussions
3. Group and pair work
4. Exercises
5. Role play
6. Problem solving
7. Brain storming
8. Reports writing
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| 1. Methods of assessment of students cognitive skills
2. Written and oral assessment and feedback.
3. Assessment of reports
4. Evaluation of assignments
5. Assessment of field work and training
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| c**. Interpersonal Skills and Responsibility**  |
| 1. Description of the level of interpersonal skills and capacity to carry responsibility to be developed

**As this program is leading to graduation at BA and Master, it will prepare students to be ready for direct use of English in the work field, or for postgraduate studies or further research work. Therefore, personality building is necessary for the fostering of an agent apt to operate in any working or learning conditions and environment.**1. Self confidence and trust to their pairs while conducting academic work individually or collectively.
2. Able to complete both reading and writing assignments, and research in due time, on their own.
3. Able to participate in class discussions, group / pair work, and think critically.
4. Apt for post graduation studies with all the implications in terms of endurance, open-mindedness, humility and courage.
5. Ready for the heavy task of Teaching with all its requirements in terms of morality.
6. At ease carrying and sharing responsibility among their colleagues.
7. Competent enough and committed to supporting colleagues and authorities morally and intellectually, for successful accomplishment of collective tasks.
8. At ease participating and contributing with an open mind and brilliant ideas in workshops and seminars or any kind of exchange in the work field.

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| (ii) Teaching strategies to be used to develop these skills and abilities* 1. . Lectures and class discussions.
	2. Individual and group assignments.
	3. Self learning
	4. Problem solving
	5. Team projects
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| 1. Methods of assessment of students interpersonal skills and capacity to carry responsibility
2. Marking and feedback of assignments.
3. Tests and quizzes.
4. Midterm and final exams.
 |
| d. Communication, Information Technology and Numerical Skills   |
| i) Description of the communication, IT and numerical skills to be developed1. The use of IT in their academic and professional careers. ( online research; processing essays and compositions etc).
2. The collection and presentation of data in a scientific method
3. Dialogue and exchange of ideas with other people
4. Directing a group of students
 |
| (ii) Teaching strategies to be used to develop these skills1. Learning in groups through games and songs
2. Lectures
3. Presentations by students
4. Training and field work
5. Writing reports
 |
| (iii) Methods of assessment of students numerical and communication skills1. Evaluation of results of research conducted in the Internet.
2. Students' Presentations and Debates.
3. Assessing the assignments and the reports
4. Tests
5. Field work and training evaluation
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| e. Psychomotor Skills (if applicable) |
| 1. Description of the psychomotor skills to be developed and the level of performance required

Not applicable. |
| (ii) Teaching strategies to be used to develop these skillsNot applicable. |
| 1. Methods of assessment of students psychomotor skills

 Not applicable |

6. Admission Requirements for the program

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| Attach handbook or bulletin description of admission requirements including any course or experience prerequisites**.** **Department Handbook is attached.** |

7. Attendance and Completion Requirements

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| Attach handbook or bulletin description of requirements for entering the program ( The regulation of the college is attached)Requirements for attendanceAccording to the regulation of the college,a. Attendance: The Department has the same requirement as the University. (75% of attendance)b. Progression from year to year: Passing to another level depends on the successful completion of the course of the current level.c. Program completion: depends on the successful completion of all the program requirements including ,Program, College, and Department course requirements with a minimum GPA of 2 out of 5. |

**E. Regulations for Student Assessment and Verification of Standards**

1. Regulations or policies for allocation and distribution of grades

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| If the institution, college, department or program has policies or regulations dealing with the allocation or distribution of students grades state the policy or regulation, or attach a copy.The usual distribution of grades is as follow:1. Midterm exam 1: 25 marks
2. Midterm 2: 25 marks
3. Final Exam: 50 marks
4. Pass Mark: 60 out of 100

The grading letter system is as follows: A+ 100- -95 A 95-- 90 B+ 90— 85 B 85— 80 C+ 80--- 75 C 75— 70 D+ 70--- 65 D 65— 60 F below 60 |
| 1. What processes will be used for verifying standards of achievement (e.g. check marking of sample of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning. )

**No action has been decided yet.** **Nevertheless ,a system of cooperation has been thought of at the boys' campus for teachers of different sections of the same course to design a common exam paper, which might include cross-checking or double- checking by the same teachers.** |

**F Student Administration and Support**

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| 1. Student Academic CounsellingDescribe arrangements to be made for academic counselling and advice for students, including both scheduling of faculty office hours and advice on program planning, subject selection and career planning (which might be available at college level) 1. **Some faculty members are assigned each, a level to a supervisor**
2. **They keep a file for each student.**
3. **They advise students on issues related to their academic performance, attendance and discipline.**
4. **They receive students during their office hours ( 10 hours / week).**
5. **The Department Coordinator is always available for advice.**
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|  2. Student AppealsAttach regulations for student appeals on academic matters, including processes for consideration of those appeals.Students appeals are generally addressed to the College Students Academic Advisor who sends them to the Department Coordinator. The latter investigates and treats the case. Some cases are sent to the College council. **College regulations list is attached** |

**G. Text and Reference Material**

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| 1. What process is to be followed by faculty in the program for planning and acquisition of text, reference and other resource material including electronic and web based resources?**The department has already sent a list of text books and references which the program needs to the deanship of libraries.** |
| 1. **What processes are to be followed by faculty in the program for evaluating the adequacy of book, reference and other resource provision?**
2. **Review and prepare new books**
3. **The faculty members meet with the Department Coordinator and discuss any weak or strong points about the courses and then report to the College Board.**
4. **The faculty has allocated certain area of 350 m. square to establish a library at the boys' campus.**
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**H. Faculty and other Teaching Staff**

1. Appointments

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| Summarize the process of employment of new teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.1. **Submitting a detailed CV.**
2. **Checking the main points of the criteria conditioned by the department when recruiting a new staff member.**
3. **A decision is taken by the college upon the recommendation of the department.**
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**2. Participation in Program Planning, Monitoring and Review**

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| Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.**This is not done yet. The program is in its way to prepare and carry out the following:**1. **The program annual report**
2. **External review of the program**
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3**. Professional; Development**

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| What arrangements are made for professional development of teaching staff for:1. Improvement of skills in teaching?
2. **Considering the need of the staff**
3. **Preparing a plan in coordination with the unit of skill development in the university to offer**
4. **training** **workshops**

(b) Other professional development including knowledge of research and developments in their field of teaching?**The college encourages the faculty members in all departments, including the English Department to attend workshops, seminars and conferences in their fields. Besides, the university makes available to the staff the educational and research facilities**  |

**4. Preparation of New Teaching Staff**

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| Describe the process used for orientation and/or induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it. * **The department usually holds an orientation meeting at the beginning of each term whereby the new staff is shown the program materials.**
* **The new staff members are also provided with the program needs and the college administration system.**
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**5. Part Time and Visiting Teaching Staff**

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| Provide a summary of Program/Department/ College/institution policy on appointment of part time and visiting teaching staff. (i.e. Approvals required, selection process, proportion of total teaching staff etc.) **Not applicable** |

 **I. Program Evaluation and Improvement Processes**

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| 1. Effectiveness of Teachinga. What processes will be used to evaluate and improve the strategies planned for developing learning in the different domains of learning? (e.g. assessment of learning achieved, advice on consistency with learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies) **Not applicable yet. The program is preparing a plan to consider the following points:**1. **Upgrading the staff members ' teaching abilities**
2. **External reviewing of the program**
3. **Making use of the students' feed backs**
4. **Making use of the courses evaluations by the staff members**

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| b. What processes will be used for evaluating the skills of teaching staff in using the planned strategies?1. **Evaluation of the course**
2. **Evaluation of the program**
3. **The counterpart external reviewer**
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2. Overall Program Evaluation

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| a. What strategies will be used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:  |
| (i) from current students and graduates of the program?**Not applicable because the program hasn't graduates so far.**  |
| ii) from independent advisors and/or evaluator(s)?.**There is no such evaluation at this stage.** |
| (iii) from employers and/or other stakeholders.**Not done yet because there are no graduates up to this time**  |

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| b. What key performance indicators will be used to monitor and report annually on the quality of the program?1. **Students' results in the various exams.**
2. **Students' evaluation of their learning experience at the Department.**
3. **Graduates' evaluation of the program.**
4. **Students' overall rating on the quality of their courses.**
5. **The ratio of students to teaching staff.**
6. **The proportion of students who successfully complete the first year.**
7. **The proportion of drop- outs.**
8. **The proportion of graduates in four years.**
9. **The proportion of graduates who in six months are i) employed, ii) enrolled in postgraduate studies, iii) not seeking employment or further studies.**
10. **The percentage of employers satisfied with our graduates.**
11. **The proportion of teaching staff with verified doctoral qualifications.**
12. **The proportion of faculty members who have publish their research in reputable journals.**
13. **The number of faculty members who have received local, regional or international awards for their academic accreditation.**
14. **The proportion of faculty members who present papers in international conferences.**
15. **The number of faculty members who attend workshops that aims to develop their teaching skills.**
16. **The number of smart classrooms.**
17. **The student – PC ratio.**
18. **The proportion of faculty members that incorporate the use of IT in their teaching.**
19. **The proportion of faculty members who fully cooperate with the committee of quality assurance and academic accreditation.**
20. **The proportion of faculty members who coordinate with colleagues teaching the same courses to ensure the achievement of the learning outcomes of the courses.**
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| c. What processes will be followed for reviewing these assessments and planning action to improve the program?1. **Benchmarking.**
2. **Arranging for external evaluation.**
3. **Developing the Department strategic and action plan.**
4. **Continuing the process of employers' assessment of the program graduates.**
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