Learning Outcomes
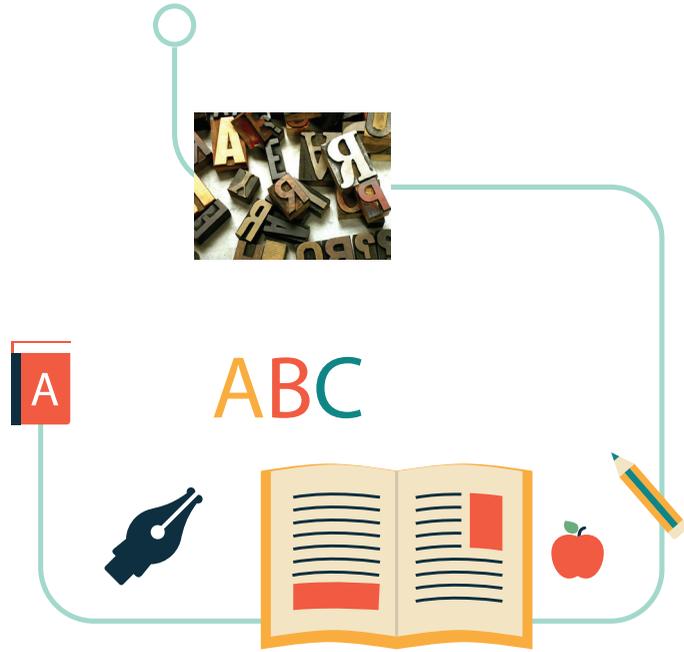
English Language

بسم الله الرحمن الرحيم

مخرجات التعلم

تخصص اللغة الإنجليزية

المشرف العام

د. فيصل بن عبدالله آل مشاري آل سعود

المشرف العلمي

د. عبدالله بن علي القاطعي

مدير المشروع

د. عبدالله بن صالح السعدوي

فريق العمل

١- د. أحمد عبدالرحمن السقوفي

٢- د. سعيد سعد الصرف

٣- د. ناصر صالح المنصور

فريق التحكيم

١- د. عبدالرحمن عوض الأسمري

٢- د. عبدالله علي البارقي

٣- د. عبدالرحمن حمد المنصور

المشرف الفني

د. سعد بن محمد القحطاني

·◉· Introduction :

Higher Education in Saudi Arabia has witnessed a rapid development in the recent years, through inaugurating new public and private universities around the country. However, this may have an impact upon the teaching system in general and program outcomes in particular. Therefore, the Ministry of Education has endeavored to improve the quality of program outcomes in all Saudi universities. It then launched the project of learning outcomes (LOs) in Higher Education, in collaboration with the National Center for Assessment. The Bologna process which focuses primarily on LOs has been adopted widely, particularly in most European countries. Thus, this promising project will draw on the Bologna process to come up with LOs for academic programs that are being taught in Saudi universities.

LOs are basically used to ensure the quality of learning and teaching. By using them, it becomes easier to compare two different programs of the same major (i.e. benchmarking). They also help academic departments and teachers to develop course materials and determine course objectives. More importantly, they play a key role in linking teaching and learning with assessment and assisting academic programs to gain accreditation.

Furthermore, LOs have some benefits for students (stakeholders). They will provide them with the necessary information of the program they would like to join. In other words, LOs help stakeholders to know what kind of achievement they will gain by completing a certain program in cognitive (essential knowledge), behavioral (skills and abilities) and affective (attitudes, values or beliefs) domains.

·◉· Stages of the project :

This project has gone through various stages, as illustrated in Figure 1. It began with forming the main committees that will participate in this project. The National Center for Assessment ran workshops on how to write LOs and exam items based on LOs in which faculty members from various Saudi universities participated. Here are the main stages in more details.

Figure 1. Stages of the LOs project

First Phase: Surveying current academic programs

This phase aims to survey the content of national and international academic programs. The objective is to establish the LOs based on these programs and identify the extent of coverage of these LOs in the academic programs in Saudi universities. The most important steps of this phase include:

1.1 Identifying LOs

A comprehensive survey has been conducted on all programs of English Language in Saudi universities, in an attempt to identify the LOs of this major.

1.2 Analyzing the content of the national programs

After collecting the content of relevant programs, a thorough analysis was done in order to identify the common components in these programs and the ones that are unique to certain programs. This procedure includes the following:

- Identifying the main components of the major in all Saudi universities.
- Determining the percentages of the main components in these programs.
- Identifying the common sub-components in these programs.
- Determining the percentages of the sub-components in these programs.

1.3 Analyzing the content of some international programs:

The previous procedure was done on the programs of the following universities:

- American University of Sharjah.
- Macquarie University.
- Canadian University Dubai.

1.4 Comparing the content of the national and international programs

A comparison was made among the components of the national and international programs in order to identify the common main and sub-components in these programs and the ones that are unique to certain programs.

Second Phase: Proposing the LOs of the program

This phase focuses mainly on identifying the components and their importance in the program. This procedure includes the following:

1. Defining the major accurately and comprehensively in order to determine the features that distinguish it from other similar programs.

2. Proposing the components of the program, based on the survey in the previous phase, and identifying the programs to which they are compared for benchmarking purposes.

3. Determining the importance of each component. To do so, the teaching hours of each component in the program have been calculated.

4. Dividing the main components into sub-components.

5. Identifying the importance of the sub-components, as is illustrated in Table 1.

6. Defining the main components and sub-components of the program on which the LOs will be based.

Main component	%	Area	%
1- Linguistics	15	1.1 Principles of Linguistics	4
		1.2 Phonetics and Phonology	3
		1.3 Syntax	2
		1.4 Morphology	2
		1.5 Semantics	2
		1.6 Pragmatics	2
2- Applied Linguistics	12	2.1 Second Language Acquisition	2
		2.2 Sociolinguistics	2
		2.3 Principles of Applied Linguistics	4
		2.4 Teaching English as a second Language	2
		2.5 Psycholinguistics	2
3- Translation	9	3.1 Principles of Translation	3
		3.2 Theories of Translation	2
		3.3 Interpretation	2
		3.4 Written Translation	2

Main component	%	Area	%
4- Literature	20	4.1 Principles of Literature	4
		4.2 Novel	2
		4.3 Drama	2
		4.4 Literary Criticism	2
		4.5 Short Story	2
		4.6 Modern Literature	2
		4.7 Poetry	2
		4.8 English Literature	2
		4.9 American Literature	2
5- Language Skills	42	5.1 Listening & Speaking	6
		5.2 Reading	6
		5.3 Writing	6
		5.4 English Language grammar	4
		5.5 Vocabulary Building	4
		5.6 Academic Writing	4
		5.7 Advanced Academic Writing	4
		5.8 Advanced English Grammar	4
		5.9 Writing for Specific Purposes	4
	2	6.1 Research methods	2
100%		Total	

⦿ Third Phase: Writing LOs:

When writing LOs, the following points have been taken into consideration:

1. Drawing on the criteria of writing LOs reported in the literature, e.g. using measurable verbs.

2. Covering Bloom's Taxonomy levels, particularly knowledge, application and analysis.

3. Determining the target content, taking into account the division of the program (i.e. main components, sub-components and LOs) as well as the identification importance of program main and sub-components.
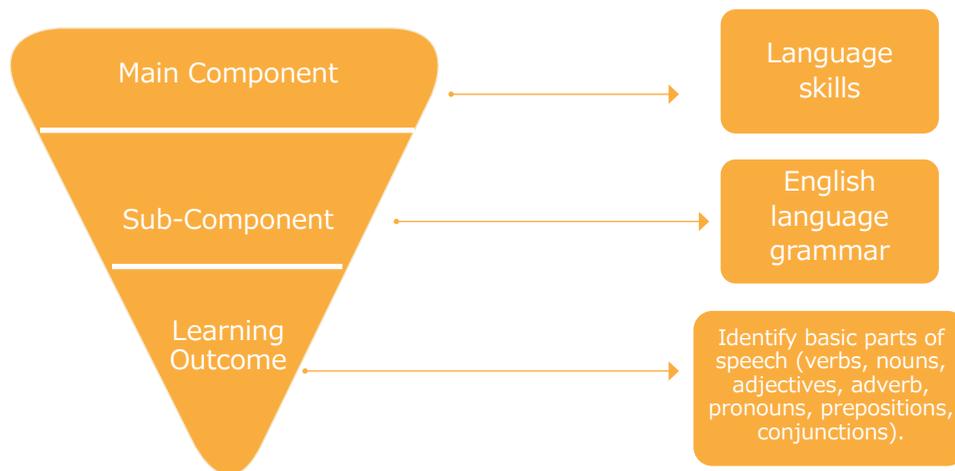

Figure 2. Illustration of the program division into main components, sub-components and LOs

Fourth Phase: Reviewing LOs:

To ensure the quality of the writing process and the use of criteria of writing LOs, the review process went through three stages:

1. Program experts

   Three experts of the program were recruited for reviewing the LOs. They were trained on how to assess LOs.

2. National universities

   A draft of the LOs was sent to all Saudi universities, in an attempt to get feedback from the faculty members of English Language Department in these universities. This was a very crucial step as it showed us to what extent the LOs covered the major and whether the importance of main components and sub-components was determined properly.

3. Electronic review

   The draft of the LOs was also posted on the website of the National Center for Assessment, in an attempt to get feedback from experts of English Language everywhere. Then, it was advertised that the LOs for English Language were available online for review.

Fifth Phase: Revising LOs:

The comments and feedback received from the review process were approved by the reviewing committee and then sent to the committee of writing LOs to revise them accordingly. After revising the LOs, the reviewing committee approved the changes that were made.

Sixth Phase: Final draft of LOs

After the revision process, the final draft of the LOs for English Language was written for official use in the future, as is shown in Table 2.

Main Components

1-Linguistics

Graduates are expected to understand and perfectly communicate through the science of the language, broadly speaking, in three aspects: language form, language meaning, and language in context.

Sub-Components	Learning Outcomes
1.1 Principles of Linguistics: To recognize the fundamental properties that all languages share, and how languages differ, with respect to structure (sound system, word formation, syntax), expression of meaning, acquisition, variation, and change; cultural and artistic uses of languages; comparison of oral, written, and signed languages.	1) Recognize the complexity of language and language studies.
	2) Identify and survey the general branches of linguistics.
	3) Develop a knowledge of linguistics as a discipline and its main schools of thought.
	4) Explain the core concepts of formal linguistic theory.
	5) Introduce the concepts of societies and linguistic identities.
	6) Recognize language issues such as first and second language development, as well as language change.

Sub-Components	Learning Outcomes
1.2 Phonetics and Phonology: To understand the phonetics and phonological theory at an elementary level. Transcription and production of sounds, International Phonetic Alphabet, the anatomy and physiology of speech, speech acoustics, phonological rules, and analysis of data from a variety of languages.	1) Distinguish between the core concepts of phonetics and phonology.
	2) Distinguish between distinctive sounds (phonemes) and non-distinctive sounds (allophones).
	3) Compare and contrast speech sounds in terms of their distinctive features.
	4) Know the effects of phonological processes on English words and phrases in connected speech.
	5) Know how to state allophonic variation and phonological processes in phonological rules.
	6) Introduce the basic terminology of phonology and phonetics as they apply to English.
	7) Know various aspects of the syllable structure, phonotactic and syllabication rules.
	8) Know how to distinguish between the variations of the phonological / phonetic levels in different English varieties.

Sub-Components	Learning Outcomes
1.3 Syntax: To understand the logical structure and organization of language, and of generative theory. Application of principles of syntactic analysis to students' own and other languages through data-oriented problems from different language types.	1) Explain the role of syntax in grammar.
	2) Classify English words into their lexical categories.
	3) Identify the types and patterns of English phrases and sentences.
	4) Analyze English phrases and sentences through syntactic tree diagrams showing their linear and hierarchical structure of phrases and sentences.
	5) Explain the natures of grammatical relations such as subjects and objects.
	6) Analyze syntactically ambiguous phrases and sentences.
	7) Apply phrase structure rules and X-bar rules to English phrases and sentences.
	8) Describe Case and Theta-Theory as well as Binding Theory.

Sub-Components	Learning Outcomes
1.4 Morphology: To know the internal structure and the shapes of words across languages, straddles the boundary between syntax and phonology. Introduction to major issues in the study of morphology, emphasizing links to other components of grammar.	1) Distinguish between words and non-words in English, and divide a word into morphemes.
	2) Recognize the linear and hierarchical structure of English words.
	3) Explain the principles regulating word structures in English language.
	4) Know the nature and outcome of word formation processes and how to use them to derive new words.
	5) Explain and produce allomorphic alteration of morphemes resulting from morphophonemic processes and be able to formulate such changes into morphological rules.
	6) Relate and be able to use inflectional suffixes correctly in the appropriate syntactic context.
	7) Examine the basic concept and principles of the generative and non-generative (prosodic) theories of morphology.
	8) Relate the principles of morphology to other disciplines such as Syntax and phonology.

Sub-Components	Learning Outcomes
1.5 Semantics: To examine meaning from a variety of perspectives, including: how it is encoded in words and sentences, how native speakers interpret language, and how truth and falsehood can emerge from the complexity of the grammar.	1) Introduce the major concepts of semantics and demonstrate knowledge of lexical relations and derivational relations. 2) Recognize semantic relations that hold between sentences especially entailment and presupposition. 3) Use tools of logic to represent semantic meaning. 4) Identify the types of Truth-Conditional semantics. 5) Apply semantic components and their role in defining lexical relations, binary features and redundancy rules 6) Examine Katz's Semantic Theory highlighting the nature of his theory of decompositional meaning with special emphasis on projection rules and selectional restrictions. 7) Assess and examine speech act theory, Gricean theory, and theories of concepts.
1.6 Pragmatics: To recognize the main areas of linguistic pragmatics, the study of language use and the relation between meaning and context, as well as the study of pragmatic phenomena such as presuppositions, implicatures, anaphora, and focus, from the perspective of linguistic semantics.	1) Demonstrate knowledge of principles of studying meaning in context. 2) 2. Explain contextual meaning via discussing deixis, presupposition, conversational implicature, and theory of politeness. 3) 3. Interact politely by manipulating tools of politeness theory. 4) 4. Discuss the value of contextual meaning in indirect communication. 5) 5. Demonstrate understanding of the various pragmatic concepts and notions. 6) 6. Explain the relationship between pragmatics and issues of understanding/ misunderstanding as well as concepts of politeness, language contact and social action.

2. Applied Linguistics: Graduates are expected to have knowledge of the interdisciplinary fields of linguistics that identifies, investigates, and offers solutions to language-related real-life problems, especially in the domains of education, psychology, computer science, communication research, anthropology, and sociology.

Sub-Components	Learning Outcomes
2.1 Second Language Acquisition: To display knowledge of second language acquisition at all linguistic levels. Topics include the role of the native language; markedness; universals; environmental variables; cognitive and affective factors; social dimensions; individual differences among learners; and application of theory to third language acquisition.	1) Explain linguistic and non-linguistic factors which influence second language learning and acquisition.
	2) Explain the main theories of second language acquisition such as universal grammar.
	3) Compare and contrast the different theories of second language acquisition.
	4) Identify the linguistic characteristics of the different developmental phases of acquisition or learning of a second language
	5) Identify and illustrate the concept of the cognitive interactionist and the frequency-based prospective of SLA.
	6) Discuss issues related to age, first language, and other individual differences and variables.
2.2 Sociolinguistics: To demonstrate knowledge of language, culture, and the identity of the speakers. It also focuses on the countries that speak English as a first language as well as the relationship between the society and people.	1) Identify the close link between language and society.
	2) Outline the factors affecting the manner language is used such as gender, environment, age, race, class, religion, and politics.
	3) Consider both how language works and how it can be used to signal and interpret various aspects of social identity.
	4) Discuss the role of language in a variety of social context.
	5) Explain the importance of politically driven language planning and policy.
	6) To understand and explain the existence of dialects and various cases of multilingualism in society.

Sub-Components	Learning Outcomes
2.3 Principles of Applied Linguistics: To display knowledge of the different and salient teaching methods and language use with a special focus on cooperative learning methods. Applied Linguistics also stresses the technologies of language teaching and learning.	1) Distinguish between second language teaching and learning approaches.
	2) Discuss the most salient and controversial issues that are related to current language use.
	3) Explain the principles of intercultural communication.
	4) Demonstrate the latest trends and technologies in language teaching and learning.
	5) Discuss multiple intelligences in language in education.
	6) Identify English as a global language: causes and effects
	7) Describe the characteristics of foreign language teaching and learning.
	8) Figure out goals and types of Language planning.
2.4 Teaching English as a second Language: To demonstrate knowledge of teaching methodologies for English as a Second Language at the middle- and high-school levels, including techniques for developing language skills, content-based language teaching, evaluation and adaption of materials, planning and assessment.	1) Analyze critically current theories in second language acquisition.
	2) Review and analyze classroom issues related to teaching ESL.
	3) Demonstrate an understanding of second language teaching methodologies, including the ability to communicate to a range of audiences.
	4) Implement second language teaching methodologies to generate approaches to a range of classroom teaching scenarios.
	5) Demonstrate the best practices of the ESL curriculum design.
	6) Practice teaching students in real classes.
	7) Assess and evaluate different ESL teaching methods.
	8) Demonstrate knowledge of basic concepts of assessment.

Sub-Components	Learning Outcomes
2.5 Psycholinguistics: To demonstrate knowledge of areas such as speech perception, word recognition, lexical ambiguity, sentence comprehension, sentence production, language acquisition, and Neurolinguistics.	1) Know the basic tenets of psycholinguistics: history and methods.
	2) Demonstrate knowledge of the central elements of language production and perception.
	3) Formulate models of interaction of different production and comprehension processes.
	4) Describe the neurological bases of language production and perception.
	5) Explain the biological foundation of language.
	6) Describe language processing disorders: dyslexia and aphasias.
	7) Explain the process of language acquisition in children and adults.
	8) Demonstrate knowledge of the process of speech production and perception in the brain.

3. Translation: Graduates are expected to translate and interpret texts of various disciplines from Arabic into English and vice versa, examine the current theories in the field of translation and use that understanding to produce quality translations, develop appropriate translation techniques, such as transference, cultural equivalence, functional equivalence, transposition and ability to evaluate the merits and demerits of such techniques.

Sub-Components	Learning Outcomes
3.1 Principles of Translation: To demonstrate knowledge of the basic principles of translation.	1) Recognize the basic principles of translation.
	2) Identify the key characteristics needed in a good translation.
	3) Develop some awareness on some of the problems related to translation.
	4) Distinguish between the major theoretical issues involved in the process of translation.
	5) Outline the professional and ethical standards required for professional translators.
	6) Describe how theory specifically relates to and impacts the practice of translation.
3.2 Theories of Translation: To develop an understanding of theoretical frameworks in translation in order to be able to describe the history, the development , the process, and the techniques of translation.	1) Recognize modern translation theories.
	2) Describe the history and development of translation studies and translation theory.
	3) Demonstrate an understanding of the complex skills required in translation.
	4) Use translation theories to inform and account for the students' own practice of translation.
	5) Identify the techniques needed to resolve translation difficulties.
	6) Describe the relationship between culture and the use of language in translation.

Sub-Components	Learning Outcomes
3.3 Interpretation: To demonstrate knowledge of the basic skills and techniques of consecutive and simultaneous interpreting from English to Arabic and vice versa.	1) Recognize the process of consecutive and simultaneous interpretation.
	2) Improve active listening, concentration skills, note-taking techniques and memory.
	3) Apply the basic skills and techniques of consecutive and simultaneous interpreting from English to Arabic and vice versa.
	4) Assess the key features of the spoken language, such as registers and styles, as well as implicit discoursal organization in the different topic areas.
	5) Demonstrate proficiency in grammar of both languages and general absence of systemic grammar errors that permeate the entire translation.
	6) Interpret with accuracy while under significant psychological stress.
3.4 Written Translation: To produce highly accurate translations from English into Arabic and vice versa containing no major errors.	1) Undertake translation tasks from English into Arabic and vice versa, involving a range of ancillary skills as incorporated into aspects of textual analysis: context, idiom, collocation, register, stylistics, etc.
	2) Use monolingual and bilingual dictionaries, glossaries, thesauri and other appropriate databases used by professional translators in an appropriate manner.
	3) Produce highly accurate translations containing no major errors, particularly those that extend beyond the word / phrase level and lead a student into making subsequent significant errors of cause / effect, etc.
	4) Make appropriate choice of vocabulary, particularly medium- and high-frequency vocabulary.
	5) Ensure correct spelling, punctuation and capitalization, and where applicable, correct formation of script or ideographs.
	6) Demonstrate proficiency in grammar of both languages and general absence of systemic grammar errors that permeate the entire translation (e.g. in English, consistently choosing inappropriate tenses, singular/plural, articles, etc.).
	7) Deal proficiently with problems at and above the word level in the source text.
	8) Proofread to eliminate errors such as missed words or phrases.

4. Literature: Graduates are expected to demonstrate knowledge of the major texts and traditions of literature written in English, analyze instances of the variety of literary forms, apply concepts from literary theory and criticism in the analysis and interpretation of texts, and read a variety of texts critically and proficiently to demonstrate in writing or speech the comprehension, analysis, and interpretation of those texts.

Sub-Components	Learning Outcomes
4.1 Principles of Literature: To demonstrate a working knowledge of the genres of fiction, poetry, and drama by writers from various cultures and historical eras.	1) Demonstrate a working knowledge of the genres of fiction, poetry, and drama by writers from various cultures and historical eras.
	2) Identify the concept of English literary canons.
	3) Analyze literary works for their structure and meaning.
	4) Participate effectively in the communication of ideas related to the literary works during class and group activities.
	5) Demonstrate critical skills in reading, analyzing, and writing about literature
4.2 Novel: To demonstrate a working knowledge of the novel as a literary genre and identify its characteristics.	1) Display a working knowledge of the novel as a literary genre.
	2) Identify and describe distinct literary characteristics of the novel.
	3) Analyze novels for their structure and meaning, using correct terminology.
	4) Effectively communicate ideas related to the novel during class and group activities.
	5) Relate literary experience to personal experience.

Sub-Components	Learning Outcomes
4.3 Drama: To be equipped with key skills in drama analysis and understanding in order to examine and explore unfamiliar material so as to reach an understanding of the patterns, meanings and concepts contained in it.	1) Discuss the issues of performance and analysis specific to drama, including some key elements in performance practice from Ancient Greek tragedy to contemporary performance. 2) Assess critically the validity of the meanings hidden in drama texts and what can be learned from them. 3) Demonstrate an ability to construct and communicate an analysis of performance texts verbally and in writing. 4) Discuss and compare major works of drama. 5) Develop an understanding of the economic and social aspects of Drama. 6) Explore the links between the students' own world and the world of the plays. 7) Effectively communicate ideas related to the novel during class and group activities.
4.4 Literary Criticism: To demonstrate knowledge and expertise in analytical thinking in a variety of formats: short essays, research papers, and critical reviews of secondary sources.	1) Define literary theory and the social context and function of literature. 2) Demonstrate knowledge of general issues in criticism, including the relationship between texts, authors, and readers. 3) Master different strategies of literary interpretation and criticism with associated literary terms. 4) Employ sophisticated theoretical approaches and critical methods for literary analysis. 5) Demonstrate awareness of the importance of gender, class, race, and geographical location as categories for literary analysis and criticism. 6) Develop an understanding of literary genres and conventions as well as the changes they exhibit over time.

Sub-Components	Learning Outcomes
4.5 Short Story: To analyze short stories exploring major works, movements, innovations, literary techniques, and influential authors within the short fiction genre.	1) Analyze short stories exploring major works and developments within the short fiction genre.
	2) Demonstrate an understanding of the development of the short story tradition, movements, innovations, literary techniques, and influential authors.
	3) Identify and apply techniques of literary analysis and criticism.
	4) Discuss story content and structure in depth.
	5) Consider culture, author bibliographic, and historic context of each story.
	6) Collaborate with peers for role-playing, story analysis, and presentation planning.
4.6 Modern Literature: To demonstrate knowledge of modern literature from four conventional perspectives: the study of an author, a movement, a genre, a decade and to reconsider these from the perspective of cutting-edge literary and cultural theory.	1) Define and illustrate some of the major concepts of literary modernism.
	2) Examine modern literature from various conventional perspectives such as the study of an author, a movement, a genre, a decade.
	3) Discuss literature in relation to questions of modernity, and the dynamics of innovation and tradition.
	4) Explain the role of social, cultural and (inter)national formations in shaping the context of modern literary production.
	5) Make informed judgments about how the concepts of author, genre and movement contribute to our understanding of modern literature.
	6) Present complex ideas and arguments about modern literature clearly and effectively in both verbal and written forms.

Sub-Components	Learning Outcomes
4.7 Poetry: To display knowledge of poetry as a literary art form, analyze its various elements, forms and genres, and develop a deeper appreciation of cultural diversity.	1) Appreciate poetry as a literary art form.
	2) Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
	3) Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as haiku, tanka, sonnets, ballads, dramatic monologues, free verse, etc.
	4) Recognize the rhythms, metrics and other musical aspects of poetry.
	5) Apply the principles of literary criticism to the analysis of poetry.
	6) Develop an appreciation of language and its connotations and denotations.
	7) Develop an appreciation of cultural diversity by introducing poetry from a variety of cultures throughout the world.
4.8 British Literature: To be familiar with a concise history of British literature from the age of Chaucer to the present day. This deals briefly with the earlier periods and more fully with the later landmark periods in the literature of Great Britain. It focuses on the prose, poetry, and drama of Great Britain within a chronological framework.	1) Identify and explain significant characteristics of major British literary/historical periods such as Romanticism, Victorian, Modernism, Twentieth-Century & Contemporary.
	2) Recognize and interpret relationships between British literature and its literary history and culture.
	3) Trace major developments in British Literature over time with elements of continuity and change.
	4) Situate individual works of British literature from a given period within their larger literary, historical, and biographical contexts.
	5) Discuss the basic and more abstract elements of different genres of literature of those periods in British literature using the appropriate literary terminology.

Sub-Components	Learning Outcomes
4.9American Literature: To demonstrate knowledge of American Literature from 1620 to the present. This invloves readings from Native American Literature, emphasis on the major American writers.	1) Identify the features of pre-Civil War American literary historical periods such as Pre-Colonial, Colonial, Federal, Romantic, Transcendentalism.
	2) Identify the features of post-Civil War American literary historical periods such as literary realism, naturalism, modernism, and post-modernism.
	3) Explain the development and impact of the establishment of an American literary "canon".
	4) Trace the historical development of African American history from an oral to a literary tradition with major authors.
	5) Analyze landmark American literary texts for their historical, aesthetic, and rhetorical contributions to American literary history.

5. Language Skills: Graduates are expected to identify resources that will lead them to their academic, professional, or personal goals, analyze the structure and use of the English Language, enhance their oral and written communication skills, and develop their ability to use English fluently and accurately.

Sub-Components	Learning Outcomes
5.1 Listening & Speaking To demonstrate knowledge of listening and speaking skills, be able to comprehend specific information and respond appropriately and critically to a wide range of situations using an adequate range of grammatical structures and vocabulary.	1) Listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
	2) Produce responses appropriately and critically to a wide range of situations.
	3) Take notes and respond comprehensibly to questions about the topic, main ideas, details, and opinions or arguments from an extended listening text. (e.g. lecture, news broadcast).
	4) Extract and demonstrate comprehension of specific information in a dialogue, monologue, or a lecture.
	5) Define the opinion/attitude of the speaker(s) and demonstrate ability to follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion.
	6) Distinguish main ideas from supporting details in spoken discourse.
	7) Produce effective paraphrasing of spoken discourse, give a clear presentation on a familiar topic, and answer predictable or factual questions.
	8) Demonstrate spoken language that is easily comprehensible throughout where L1 has minimal effect on intelligibility.

Sub-Components	Learning Outcomes
5.2 Reading: To display knowledge of reading skills and turn writing into meaning and achieve the goals of independence, comprehension, and fluency.	1) Demonstrate understanding of phonemic awareness, word analysis, and high frequency word recognition. 2) Implement Before-During-After reading strategies that build comprehension. 3) Produce simple sentence and short paragraph in response to reading. 4) Employ pre-reading, skimming, scanning for relevant information and prewriting techniques. 5) Identify main ideas and important details in paragraphs and reading selections. 6) Apply reading strategies, including underlining, taking notes and outlining. 7) Demonstrate an ability to read quickly enough to cope with an academic course and spell words through an analysis of the structure of the English Language.
5.3 Writing: To display knowledge of writing skills and undertake activity or work of writing books, poems, stories, essays, and letters expressing ideas or opinions.	1) Use effective writing conventions such as mechanics, usage, and sentence formation to make writing easily intelligible. 2) Demonstrate an understanding of paragraph unity, support and coherence. 3) Produce different types of essays such as expository, persuasive, analytical, and argumentative which show ability to communicate, giving few difficulties for the reader. 4) Apply the writing process that includes pre-writing, drafting, revising, editing, illustrating and publishing and demonstrate ability to make simple notes that will be of reasonable use for essay or revision purposes . 5) Perform skillfully on the computer for assignment submissions.

Sub-Components	Learning Outcomes
5.4 English Language grammar: To demonstrate a working knowledge of basic English grammar at word level.	1) Identify basic parts of speech (verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions).
	2) Correctly use grammatical elements such as verb tenses, subject-verb agreement, nouns, pronouns, and modals.
	3) Correctly spell words after attaching number and tense suffixes to them.
	4) Correctly pronounce words after attaching number and tense suffixes to them.
	5) Know the factors that influence use of grammar and vocabulary in speech and writing.
5.5 Vocabulary Building: To display knowledge of academic vocabulary and use different skills in word analysis, dictionary, and comprehension.	1) Expand spoken and written vocabulary through a systematic plan of study.
	2) Demonstrate a significant expansion of academic vocabulary.
	3) Increase vocabulary through the study of word parts, use of context clues, and practice with a dictionary.
	4) Analyze unfamiliar words by understanding the structure of the English Language.
	5) Apply the word analysis, dictionary, and comprehension skills to increase vocabulary and make efficient use of college textbooks.
	6) Distinguish grammatical classes starting from prefixes and affixes.
	7) Derive words from each other.
	8) Suit pronunciation to different derivations.

Sub-Components	Learning Outcomes
5.7 Advanced Academic Writing: To display knowledge of advanced writing skills by analyzing a variety of advanced rhetorical situations and producing appropriate texts in response.	1) Understand the stages required to produce competent, advanced writing through planning, drafting, revising, and editing.
	2) Identify and implement the appropriate research methods for each writing task.
	3) Practice the ethical use of sources and the conventions of citation appropriate to each genre.
	4) Demonstrate competence in Standard Written English, including grammar, sentence and paragraph structure, coherence, and document design (including the use of the visual) and be able to use this knowledge to revise the texts.
	5) Develop writing skills by focusing on micro- and macro- skills of writing, thus leading to better communication in written English.
5.8 Advanced English Grammar: To demonstrate a working knowledge of advanced English grammar at the sentence and paragraph level.	1) Apply advanced principles of grammar in order to achieve sophistication and power in sentence construction.
	2) Choose versatile methods of sentence modification.
	3) Demonstrate understanding of syntax in controlling and improving one's own writing.
	4) Punctuate powerfully and correctly.
	5) Progress from controlling the sentence to controlling the paragraph and the essay.
	6) Develop an awareness of their own writing errors and how to correct and edit them.
	7) Identify the different types of English sentence and phrase structures.

Sub-Components	Learning Outcomes
5.9 Writing for Specific Purposes: To display knowledge of practical writing as a discipline, specifically business English.	1) Develop skills necessary for composing business proposal; writing-up the minutes of meetings; business letters and requests for information.
	2) Know practical writing as a discipline, specifically business English.
	3) Write job applications, resumes and compiling CVs (Curriculum Vitae).
	4) Acquire conventions and mechanics of written English-grammar and vocabulary.
	5) Communicate with confidence both in writing and speech in work environment.

6. Research Methodology: Graduates are expected to research a particular literary or linguistic subjects in depth by engaging and making critical use of the necessary theoretical tools and information technology.

Sub-Components	Learning Outcomes
6.1 Research Methods: To demonstrate an understanding of research skills, integrate their own ideas with those of others, and apply the conventions of attribution and citation correctly.	1) Demonstrate research skills and tools to engage in language pedagogy, and/ or preparation for graduate studies.
	2) Carry out linguistic research using appropriate methods and approaches.
	3) Collect, analyze, document and report research clearly, concisely, logically, and ethically.
	4) Understand the standards for legitimate interpretation of research data within scientific and technical communities.
	5) Use different instruments used in research including references, communication and web services.

English Language