

**Kingdom of Saudi Arabia**  
**The National Commission for Academic Accreditation &  
Assessment**

**Vocabulary 1**  
**COURSE SPECIFICATIONS**

**Prof. Reima Al-Jarf**

**Revised March 2007**

# Course Specification

*For Guidance on the completion of this template, please refer to ~~of~~ Handbook 2 Internal Quality Assurance Arrangements*

Institution: <a href="#">King Saud University</a>
College/Department: <a href="#">College of Languages and Translation; Department of European Languages and Translation</a>

## A Course Identification and General Information

1. Course title and code: <a href="#">NAJD 127: Vocabulary Building I</a>
2. Credit hours: <a href="#">3</a>
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <a href="#">English-Arabic Translation Program</a>
4. Name of faculty member responsible for the course: <a href="#">Prof. Reima Al-Jarf</a>
5. Level/year at which this course is offered: <a href="#">first semester of college.</a>
6. Pre-requisites for this course (if any): <a href="#">None</a>
7. Co-requisites for this course (if any): <a href="#">Listening 1, Speaking 1, Reading 1, Writing 1 &amp; Grammar 1.</a>
8. Location if not on main campus: <a href="#">University Women's Center, Olaisha Campus, Building 19.</a>

## B Objectives

1. Summary of the **main learning outcomes** for students enrolled in the course.

- Pronounce words correctly.
- Recognizing silent letter,
- Recognizing hidden consonants,
- Recognizing double letters,
- Recognizing words with the same vowel but different pronunciation and words with different vowels but same pronunciation, syllabication and stress.
- Apply pronunciation rules.
- Spell each word correctly.
- Apply spelling rules.
- Give the meaning of words in English and in Arabic.
- Give the opposite of words.
- Give all the words that share the same meaning.
- Group related words together.
- Give the part of speech of each word.
- Give the preposition the follows certain verbs.
- Give the verb that is used with a particular noun.
- Recognize phrases that are idioms and those that are not.
- Identify the word that is different in a group of words.
- Give the plural form of a noun.
- Give the singular form of a noun.
- Identify count and non-count nouns.
- Identify abstract and concrete nouns.
- Recognizing singular & plural forms
- American vs British usage
- Word synonyms and antonyms
- Adding prefixes, suffixes,
- Recognizing derivatives and compounds
- Idioms and collocations
- Capitalization
- Giving the English definition
- Giving the Arabic meaning of some words.
- Using words, idioms, collocations, prepositional phrases, phrasal verbs in correct sentences.

2. Briefly describe any **plans for developing and improving the course** that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field):

**Graded Spelling lessons are given in class.**

**Supplementary Skills & Exercises:**

- Giving extra examples and extra information about *pronunciation*: silent letter, hidden consonants, double letters, spelling changes, words with the same vowel but different pronunciation and words with different vowels but same pronunciation, syllabication and stress; spelling changes and spelling variants; part of speech, count/non-count, singular & plural forms; American vs British usage; word synonyms and antonyms; English and Arabic meanings; *word formation*; idioms and collocations; word families.

### **Study Skills Development:**

- Vocabulary textbook design and lesson format.
- Using the dictionary
- Divide notebook into sections: words with silent letters, words with double letters, words hidden sounds, words with 2 spellings, word derivatives, word synonyms, word antonyms, prefixes, suffixes, compounds, American and British variants ...etc.
- Preparing vocabulary cards.
- How to practice, review, concept maps, word families.
- Mnemonic devices
- Building a daily, weekly and monthly study schedule.

### **Vocabulary Study Guide:**

- When you take a lesson, study that lesson the same day.
- For each new word, try to identify the following: Part of speech, whether the noun is count or non-count, what the plural form is, does it contain silent letters, double letters, hidden sounds, is it a compound, what is its synonym or antonym, what does it mean in English and Arabic,
- Reorganize the new words according to the categories in your notebook.
- Make vocabulary cards every time you take a new lesson.
- Memorize the new words, and test yourself.
- Review the new words using the vocabulary cards 3 times (3 days in a row).
- When you study idioms, read each idiom in the lesson and figure out the meaning from the example and context. Figure out the meaning in Arabia. Use each idiom 3 sentences of your own. Make vocabulary cards with an idiom on one side and the English/Arabic meaning on the other. Review idioms 3 days in a row.
- At the end of the week, quickly review all the lessons that you have taken throughout the week.
- Do the exercises in the book and check your answers in the answer key at the end of the book.

### **Extensive Reading & Listening:**

- Each student will bring a story/book of her choice to class. An extra reading hour is given in the garden, where the students and I bring stories, magazines and other books. We discuss and each student gives a 5-minute summary of her book.
- Students are asked to read a story for half an hour a day.
- Students are asked to watch T.V. news (BBC or CNN for 15-30 minutes a day).

### **Online Course:**

- An online course will be used. It will provide students with extra practice. Vocabulary quizzes and exercises will be added weekly. The students will locate words, texts and respond to questions in the discussion forum.

**C. Course Description** (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
<ul style="list-style-type: none"> <li>▪ One or two lesson can be covered per class session. A total of 3-6 lessons can be covered per week.</li> </ul>	14	3

2 Course components (total contact hours per semester):			
Lecture:	Tutorial:	Practical/Fieldwork/Internship:	Other:
42 hrs	NA	NA	NA

**3. Additional private study/learning hours expected for students per week. (This should be an average : for the semester not a specific requirement in each week)**

- One hour per lesson.

#### 4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

##### a. Knowledge

###### (i) Description of the knowledge to be acquired:

- Recognizing silent letter,
- Recognizing hidden consonants,
- Recognizing double letters,
- Recognizing words with the same vowel but different pronunciation and words with different vowels but same pronunciation, syllabication and stress.
- Identifying the part of speech,
- count/non-count,
- Recognizing singular & plural forms
- American vs British usage
- Word synonyms and antonyms
- English and Arabic meanings
- Adding prefixes, suffixes,
- Recognizing derivatives and compounds
- Idioms and collocations
- Capitalization
- Giving the English definition
- Giving the Arabic meaning of some words.

###### (ii) Teaching strategies to be used to develop that knowledge

- I go through each lesson section by section reading and explaining and giving extra examples and extra information about pronunciation: silent letter, hidden consonants, double letters, spelling changes, words with the same vowel but different pronunciation and words with different vowels but same pronunciation, syllabication and stress; spelling changes and spelling variants; part of speech, count/non-count, singular & plural forms; American vs British usage; word synonyms and antonyms; English and Arabic meanings; word formation; idioms and collocations; word families.
- To help the students learn, retain, apply and relate word, the instructional approach focused on connecting the printed form of the word with its pronunciation (the hidden sounds, double & silent letters, and homophones), with its part of speech, singular or plural form, synonym or antonym, English & Arabic meanings, usage, component parts, previously-encountered words and others while presenting the new vocabulary items in each lesson.

- Categorization, association, and visualization skills and mnemonic approaches are emphasized.
- Out of class extensive reading and listening activities are encouraged.
- Quizzes require the students to make the above-mentioned connections.

**(iii) Methods of assessment of knowledge acquired**

- The words covered on each in-term should consist of a random sample of 75-100 words.
- Students are given recognition and production questions.
- The following knowledge is r
  - How are the underlined letters pronounced:
  - Write the silent letters in each word on the lines.
  - Circle one word in which the underlined letters are pronounced differently:
  - Write the part of speech of each word (use N, V, Adj, Adv).
  - Circle the words in which -er is not a suffix:
  - Circle the word in which -ed is pronounced [t]:
  - Circle the word in which the plural -s or -es is pronounced [iz]:
  - Circle the words that can only be used in the plural:
  - Write a group noun for each word:
  - Underline the words that have no singular form:
  - Give the singular form of the following.
  - What is the opposite of each word (one word only):
  - For each word give a synonym (one word only):
  - Give the Past Tense of the following verbs:
  - Write the Past Participle next to each verb:
  - Write the type of noun to the right (A, P, Com, Col):
  - Give the meaning of each word in Arabic:
  - What is the American expression for the following:
  - Fill in the blanks with a preposition:
  - In each row, circle the word that is different:
  - Show the difference between each pair by giving the Arabic meaning:
  - Fill in the blank before the word with a verb:
  - Use each word in a complete correct sentence.
  - For each underline phrase, which idom / collocation can be used?
  - Break the following words into their component parts using dashes.
  - Add one or more suffixes to each of the following words.
  - For each situation, use an expression of *apology*....etc.
  - For each word or phrase in column A, choose a matching one in Column B.

**b. Cognitive Skills**

**(i) Cognitive skills to be developed**

**(ii) Teaching strategies to be used to develop these cognitive skills**

(iii) Methods of assessment of students cognitive skills
<b>c. Interpersonal Skills and Responsibility</b>
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed NA
(ii) Teaching strategies to be used to develop these skills and abilities NA
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility NA
<b>d. Communication, Information Technology and Numerical Skills</b>
(i) Description of the skills to be developed in this domain. <ul style="list-style-type: none"> <li>• Locating information from internet websites.</li> <li>• Using online course (reading and posting messages in the discussion forum, checking and posting websites in “Link Sharing”, checking and sending e-mail messages and attachments).</li> <li>• Students practice English functions such as: apologizing, thanking, requesting.</li> </ul>
(ii) Teaching strategies to be used to develop these skills. <ul style="list-style-type: none"> <li>• Providing information in class.</li> <li>• Providing printed shots of web-pages.</li> </ul>
(iii) Methods of assessment of students numerical and communication skills <ul style="list-style-type: none"> <li>• Frequency of posts per student.</li> <li>• Frequency of website logins.</li> <li>• Correlating number of posts with final exam score.</li> </ul>
<b>e. Psychomotor Skills (if applicable)</b>
(i) Description of the psychomotor skills to be developed and the level of performance required

(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students psychomotor skills

**5. Schedule of Assessment Tasks for Students During the Semester**

Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Interm I	6	25%
2	Interm II	12	25%
3	Final Exam	16	50%
4			
5			
6			
7			
8			

**D. Student Support**

<p>1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week):</p> <ul style="list-style-type: none"> <li>• Total= 12 hrs as follows: Sat &gt; 3 hrs; Sun &gt; 4 hrs ; Tues &gt; 5 hrs; Wed &gt; 2 hrs</li> <li>• I can be contacted by e-mail.</li> <li>• I can be contacted through online course.</li> <li>• I can be contacted through my website.</li> </ul>
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**E Learning Resources**

<p>1. Required Text(s):</p> <ul style="list-style-type: none"> <li>• Reman, Stuart (2003). <i>English Vocabulary in Use</i>. Pre-intermediate and intermediate. Cambridge University Press.</li> </ul>
<p>2. Essential References:</p>

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

- Longman or Oxford Dictionary
- Sample Test Questions

4-.Electronic Materials, Web Sites etc:

- List of Irregular Verbs.
- List of Irregular Verbs.
- Verb conjugation exercises.
- Singular and Plural forms.
- Common Prefixes and suffixes.
- Countries & Nationality: <http://www.englishclub.com/vocabulary/world-countries-nationality.htm>
- One Look Dictionary
- Cambridge Dictionary
- spell check: <http://www.spellcheck.net/>
- English Language Activities, Exercises and Tests: <http://www.world-english.org/>
- **Beginner vocabulary:** [http://esl.about.com/library/courses/blcourses\\_beginner\\_vocabulary.htm](http://esl.about.com/library/courses/blcourses_beginner_vocabulary.htm)
- ESL Vocabulary: <http://depts.gallaudet.edu/englishworks/reading/main/vocabulary.htm>
- English Vocabulary from English Club: <http://www.englishclub.com/vocabulary/index.htm>
- Language Tools: <http://www.itools.com/lang/>
- Power Words: <http://www.executive-vocabulary.com/>
- Learning Vocabulary Can Be Fun: <http://www.vocabulary.co.il/>

5- Other learning material such as computer-based programs/CD, professional standards/regulations.

**Sample Vocabulary Test Questions**

- How are the underlined letters pronounced:
- Write the silent letters in each word on the lines.
- Circle one word in which the underlined letters are pronounced differently:
- Write the part of speech of each word (use N, V, Adj, Adv).
- Circle the words in which -er is not a suffix:
- Circle the word in which -ed is pronounced [t]:
- Circle the word in which the plural -s or -es is pronounced [iz]:
- Circle the words that can only be used in the plural:
- Write a group noun for each word:
- Underline the words that have no singular form:
- Give the singular form of the following.
- What is the opposite of each word (one word only):
- For each word give a synonym (one word only):
- Give the Past Tense of the following verbs:
- Write the Past Participle next to each verb:
- Write the type of noun to the right (A, P, Com, Col):
- Give the meaning of each word in Arabic:
- What is the American expression for the following:
- Fill in the blanks with a preposition:
- In each row, circle the word that is different:
- Show the difference between each pair by giving the Arabic meaning:
- Fill in the blank before the word with a verb:
- Use each word in a complete correct sentence.
- For each underline phrase, which idom / collocation can be used?

- Break the following words into their component parts using dashes.
- Add one or more suffixes to each of the following words.
- For each situation, use an expression of apology....etc.
- For each word or phrase in column A, choose a matching one in Column B.

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

- Classroom
- Use of an LCD projector
- Use of an Overhead projector & transparencies

2. Computing resources

- Use of Natural Text to Speech Software.

3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

- NA

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Analysis of students' performance on interm tests and final.
- Comparison of students' scores on interm I, interm II and Final exam.
- Asking students about their difficulties every now and then during the semester.
- Students' comments during office hours.
- Watch for students weaknesses while doing exercises in class.

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department:

- I administer a questionnaire at the end of the semester.

3 Processes for Improvement of Teaching:

- I record areas of difficulty.
- I focus on individualized instruction in class.
- Students do all exercises in class either orally or in writing. I give feedback and provide individual help.

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution).

- Use of a unified final exam by all instructors teaching the same course to the different sections.
- Using an answer key by all instructors teaching the same course to different sections.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- There is a language skills coordinator.
- All skills instructors show their in-term tests to the coordinator who makes sure each test covers the skills taught and is comparable in coverage and difficulty level of tests used by instructors of the same level.