

## Taif University English Language Center (TUELC)

### Program Overview

#### Mission and Goals

The mission of TUELC is to prepare the University students to undertake English-medium instruction in their relevant fields of study. Also, it aims at helping students use English as an effective means of communication in their prospective endeavors.

To achieve the mission, a variety of English courses are designed and delivered through an appropriate curriculum with measurable learning outcomes. In addition, appropriate assessment methods are employed to measure students' achievement of learning outcomes (Course Specifications). The instructors receive continuous professional development opportunities throughout the academic year to deliver language instructions. A conducive environment and the necessary facilities are provided to ensure both teaching and learning are effectively carried out.

The mission guides all activities, policies, and different practices. Firstly, in order to cover the course content, all teachers are allocated sufficient teaching hours. Furthermore, workload is equally distributed to ensure all teachers successfully carry out their teaching tasks with ease. Secondly, apart from the classrooms, students have access to teachers during office hours on a daily basis in order to discuss any issues or queries. In addition to this, the center has clear attendance policies to address and tackle students' tardiness (lateness, absences etc). The center also provides teachers with a conducive teaching environment equipped with the necessary technology to aid both teaching and learning in all classrooms. Finally, a very clear grading distribution system is not only used to ensure teachers assess students effectively, but to also help students in knowing how they are being assessed.

The Goals of TUELC are:

- Help students develop their English proficiency level
- Help students improve their English communication in their respective academic fields by developing profession specific vocabulary and contexts
- Design and deliver an appropriate curriculum with measurable learning outcomes to help students achieve the expected language proficiency level
- Employ suitable assessment methods to measure students' achievement of the curriculum outcomes
- Bring together a team of qualified instructors to deliver high standards of language instructions

- Provide continuous professional development opportunities for faculty members throughout the academic year
- Provide a conducive environment and the necessary facilities to ensure both teaching and learning are effectively carried out

### **Academic Program: Curriculum**

Taif University English Language Centre (TUELC) offers compulsory and elective English courses that have been designed to suit the respective academic programs of their students: English for Academic Purposes (EAP) and English for Specific Purposes (ESP). These have been designed to help students acquire knowledge of the English Language and as a result aim to equip them with the essential language and study skills needed to successfully study courses that relate to their chosen professional majors. The overall approach at the TUELC is to efficiently teach all the four language skills e.g. listening, speaking, reading and writing (vocabulary and grammar as sub-skills) in an integrated way. The program is correlated with the Common European Framework of Reference for Languages (CEFR), and focuses on developing students' language proficiency skills to successfully foster active and independent learning.

### **Rationale to adopting Vertical Learning Approach (VLA)**

The Deanship of Supportive Studies (DSS) has introduced the vertical learning approach to replace the horizontal program of teaching English to the students at TU. In the past as a part of the Preparatory Year Program, English was taught only in the first year of their studies to cover all the levels (text books). In this way, the students could not find enough time to learn and practice English in the following years of their studies. It became apparent that overburdening students with such a packed curriculum did not help them to develop the required language proficiency. This also made it difficult for them to retain the newly acquired knowledge for a long period. Thus, the vertical approach has been introduced so that students learn English with a reasonable input in a gradual manner over a long period of time to provide them with enough opportunities to practice English. This approach as we deem would help learners to retain the English language skills and perform better in their respective professional fields.

### **Program Design**

The table below illustrates the structure of the courses that are offered at TUELC and how they are linked to one another:

Program			Course Name	Number of weeks per term	Number of teaching hours per week	
					Face to face	Online
English for Academic Purposes (EAP)	REAP	Non -EMI colleges	Regular English for Academic Purposes 1	15	6 hours	2 hours
			Regular English for Academic Purposes 2	15	6 hours	2 hours
			Regular English for Academic Purposes 3	15	6 hours	2 hours
			Regular English for Academic Purposes 4	15	6 hours	2 hours
	IEAP	EMI colleges	Intensive English for Academic Purposes 1	15	12 hours	3 hours
			Intensive English for Academic Purposes 2	15	12 hours	3 hours
English for Specific Purposes	Non -EMI colleges	English for Specific Purposes: Business Administration	15	3 hours	-----	
		English for Specific Purposes: Design and Applied Arts	15	3 hours	-----	
		English for Specific Purposes: Sciences	15	3 hours	-----	
	EMI colleges	English for Specific Purposes: Medicine	15	3 hours	-----	
		English for Specific Purposes: Pharmacy	15	3 hours	-----	
		English for Specific Purposes: IT and Computer 1	15	3 hours	-----	
		English for Specific Purposes: IT and Computer 2	15	3 hours	-----	

		English for Specific Purposes: Engineering	15	3 hours	-----
Elective Courses	Non -EMI colleges	Presentation Skills	15	3 hours	1 hour
	EMI college	English for 21 <sup>st</sup> Century	15	3 hours	1 hour
		IELTS	15	3 hours	1 hour

\*EMI: English as a medium of instruction

### English for Academic Purposes (EAP)

EAP is divided into two types of courses: Regular EAP (REAP) and Intensive EAP (IEAP). Both REAP and IEAP aim to help students achieve an Intermediate Level of proficiency in the use of the English language (B1 CEFR). REAP covers English Unlimited Special Edition for Saudi Arabia over 4 semesters for the first two years to cover three levels (A1, A2 & B1 CEFR). REAP courses are introduced to the students of Non-EMI colleges. IEAP covers the UNLOCK series which is taught to the students of EMI. This is taught over two semesters for the first year to also cover three levels (A1, A2 & B1 CEFR).

### English for Specific Purposes (ESP)

After acquiring the required proficiency level in English as described earlier, students need English language courses that could acquaint them with the knowledge and skills needed to help them in their specific professional fields. ESP courses aim at helping students acquire language proficiency in order to communicate in their occupational and educational roles. These courses are therefore tailored to train the learners to cope with certain predetermined requirements of their future professions.

### Elective courses

Elective courses are offered after students have completed EAP and ESP courses. These courses focus on helping students to strengthen their knowledge of English acquired in EAP and ESP courses and find more opportunities to practice English and develop their language skills.

### **Curriculum: Course Specifications and SLOs**

Each course in TUELC has a well-developed course specification document with clear goals and objectives for each level supported by SLOs. This document also provides teachers with information about textbook topics along with teaching and assessment methodologies.

Teachers have access to all the course specifications, teachers' books and supplementary materials (progress/achievement tests) to adequately prepare their lesson plans and strive to achieve all learning outcomes. At the end of each semester, teachers are required to complete and submit a course portfolio to give feedback on teaching and assessment methodologies as well as facilities and other relevant course material.

### **Needs analysis: Analysis of the curriculum**

Needs analysis is an essential part of our educational policy at TUELC. We apply it prior to introducing a new course for all learners. It helps us to create a comprehensive understanding of the preferences and needs of the students. We collect information using different tools such as surveys, interviews and meeting with the deans of different colleges in order to make decisions about designing and choosing the appropriate curriculum to meet the learners' needs. In addition to this, frequent meetings are also held with stakeholders to identify students' needs and to reflect on the curriculum in order to improve the process of teaching and learning.