

ENGLISH LANGUAGE DEPARTMENT HANDBOOK

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*Deanship of
Preparatory Year
and Supporting
Studies
University of
Dammam*

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A Word of Welcome

I warmly welcome you to the Department of English Language (DEL) at the University of Dammam. Also I wish you success during your employment with us and I hope that your experience of working here will be positive and rewarding.

Being the cornerstone of the Preparatory Year Program the DEL plays the most crucial role in the students' future careers. The English language courses of the DEL introduce students to the fundamental skills that are essential for them as readers, writers, and communicators. An intellectually and socially vibrant environment promotes and fosters a range of critical thinking habits among learners. Our courses specifically emphasise the acquisition and application of creative skills in English.

This handbook aims at acquainting you with the new environment. It also introduces you to our DEL's governing rules and regulations. The Deanship advises that you familiarize yourself with the procedures relating to the system of teaching at the University of Dammam.

We will always stand in support and appreciation of your constructive suggestions and contributions. For more information, please visit our website:

<http://www.uod.edu.sa/ar/administration/deanships/deanship-of-preparatory-and-supporting-studies>

With my very best wishes for a wonderful year.

Dean of the Preparatory Year and Supporting Studies

Head of the Department of English

Dr. Abdulaziz Al Fehaid

INTRODUCTION

This Handbook is meant to crystallize and preserve many years of experience of the Department of English (DEL) for the purpose of promoting teaching/learning principles and pertaining governing rules. The DEL is a remarkably significant department among those operating within the purview of the Deanship of the Preparatory Year and Supporting Studies (DPYSS). The DEL's English language program serves prep year students at all tracks: Health, Science, Engineering, and Humanities. It administers and develops English language courses in accordance with the quality benchmarks set by the Ministry of Higher Education, Saudi Arabia.

DEL's English language programs view skill development over memorizing a finite body of facts. The program thus utilizes customized strategies and level specific instructional materials and prepare the students for real life tasks. The classroom conditions engage students in critical and creative thinking skills; the methodology focuses on practical application of modern techniques, measured progress, and repeated exposure. A set of customized and validated measurement tools such as tests, quizzes, class discussions, and assignments--both face-to-face and online—record students' progress periodically.

The language program integrates General English (ENGL 101) with English for Specific Purposes (ENGL 102), and aims to raise the students' level of communicative proficiency and prepare them for their respective colleges. While the general English component improves student's communicative proficiency, the ESP component introduces them to specific academic register necessary for academic purposes.

The recommendations of the University Council in 2012 reiterated the need to integrate Information and Communication Technology (ICT) in promoting learning in all study molds at the University. This approach echoed the new trends set up by the Ministry of Education in the Kingdom. Therefore, an e-learning portal was set up in coordination with the Deanship of E-learning, to provide learning opportunities for students and technical and methodological help for the academic staff.

Commissioned to the responsibility of serving the candidate student intakes, the DEL was fast to lay the foundation for future collaboration-based learning and setting a gradual-development plan. At the outset of semester one of the academic year 2014-2015 an e-learning language component was introduced to the preparatory year English language curriculum. Accordingly, as a preliminary step towards further expansion, a 5% of the face-

to-face English language courses has been allocated to e-learning. Within the next two years PYP plans to allot a 10-15% to e-learning.

The e-learning plan was put to action, and a team of e-learning specialists and instructional designers was recruited for follow-up and support purposes. The initial stage, which lasted for nearly two months, culminated in real success, and the teacher-student relationship has witnessed a remarkable improvement.

The Department of English Language (DEL) in Perspective

The DEL has been acknowledged as a distinguished department for the accountability it assumes in teaching and managing English language programs for all PYP students. The language programs of DEL prepare students for the colleges of Medicine, Dentistry, Nursing, Pharmacology, Applied Medical Science, Architecture & Planning, Computer Sciences and IT, Design, Engineering and Business.

The DEL is headed by H.E., Dr. Abdulaziz Al-Fehaid (Dean of the Preparatory Year and Supporting Studies), and staffed by about 100 highly experienced male and female teachers.

To monitor and help teachers professionally develop, the DEL has designed a comprehensive quality assurance plan with a number of regulatory procedures. The frameworks of quality assurance at the DEL rely on collecting feedback from quality review processes, instructors, students, as well as on the data obtained through surveys, benchmarking, pacing, and measuring (see the Table below).

Approach	Purpose
Surveys	Probing strengths and weaknesses of instructing in its developing stages
Benchmarking	Establishing “good” and “best” practices to diagnose problems
Pacing	Measuring the pace at which learning takes place
Measuring	According to which yardstick will student’s learning outcomes, proficiency, and growth be measured?

DEL's Philosophy

The philosophy of DEL at the University of Dammam as mentioned gives importance to practical application of learning theories, and repeated exposure both face-to-face and online. The philosophy has evolved with the aim of serving four main purposes: supporting the students' knowledge, enabling them to approach all branches of science and technology and, in doing so, contributing substantially to the efforts of construction in their country, and promoting the concept of the knowledge-based community. The Department's efforts have, therefore, been devoted to the development of the teaching-learning strategies and the enhancement of the learning outcomes in fulfillment of the specialty colleges' requirements as well as the Ministry's quality benchmarks.

In consultation with the respective colleges, customized strategies and flexible instructional materials have been designed in congruence with the specific needs of the students. Students are trained to solidify their knowledge of the different aspects of language and evolve and develop their own strategies of learning. The program is supplemented with ESL textbooks as well as faculty-made materials to cater for the students' specific needs. Furthermore, an e-learning program has been set up for the purpose of maintaining pace with modern advancement trends in the field of education.

The Language Program covers both semesters and integrates intensive General English (ENGL 101) with English for Specific and Academic Purposes (ESP & EAP – ENGL 102), with an optional summer extension. The DEL's contact with the 3-level Prep Year students (Beginner, Intermediate, and Advanced) lasts for two semesters of the academic year. In the first semester, the focus is on general English which emphasizes student communicative proficiency. General English is an intensive integrated course which extends across the whole of semester one and transcends to the third quarter of the year. It lasts for six months (the first three quarters of the year) and aims at equipping students with the necessary general language tools for mastering the four major skills of the language: reading, writing, listening, and speaking, and two major aspects: vocabulary and grammar.

In the second semester the focus is steered towards ESP which prepares students for their specialization fields. It lasts for two months (the fourth quarter of the year). It is designed in such a way that it introduces and familiarizes the students with the language of science and technology (form, content, and style,. Students are also provided with materials that maintain a continuum of interaction with what was studied during the first semester. This one-year program builds a firm base that aligns and sustains all subsequent education.

*To graduate from the language program, the student must pass all the required courses, earn a minimum grade point average (GPA) of 3.0/5.0, and earn, at least, a **D grade** in General English.*

The PY Deanship, in collaboration with the Deanship of E-learning, has recently launched the 'phase one' of its 'E-learning program'. According to this program, the students of all levels will be taught a portion of the studied material (5% as a preliminary step) through the LMS and electronic facilities made accessible by the Deanship of E-learning at UoD (Blackboard & Oxford). This facility enables the teachers to make use of the latest ideas in the field of pedagogy and educational technology.

A total of 600 contact hours of English (depending on the student level) across the year (GE - 450 hours, ESP – 110 hours, EAP – 40 hours) are allotted to help the students proceed toward fulfilling the requirements of their respective colleges; and students have to score 60% of the final grade, in the minimum, before they could be admitted into their specialty colleges and enrolled as regular students.

The DEL is working laboriously on a comprehensive development plan that improves students' academic achievement. Particularly, curriculum and methodology, have been reviewed, re-evaluated, validated and restructured to suit students learning outcomes. Students' needs and goals are given at most importance and careful analysis prior to making any decision.

One aspect of the plan is the construction of a progressive PY curriculum that is based on the students' needs analysis and campus-based research data. The DEL holds the belief that success in structuring the curriculum hinges, for much of it, on providing answers to questions such as: Why are students at UoD learning English? What are the goals of learning English? What and how are students learning? What is the role of teachers? What are the materials and resources used for? And, how best should students' progress be assessed?

The Prep Year Deanship has considered a synergy between all core contributors, stressing the fact that longstanding partnership and intimate integration in a team to achieve success.

Since the inception of Prep Year (2009), the English language program has undergone three distinct stages of development in terms of teaching-learning techniques which can be summed up as follows:

- *Stage One (face-to-face, single-skill teaching approach): Teaching the four core skills of the language (reading – writing – listening – speaking) separately using updated and well researched textbooks*
- *Stage Two (face-to-face, integrated-skills teaching approach): integrating all four skills into two textbooks (R & W + L & S)*
- *Stage Three(Blended-Learning): Integrating conventional face-to-face learning with online E-learning*

In consultation with experts in and outside the organization, the PYP has ensured a balanced curriculum that ensures the students' needs are addressed. The Curriculum emphasizes not only the product but also the process of internalizing and using the knowledge acquired. Students here actively engage themselves in explorative tasks that teach support the process of learning. Towards the end of the year, students' track/path of progress, as measured through continuous assessment, determines or guides their further educational options.

Objectives of the DEL Courses

The objectives of the English language courses (ENGL 101 and ENGL 102) largely depend on the specialty colleges' requirements, and in part from the outcomes statement of the Ministry of Education in the Kingdom of Saudi Arabia.

For ENGL 101, the course is designed to help students:

Written

- adapt writing to specific purposes, audiences, and situational contexts
- integrate and document a range of informational sources, from personal interviews to electronic publications
- practice varied organizational strategies
- match expressions to situations and audience, avoiding errors that distract or confuse
- develop strategies to revise own writing
- write clear essays driven by arguments about texts in a written or electronic portfolio

Oral

- ask effective questions and listen actively
- function as an effective team member in small groups as a contributor, listener, collaborator, and as a presenter

- develop basic oral presentation skills, focusing on meaningful information and clear organization

Visual

- analyze visual communication and accurately document visual sources
- use visuals effectively (e.g., imported, scanned, or digital pictures) and integrate them with written texts

Electronic

- use appropriate format, voice, and language in a professional correspondence with an instructor such as emails
- use word processing skills, including making headings, attachments, tables, among others
- compose or analyze a text electronically (e.g., web document)
- deliver a piece of communication to its intended audience, using one or more suitable media

The purpose of ENGL 102 is to prepare students mainly for their academic courses at the various specialty colleges, while improving their communication skills for future career purposes. Being a reading-based course, it attempts develop their use of strategies while approaching scientific text for information. It presupposes the idea that reading facilitates academic success. In ENGL 102, the students will thus

- gain familiarity with learning approaches connected to scientific language
- make and support arguments in connection with the prospective field of specialty
- read closely, to familiarize themselves with language form, content, and style of scientific and technical texts;

Vision

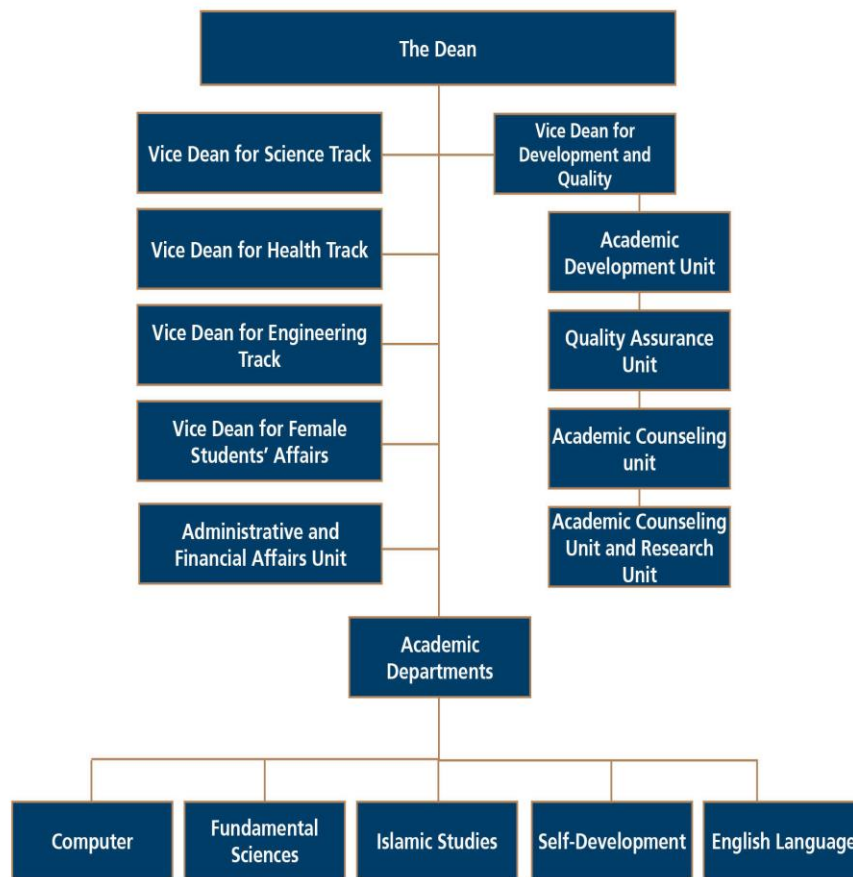
The Department of English Language at the Deanship of the Preparatory Year and Supporting Studies aims to promote an English Language Program that enhances the students' level proficiency. It prepares students to face the upcoming challenges of the cross-cultural world of today. The program seeks to be a leader in equipping students with the language skills and fostering their abilities to achieve academic excellence on a local, regional and international level.

Mission

The Department of English by providing comprehensive English Language courses further students' general and academic English communicative proficiency and support their entering the university system and that of specialty colleges. It also establishes a culture of innovation, creativity, self-reliance and cooperation. The program seeks to prepare the students to take on future challenges and equip them with the principles of academic research.

Situating the Department of English Language

The Ministry of Education, Kingdom of Saudi Arabia, is the principal policy-making body in all areas of education in the country. The University of Dammam, as a government institution, follows the curricular guidelines provided by the MoE. To help students with the transition from Arabic to English the University of Dammam, like other major universities in the Kingdom, has set up a Preparatory Year program for the benefit of high school certificate holders desirous of pursuing university education. The Deanship of PYP offers a one-year program, with optional summer courses, in English, as well as in the basic science—physics, chemistry, biology, and mathematics, computer science, self-development, physical education—and in Islamic studies. The chart below lays out the structure of the Deanship of PYP.



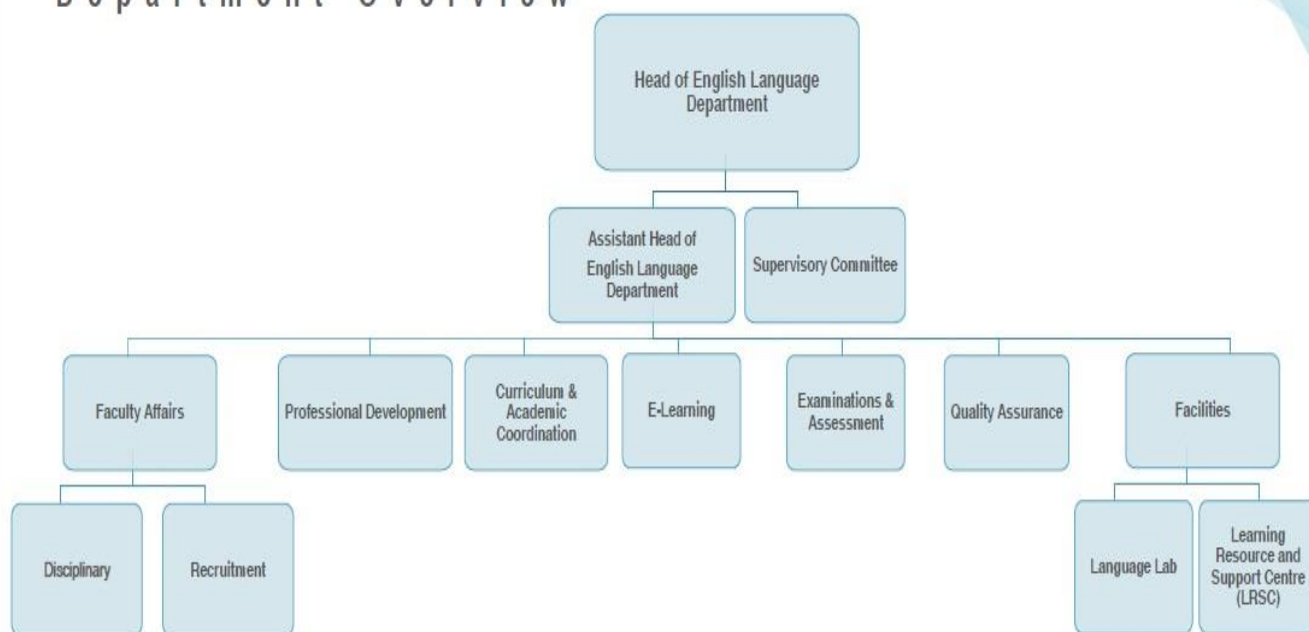
The Department of English Language is the largest department in the PYP Deanship. Approximately, 4000 students study English courses offered at various campuses of the university: gender distinct campuses at Rakah, the female-only campuses at Rayyan, Dammam Community College, and Qatif Community College. About 120 faculty members from around 15 countries serve in the English language department.

The Structure of the Department of English Language

The general administrative structure of the Department of English Language is as given below:

Organisation Chart

Department Overview



Currently, the Dean of PYP is also the Head of the Department of English Language.

Key responsibilities for the faculty members include:

- **Head of the Department of English:** Overall management of the department, including faculty recruitment and retention, student enrollment decisions, curriculum renewal and management, learning resources, examinations and declaration of results, departmental research supervision, and other areas affecting the functioning of the department.
- **Assistant Departmental Chair:** In addition to handling the responsibilities as assigned by the Head of English Department, the ADC works closely with the ADC-Exams and Assessment to monitor curricular integration with tests and exams and instruction; prepares syllabi and pacing schedules; manages day-to-day functioning of the various departmental sites to ensure faculty attendance, monitors teacher performance, conducts professional development programs for teachers, and coordinates all documentation work for the Deanship of Quality Assurance and Academic Accreditation.

- **Assistant Dept.Chair – Exams and Assessment:** Works with the ADC on curricular integration; sets up and manages site exam coordinating teams; sets up teams for generating item banks; works with Health/Science/Engineering Track Supervisors to fix up exam dates; manages exam logistics; tabulates test and exam results; provides input to curricular development and departmental research based on exam results.
- **Academic Coordinators:** Prepare and monitor teacher timetables; ensure smooth conduct of classes by monitoring teachers' and students' attendance; oversees maintenance of pacing schedules in classes; works with Track Coordinators in ensuring availability of teaching and learning resources; ensure completion of Quality Assurance documents (Course Reports and Teacher Portfolios); provide periodic reports to the ADC on the functioning of the ELD on their respective campuses.
- **E-Learning Coordinator:** Sets up and works with a team of campus E-Learning coordinators to ensure the preparation and grading of quizzes on the Blackboard and Oxford Learn; prepares reports on E-Learning and coordinates assessment-related work with the ADC-EA; reports to the ADC and Department Chair on E-Learning.
- **Learning & Support Resource Center Supervisor:** Oversees the functioning of the Language Laboratory and LRCs on all campuses; prepares academic support timetables on all campuses to help students needing additional tutoring; prepares reports on usage statistics to be submitted to the Departmental Chair.
- **Project Manager - Service Provider Faculty:** Principally responsible for coordinating work with faculty recruitment committee as directed by the Dean; liaises with the principals of the service provider companies to monitor all matters relating to teacher contracts.
- **English Language Faculty:** Teachers are the principal sources of departmental success. To achieve departmental goals and objectives, it is expected that teachers:
 - understand the goals, structure, and general working framework of the PYP English program;
 - study the curriculum and syllabi of the courses offered by the department, with particular reference to *learning outcomes*;
 - have a thorough knowledge of the Pacing Schedules accompanying the course

syllabi so that they can fulfill departmental expectations on successful course completion;

- familiar with the testing and exam schedules, coverage of syllabi, and grading rubrics;
- prepare lesson plans in accordance with guidelines provided by the department and in consultation with faculty teams and Academic Coordinators on the respective campuses;
- familiar with Blackboard and Oxford Learn in order to complete all E-Learning tasks;
- maintain records of all class performance, including attendance (on PeopleSoft), grade spreadsheets (provided by the Exams and Assessment Unit), and entering grades on Blackboard as directed by the ADCEA;
- attend all Professional Development programs to keep themselves informed on pedagogical strategies, diversity of learning resources, and best practices in the field of English language teaching;
- complete all Course- and Teacher Portfolios as requested by the Deanship of Quality Assurance and Academic Accreditation, in coordination with departmental administration;
- follow all departmental requirements regarding regular attendance, punctuality, maintenance of office hours to account for a 40-hour work week, completion of paperwork (in matters such as leave requests, permission to attend workshops, etc.), and general expectations on the norms of professional conduct.

The functional efficacy of an academic program depends on the cooperation and team-spirit of all the individuals in the department. The Department of English Language counts on everybody's active participation in academic work.

The English Language Curriculum

The mission of the Department of English Language is to provide students with an English-rich environment where both native and near-native English speakers provide the students

with ample learning opportunities to cultivate good communication skills. The courses have been designed to help students transition from high school to undergraduate programs that place heavy demands on all four communication skills, namely, reading, writing, listening, and speaking. The Preparatory Year English program trains students in general English as well as in English for specific purposes, particularly in relation to fields such as medicine, science, and engineering. On completing the Preparatory Year Program, it is expected that students will have acquired enough English to pursue education in their chosen field at the undergraduate level and beyond, as well as progressively meet the demands of communicating in English globally.

English Language Courses

The department offers two courses, English 101 (General English) and English 102 (English for Specific Purposes).

General English (ENGL 101)	7 Credit Hours
English for Specific Purposes (ENGL 102)	3 Credit Hours

ENGL 101 lasts one full academic year. The first part of this course is completed in the first semester, while the second part is completed in the second semester. English for Specific Purposes (ENGL 102) is taken in the second semester, concurrently with the second part of ENGL 101.

Placement Test

All students desirous of joining the University of Dammam are required to take a placement test. Based on the results of this test, students will be placed in English classes for Beginner, Intermediate, and Advanced proficiency levels. The test comprises a written component worth 90%, and a speaking component worth 10%. Students who pass IELTS with 6.0 will be exempted from taking ENGL 101 if they wish to.

General English - ENGL 101

ENGL 101, taught over two semesters, is an integrated general English course intended to help students increase their competence in the four skills of listening, speaking, reading, and writing. Of these, the two skills, reading and writing, are given greater emphasis. Contact hours vary by the proficiency level of entering students. Beginner, Intermediate, and Advanced students receive regular, guided classwork for 18, 16, and 12 hours per week

respectively. Additionally, each group spends 2 hours per week on independent e-Learning. Passing ENGL 101 in the first semester allows students to continue to the second part of this course in Spring, while also allowing them to take ENGL 102 (English for Specific Purposes) concurrently.

Learning Outcomes

By the end of the first semester of ENGL 101, *allowing for variations in the three proficiency levels*, students should be able to:

1. read non-fictional prose essays or dialogs of about a page and a half in length and display their comprehension of the passages read by answering questions on them;
2. answer questions on vocabulary by relating knowledge gained through classwork to words encountered in reading passages;
3. compose one to five paragraphs (of a descriptive, narrative, persuasive, procedural, or cause-and-effect type) on a topic given in a writing prompt based on proficiency level;
4. write a short personal or semi-official letter;
5. listen to recordings of native speakers using English in everyday situations and answer questions about them; and
6. make a two-minute oral presentation, and participate in a group/panel discussion.

Assessment rubrics for all of the above Course Learning Outcomes will be provided by the Curriculum Unit in collaboration with the Examinations Unit and faculty members of the English Department.

Writing Portfolio

Students will also produce a Writing Portfolio consisting of five pieces of writing. These exercises will each comprise a first submission that will be marked by the teacher and a second submission that incorporates the teacher's suggestions for improvement. The Writing Portfolio forms a distinct component of the student's grade, but will principally address Learning Outcomes 3 and 4 above.

Currently, the department uses *Q Skills for Success*, Levels 1-5, published by Oxford University Press. Teachers' Handbooks guide teachers on lesson planning. The specific

books for the three proficiency levels and the pacing schedules that accompany them are provided to all teachers by the Assistant Departmental Chair.

English for Specific Purposes – ENGL 102

This is a course designed to be taken in the second semester of the Preparatory Year. ENGL 102 is track specific, i.e., the course books and materials address the particular needs of students in the Health, Engineering, and Science tracks. The department uses in-house material to teach ESP: *English for Health Professions*, *English for Public Health and Nursing*, *English for Science Professions*, and *English for Engineering Professions*. In addition to the ESP books, an academic writing course has been integrated into the ESP program in order to provide students with ample training for academic work in their undergraduate programs and beyond.

E-Learning

Part of the coursework consists of guided and independent work in fulfillment of the E-Learning component. This is in keeping with our commitment to integrating technology with our language teaching and learning methodology. Detailed instructions for teachers on helping students complete their E-Learning assignments are sent out via e-mail periodically by the E-Learning Coordinator.

Contact Hours

Contact hours (or class hours) are distributed as follows:

Class Type	First Semester			Second Semester		
	<i>Level</i>			<i>Level</i>		
	Beginner	Intermediate	Advanced	Beginner	Intermediate	Advanced
Regular Class Hours	ENGL 101 18	ENGL 101 16	ENGL 101 12	ENGL 101 12	ENGL 101 10	ENGL 101 6
				2 Hours of E-learning (ENGL 101)		
E-Learning.*	2	2	2	ENGL 102 6	ENGL 102 6	ENGL 102 6

**One of the 2 E-learning hours is to be weekly done in classrooms under the supervision of Reading and Writing teachers.*

Grade Distribution

Students earn grades as shown below:

General English (ENGL 101)	
Test 1	10 %
Test 2	10%
Test 3	10%
E-Learning	5%
Writing Portfolio	5%
Class Participation/Attendance	10%
Final Exam	50%
Total	100%
English for Specific Purposes (ENGL 102)	
Test 1	10%
Test 2	10%
Speaking	10%
Writing Portfolio	15%
Class Participation/Attendance	10%
E-Learning	5%
Final Exam	40%
Total	100%

Teachers are expected to be thoroughly familiar with the grading scheme and should make it a point to discuss grading with students to ensure that everyone understands precisely how academic work is assessed.

Assessment Rationale

Assessing learner competence is a vast research area in EFL/Applied Linguistics/Psychometry. The following sub-topics cover the Department's assessment rationale.

Summative and Formative assessment:

The ELD follows a policy of using summative assessments for the most part, with increasing space given to formative assessment as resources and circumstances allow. The large numbers of students involved, the short amount of time available for the Preparatory Year Program, and the diversity of teacher backgrounds make it necessary to place a greater

emphasis on summative assessment at this time. However, after each assessment session is completed, feedback and recommendations are collected from teachers to improve the curriculum, instruction, and future assessment tools. Additionally, through alternative assessment tools such as writing portfolios or free-writing journals we provide feedback to our students to guide them in their self-motivated and self-regulated learning efforts.

According to the Department's 5-year development plan, exams will gradually turn to be **computer-based**; i.e. students will be taking their exams through the electronic facilities that will be made available for them at all stages of the program. A specialized E-learning team has been commissioned with the task of putting the plan into real-life practice soonest.

Topic selection/Item bank creation process:

Topic selection for our assessment tools is based on criteria taken from best practices and international standards. As the department chooses topics for assessment materials, we examine the level appropriateness of the material by evaluating students' required background knowledge and familiarity with the topic. This means that our selection of test topics depends on the topics covered in classes in a broad sense—for example, the test topic “mobile phones” may correspond to a lesson unit on popular technology. Additionally, we filter our material to be culturally appropriate and to abide by the laws of the Kingdom while aiming to use material which can appeal to our diverse student body. For ENGL 101, *we aim to measure our students' language skills, not their content knowledge.*

For ENGL 102, all the same principles apply; however, because ENGL 102 is a content-based course, *we place stronger emphasis on topic and content knowledge.*

Grading - MCQ, Writing, Speaking, E-Learning

Since the final grades hold great importance for our students' future, we aim to be as precise as possible in grading. Multiple Choice Question sections are graded automatically with great precision. For the writing section, to increase reliability and validity, each paper is graded by two teachers who are not teaching the students whose work is being graded. If graders identify a difference greater than the margin defined by the Exams Unit (i.e.. measurement error; not to exceed 10% variation among graders, in line with international practices), the papers are graded by a third grader. To increase consistency we provide training on grading and norming sessions on rubrics before each grading period.

Furthermore, our speaking exams are administered by two teachers to ensure test reliability and validity. E-learning materials are mostly graded automatically. Discussions and journal entries are graded manually based on completion of the task. E- Learning assessment is provided for practice and self-assessment; thus, each item holds a significant value when combined have a major impact students' outcome.

Grade Tabulation and Entry into BB/PeopleSoft:

To ensure accuracy grade entries are always required to be monitored by a second teacher. The department is currently working on simplifying the grade entry process, providing additional training for teachers, and devising a reliable monitoring system. Detailed instructions on entering grades on the PeopleSoft platform is sent to all teachers by the Assistant Departmental Chair.

Grade review process:

In case students wish to inquire about their grades, the department uses two different processes.

Process 1 uses an English grade review request form, and applies to all grades *except* the grade of the final exam and the course grade. If such a request is filed, the department will:

1. Check correct data entry and formula on xls sheets.
2. Check the MCQ or writing through an independent grader.
3. Talk to group teachers to see if grades reflect their overall assessment of the student.
4. Inform the student and administrators of the results of the review (include images of reviewed pages as necessary).
5. Update Master Score Sheets if necessary. Send the updated MSS to the course teacher and administrators; update Blackboard.

Process 2 uses an Arabic form, and is handled by a deanship committee, due to the sensitivity of the request tied to the final exam. This committee will:

1. Receive the request.
2. Evaluate the request.

3. Upon approval of the request, forward it to the local exam coordinator.
4. Receive the results of the grade review; this procedure consists of steps 1-3 of Process 1.
5. Adjust records as necessary.
6. Inform the students of the review results.

Research into grade distribution - and feedback on curriculum and instruction

After each assessment task completion, the department analyzes the cumulative and section-specific results to identify areas for improvement in terms of classroom practices and in terms of curriculum design. Future instruction periods and tools are refined based on the trends deduced from the data collected during the assessment. Long-term and short-term initiatives are designed to integrate the research results into our curriculum and instruction. Teachers are also expected to provide constructive feedback on curriculum, assessment, and instructional tools.

The Instructional Process

The Department of English Language strongly encourages teachers to teach interactively. While good lecturing skills are important, it is critical for teachers to ensure that students are actively engaged in the learning process. Therefore, the department supports efforts on the part of teachers to assign group activity, student presentations, peer reviews, and other practices that allow students to take ownership of the learning process.

It is important, however, to understand that many students come from schools where newer practices remain unknown. So, to facilitate student learning scaffolding is encouraged. Meticulous lesson planning too greatly improves instructional efficacy.

Here are the most important points teachers need to bear in mind:

1. All teachers need to follow the syllabus and the pacing schedule given therein.
2. Every class will follow the textbooks prescribed, and the teacher will make sure that s/he uses the *Teacher's Handbooks* in preparing for the classwork.
3. Teachers need to pay attention to the Unit Learning Outcomes and make sure that they are presented in a manner that support the Course Learning Outcomes mentioned in the syllabus.

4. As for grammar the Reading/Writing and Listening/Speaking teachers need to do some lesson planning together.
5. Tests and exams and the rubrics for grading will be shared by the Examinations and Assessment Unit so as to be closely aligned with the syllabus in particular, and with curricular prescriptions in general.

Quality Assurance and Professional Development

The Deanship of Preparatory Year and Supporting Studies seeks to align its functioning with the standards specified by the National Commission for Academic Accreditation and Assessment (NCAAA) of the Kingdom. This section presents a conceptual overview of the functions of the new units in relation to evaluating teacher performance.

Quality Assurance – A Conceptual Overview

In its publication titled “Self-Evaluation Scales for Higher Education Programs,” NCAAA makes the following declaration:

The system for quality assurance and accreditation is designed to support continuing quality improvement and to publicly recognize programs and institutions that meet required quality standards. The objective is to ensure good international standards in all post-secondary institutions and in all programs offered in Saudi Arabia....

It is necessary to consider appropriate forms of evidence whenever a judgment is made about quality of performance in relation to standards....

A wide range of kinds of evidence can be considered.

A part of the task of evaluating the work done by the Preparatory Year program is already being performed by NCAAA, and partly by the Deanship of Quality and Academic Accreditation. The task ahead of the Units for Quality Assurance and Professional Development may be seen as partly complementing the work of these two other agencies, and partly as fulfillment of other independent objectives specific to the Department of English Language and the Deanship of Preparatory Year and Supporting Studies.

An important part of the collective responsibility of the faculty of the Department of English Language is to complete the Course Specifications, Course Reports, and Teacher Portfolios

for the Deanship of Quality Assurance and Academic Accreditation. These documents will not only serve to provide feedback to the Ministry of Education on the performance of the functioning of the PYP English Language program, but also help the Deanship of PYP monitor the health of the program and institute changes to bring about qualitative changes.

The Course Specification documents are prepared by the Assistant Departmental Chair, while the Course Reports and Teacher Portfolios need to be completed by individual faculty members in consultation with their Academic Coordinators. DQAA supplies teachers with Course Evaluation Surveys and Student Surveys of Lecturing Skills, the latter comprising 14 points on which students, in every class, grade the performance of their teachers each semester for the courses they took with them. These statistical findings need to be incorporated into reports that teachers prepare, where they reflect upon their strengths and weaknesses, and identify ways of improving their performance.

Professional Development – Background

Preparatory Year studies, especially as they relate to students' acquiring English language skills, are unique in how they function. Courses do not carry credits toward completion of degree programs; students enter the program with varying degrees of exposure to the English language; the length of time they spend in the program imposes different workloads on students within the same disciplinary tracks. Teachers, often on contract from service providers, enter the university with widely varying types of preparation in language teaching; and teacher recruitment cycles are not uniform, as a result of which not all courses begin and end with the same teacher.

of the teachers need to be prepared to face any challenges that affect the quality of instruction and thereby learning. Professional development programs are of immense help in this regard. These challenges are not unique to the University of Dammam. Several ministries of education, accreditation bodies, self-governing professional English-teaching organizations, the World Bank, the OECD, and a host of other governmental and non-governmental institutions have researched issues relating to quality assurance and professional development in programs similar to our Deanship. In what follows, best practices in the field are presented before outlining methods of teacher performance evaluation.

Best Practices in Quality Assurance and Professional Development

A brief review of the literature on QA&PD shows the following points to be of chief concern among leading agencies and educators worldwide:

- Enhancement vs. Accountability: A first distinction that is made in regard to quality assurance is that *enhancement* of instructional quality is different from the *accountability* of teachers to their employer, in our case, UoD. This distinction follows from the work of the Higher Education Quality Council of the UK (Brown, 2004)¹. The QA & PD Units should see their work as only relating to enhancement of instructional quality. If suitable quantitative measures of enhancement are produced, they may aid UoD Administration in deciding on matters relating to teacher retention. But measures of accountability are broader than those of instructional enhancement. Hence, the QA&PD Units can only concern themselves with enhancement. In practical terms, this would mean that no teacher should feel threatened, for instance, by appointed members of the QAPD Units conducting classroom observations.
- Summative vs. Formative Assessment of Teachers: In a study for the Organization for Economic Co-operation and Development (OECD), Isoré (2009)² notes that “*summative* evaluation of teaching is a way to assess that teachers are adopting the actions and ‘best’ practices which improve student outcomes.” Teacher portfolios with clearly defined criteria, for instance, may be used for summative assessment of teacher performance. “Formative evaluation is a process by which evaluators give constructive feedback to the teacher, pointing out at what level the teacher is performing on each of the relevant criteria, and suggesting ways to enhance his practice. Conversations with evaluators or colleagues engage teachers in self-reflection about their work.” A variety of methods, including teacher observations, assessment of sample assignments, presentations, and participation in professional workshops may be employed to provide useful feedback to teachers on their pedagogical practice.

¹ Brown, Roger (2004), “*Quality Assurance in Higher Education: The UK Experience since 1992*”, RoutledgeFalmer, 11 New Fetter Lane, London EC4P 4EE.

² Isoré, M. (2009), “*Teacher Evaluation: Current Practices in OECD Countries and a Literature Review*”, OECD Education Working Papers, No. 23, OECD Publishing. <http://dx.doi.org/10.1787/223283631428>.

- **Institutional Initiatives:** Without a well-planned approach to PD, providing teachers with adequate support is unlikely to happen. Glover and Law (2005)³ present a detailed description and analysis of some the best practices that institutions in England and Wales have employed to enhance the quality of teaching and learning. It will be the effort of the QAPD Unit to put in place some of the best practices, using resources within the Deanship of Preparation and Supporting Studies, as well as with the resources available through the Deanship of Academic Development. Such measures will include workshops, conferences, invited lectures, and PD days initially, and will be expanded as a clearer set of needs emerge as work in the Unit progresses.

In summary, the motivation behind implementing the above mentioned ‘best practices’ is to ensure compliance with what the NCAAA calls⁴

an expectation that teaching staff be involved on a continuing basis with scholarly activities that ensure they remain up to date is relevant to Qualifications and Experience of Teaching Staff (Standard 4.8) and also to Personal and Career Development (Standard 9.3), and an expectation that standards of learning outcomes should be checked against the National Qualifications Framework and standards at other comparable institutions is relevant to the standard for Management of Quality Assurance and Improvement (Standard 3) and also to the sub-standards for Student Learning Outcomes (Standard 4.1) and Student Assessment (Standard 4.4).

It is in keeping with these practices followed in leading institutions that the Department of English Language has designed its classroom observation routines.

Classroom Observations

While teacher autonomy is generally respected, it is important that the work of teachers is accountable to the administration. Hence, observers designated by the Dean may visit classes at least twice a year to observe the functioning of classes. Teachers observation forms using the following criteria will be completed and discussed with teachers as means to helping them

³ Glover, Derek and Law, Sue (2005), “*Managing Professional Development in Education: Issues in Policy and Practice*”, Kogan Page Limited 120 Pentonville Road London N1 9JN

⁴ National Commission for Academic Accreditation and Assessment (NCAAA) of the Kingdom of Saudi Arabia (2013) “*Self-Evaluation Scales for Higher Education Programs*”, <http://www.ncaaa.org.sa/english/astandardfront.aspx>.⁴

improve instructional quality rather than punitively:

- **Subject matter content:** Shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery
- **Organization:** Organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course
- **Rapport:** Holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm
- **Teaching Methods:** Uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives
- **Presentation:** Establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English
- **Management:** Uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management
- **Sensitivity:** Exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment
- **Assistance to students:** Assists students with academic problems
- **Personal:** Evidences self-confidence; maintains professional comportment and appearance
- **Physical aspects of the classroom (optional):** Location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery.

Departmental Committees

In addition to assigned teaching duties, faculty members may be appointed to various committees handling specific charges at various points in the academic year. These include:

- Curriculum Development & Design
- Examinations and Assessment
- E-Learning
- Quality Assurance
- Professional Development
- Student Support Committee

It is expected that all faculty members will contribute to the growth and efficient functioning of the department. Not all the work that teachers may be called upon to do can be anticipated and listed. Generally, teaching loads, office hours, class preparation time, invigilation duties, research work, and committee work will not cumulatively exceed 40 hours per week.

Managing a large and complex academic operation calls for teamwork. All faculty and staff are called upon to contribute to the success of the Department of English Language.

Appendix 1

Self-Access Resources & Support Center (SARSC)

The Self Access Resources Centre (SARSC) was established in 2014 at the Department of English to help UoD students in general, and Prep Year students in particular, to continue developing their language skills outside the classroom. The Center aims to enable users to supplement class-based language learning with self-study, in their own time. On one hand, it is self-study in the sense that it offers a chance for students to study independently and at their convenience, and, on the other hand, it is guided inasmuch as a one-to-one tuition service is provided whenever requested. It offers access to on-site resources and services, all via guided assistance from the SARSC staff, and with the help of the available facilities including computers, reading materials, CDs and DVDs. It also provides a range of

specialized software programs, and online language resources covering pronunciation, grammar, reading, writing, speaking and listening skills, as well as other curricular subjects, such as math, physics, biology, and computer sciences.

To support the students' independent language learning, SARSC also provides recommended links to general resources and language learning sites, as well as information specifically for learners of English. It is planned that these resources will

- offer the students a systematic way of organizing their language learning;
- offer Interactive online courses to improve their grammar, vocabulary and pronunciation skills; and
- practice language spoken in its natural cultural environment by providing sound-integrated language learning resources.

The Center also provides a lot of useful information which will help improve public speaking skills and how to give presentations. Students can improve their fluency and practice asking questions by chatting with a native speaker. They can also practice listening to their own presentations and pronouncing words and phrases. They can learn and study vocabulary in many fun ways such as synonyms, opposites, examples, rhymes, etc. on the Internet as well as with the help of tools for vocabulary learning and research. Many good online dictionaries, such as Macmillan and Webster's have been made accessible for all UoD students and academic staff at all times of the day.

Students can also practice scientific English reading, academic reading, and short courses which will help them familiarize with basic language in specific subject areas. Furthermore, they can follow free online courses in many subject areas in support of their English as well as other skills they need here at UoD.

To ensure ease of access to the Center at all times of the day, the DEL has set up a timetable for organizing the process of utilizing the available facilities as well as pointing out the time and the name of the available teacher. The timetable has been attached to a bulletin board next to the door of the Center. At least one SARSC assistant will always be there to help students, especially weak learners, locate any sites that they would like to surf or browse.

The language lab

Our digital language lab was established in the year 2014 for the purpose of helping students improve their pronunciation as well as familiarizing them with the native accent of English. It is much more than a tool for training and listening discursive language, it is a place to study

and experiment with English language and exercise in its use. It can integrate the method the teacher wants to use allowing further development of a large number of different activities in the classroom, such as class conferencing, communication between teachers and students, student-student communication, using multimedia material, and recording and listening to voices, just to mention some of its outstanding features.

The language lab coordinator is always there to help students who wish to visit the place for practicing their skills of listening and speaking during the day.

Appendix 2

DEL Managerial Committees

The Department of English has initiated a number of managerial committees for the purpose of organizing the efforts and designating the roles. Each committee is composed of a number of faculty members headed by a widely experienced person, usually nominated by the Department Head. Currently, five committees are covering all facets of activities at the Department of English. The committees' activities undergo periodical modification and updating in keeping with the requirements of the DPYSS and the DEL. Following is a description of the function of each committee.

Testing Committee (TC)

Outline

The appointment of the examination committee's coordinator and its members is made on the recommendation of the Head of the DEL. The Chair Examiner (CE) provides leadership to the committee in the preparation of the examination paper and the guidelines for marking the examination. It is the CE's responsibility to ensure that the final examination be accurate and error-free, conform to the examination specifications, and address an appropriate range of content and intended learning outcomes in the course syllabus. The CE also responds to any issues raised about the examination and pertinent issues. Any unresolved issues at this stage are referred to the DEL's Chair for negotiation and resolution.

The members of the Testing Committee are highly-experienced teachers, test designers, and assessors who are confided with the task of designing, structuring, and scheduling tests for

the Preparatory Year students (all tracks and levels). Tests are designed to be appropriate in terms of the objectives and requirements as set by the Deanship of the Preparatory Year at the UoD.

In designing or selecting a test, the members of the committee consider two questions: What precisely does the test measure? And, How well does the test measure what it is meant to measure? If the test is designed to measure mastery of a specific skill or the content of a particular course of study, for example, then it is based upon a careful analysis of that skill or an outline of the course in order to check on the validity of content. If the test is designed to measure proficiency, then the emphasis is placed on the language ability of the candidates.

The tests comprise all skills: reading comprehension and vocabulary, writing and structure, and listening and speaking; and are designed to include all types of syllabus components taught in the course. Each component receives about the same emphasis in the test that it received in the classroom.

This committee is entrusted with the duty of writing mid-term and final examinations for all tracks and supervising all exams. Prior to the commencement time of each academic year, TC members hold a meeting with all the instructors to review the pacing schedule for each skill and point out the sections and subsections to be covered in the test or exam. This is also followed by a series of meetings for sake of exchanging views and improving performance.

Mid-term and final examinations are usually standard exams designed to evaluate the students' achievements in all the linguistic skills and sub-skills, i.e. listening, speaking, reading, writing, grammar and vocabulary. When all exams have been written, TC members give copies of these exams to respective skill teachers for review and feedback. A period of three or four days is usually given to the said instructors to suggest any changes and/or rectifications. When the instructors' input and feedback are received, the TC members produce the final version of each exam, which is eventually administered to the students at different tracks.

The TC's coordinator coordinates the work of the committee and keeps a record of the minutes of the various meetings, which are then forwarded to the Head of the Department for approval.

Quality Instruction Assurance and Teachers Evaluation Committee (QIATEC)

Observation of Learning and Teaching

Observation is a professional support which aims at helping teachers gain valuable insights about their teaching performance and other important teaching related factors including clarity, pace, learning outcomes, ideas and suggestions in a confidential climate. The QIATEC assesses the overall performance of teachers through frequent visits to classrooms and report the observations made during class to the Head's office.

Three key stages are followed throughout the process of class observation:

Pre-observation meeting/discussion

Observation – teaching and learning

Post-observation feedback meeting

Pre-observation meeting/discussion

The pre-observation discussion between the observer and the teacher being observed is essential to the success of the whole process. An important function of this meeting is to establish trust, deal with any anxieties felt by any of the parties, and give reassurance. The pre-observation discussion covers the following:

- the specific learning objectives for this session;
- the teaching approach to be adopted;
- the context of the teaching (room, timetable, the status and history of the student group);
- how the observation is to be conducted (time of arrival and leaving, etc.),
- the time and place of the observation and feedback;
- the content and its place within the curriculum of the unit and the program of study;
- any potential difficulties or areas of concern;
- and any particular concerns that either the observer or the observed might have about undertaking the observation.
-

Observing learning and teaching

Usually, students are informed about the observation in advance, and are made aware that the purpose of the observation is to assist in the development of professional skills. The observed

(teacher) prepares the students for the presence of the observer, and the observer carefully observes the methodologies employed, the responses, the ability of the tutor to effectively achieve their aims, and the areas of successful and less-successful achievement in the session.

Post-observation feedback meeting

As soon as practically possible after the class has been observed, and at most within a week, the observer meets with the observed to provide confidential feedback. In such a meeting there is a joint responsibility to keep the feedback focused and constructive, and to emphasize that the role of the observer is not to be a judge, supervisor or superior, but rather to encourage reflection on the session observed.

Good feedback will⁵:

- allow the tutor to describe the class and say how they felt the lesson went before the observer makes any further comment;
- positively state what the observer considers the tutor to have done with skill, insight, competence, etc.;
- identify what did not appear to be so successful;
- provide adequate opportunity to discuss any matters of concern to the tutor about the lesson or about the observation process;
- provide an opportunity to identify constructive solutions to any agreed difficulties, including sources of professional development and support; and
- focus on particular issues rather than allow generalized description or evaluation.

After the meeting, the observed teacher receives a written account of the observation which summarizes the feedback discussion. The observer then sends a copy of this written report to the observed and also to the Head's office.

Curriculum Design and Development Committee (CDDC)

This is purely an academic committee that consists of the coordinator as well as a number of members who are selected by the Head of the Department on the basis of their expertise and contribution to the field. Their main task is to evaluate English textbooks available on the market with an eye to selecting the most appropriate English syllabi for the various colleges of the university. The CDDC may decide to design in-house material for a course in case the

⁵Extract from notes prepared by Dr David Gosling, Head of Educational Development Services, University of East London. Available: <https://www.kcl.ac.uk/study/learningteaching/kings/support/guidelines-peerobservation-dgosling.docx>.

material available for this course doesn't fulfill the general requirements and/or objectives set by the respective colleges at UoD, as is the case with ESP.

The CDDC members hold regular periodic meetings to discuss the appropriateness of the previously selected books to the level of the students based on exam results and instructors' feedback. Most importantly, CDDC members meet at the end of each academic year to decide on titles for the semester to follow.

For optimum results, the CDDC members participate in study days, conferences, workshops and seminars both inside and outside the campus. These meetings provide opportunities to keep abreast of recent developments and newer theories in the field of curriculum design and development.

The main objectives of the CDDC can be briefed as follows:

- Planning and implementing an annual timetable to develop strategic courses and appropriate text books.
- Updating the department with relevant publications and equipping it with innovative methods in teaching.
- Making use of subject matter experts in teacher and curriculum development to coach faculty, engage them in continued education, and stimulate their creativity.
- Researching pedagogical and didactic trends in higher education and applying research results to augment the teaching/learning cycle at UoD.

Students Advisory and Development Committee (SADC)

The UoD Student Advisory and Development Committee (SADC) aims to establish an intimate link between students and their teachers; strengthen the department's academic and outreach programs; improve its facilities usage as it pertains to undergraduate teaching and research; and expand its available support to current students and future alumni. In order for the service to be extended to all students in the easiest way possible, SADC has created a Student Advisory Committee (SAC). The mission of the SAC is to provide a student voice in assisting the SADC consider strategies for improving the quality of academic advising and support services to all PY students, as well as to promote awareness of these services on campus.

Structure of the Student Advisory Committee (SAC)

The SAC is composed of two sub-committees: one focuses on general academic advising, support, and success, and the other concentrates on personal and social advising. Each sub-

committee meets independently, but also collaborates with one another. Each sub-committee consists of six to ten students with diverse backgrounds and interests. Representatives are selected by the SAD Coordinator based on their readiness to participate and serve their fellow mates. The division of responsibilities is determined by the members themselves, with direction and guidance from SADC's Coordinator.

Goals of the Student Advisory Committee (SAC)

The goals of the Student Advisory Committee (SAC) include:

- Providing feedback on existing SAC services
- Suggesting changes and additions to SAC programming
- Assisting with outreach of services on campus
- Generating new ideas and projects for both the SADC and SAC
- Contribute to the development and execution of events and services

Teacher Recruitment Committee (TRC)

Through strict screening processes, the TRC intends to improvise methods and means to ensure the professional and cultural suitability of each candidate, which results in lower staff turnover and greater student-teacher stability and engagement. Moreover, the TRC is committed to recruiting highly qualified candidates from all backgrounds to ensure that Prep Year Colleges at UoD receive premium instructors with different skill sets.

The TRC is now investing its exclusive experience in this field and the process of finding highly qualified faculty and screening TESL/TESOL certified candidates has now become faster and more efficient due to the face-to-face and virtual interviews that are viewable from anywhere with an internet connection.

Selecting Academic Staff

The process of selecting and recruiting academic staff is done periodically in accordance with the demanding needs of the DEL as well as the future expansion of the English language teaching program. This is also done on the basis of reviewing the needs of the department; when need is to replace the current staff in accordance with the instructions of the quality assurance committee, and the standards issued by the Deanship of Quality and Academic Accreditation. The members of the Teacher Recruitment Committee (also: Faculty Search Committee) meet regularly to consider the applications and arrange for seminars and/or interviews as the need arises. The committee is planning to hire a variety of academic positions, i.e., professors, associate professors, assistant professors, lecturers and instructors

to match with the growing demand and expansion rate of the Department of English. Candidates are selected according to their quality research and studies and considerable curriculum vitae to align with the university vision and mission, with a degree in education: a master degree (at the minimum) in English language, educational technology, English language teaching methodology, applied linguistics or related studies. They must have at least five years of experience in teaching English as a second or foreign language.

The teaching staff is selected and hired through the following procedures:

- Advertising and posting the jobs on media.
- Receiving applications and screening the shortlisted candidates.
- Scheduling an appointment for interview (on campus or via Skype) by the selection committee.
- Recommending the selected candidates to the Dean of the Prep Year (upon whose approval the documents shall be sent to the Deanship of Personnel and Faculty Affairs for formal processing).

In addition to recruiting quality teaching staff, the DEL is facilitating higher studies programs for Saudi graduate candidates in the fields of teaching English as a Foreign Language (TEFL), linguistics (socio, psycho, and applied linguistics), language skills, e-learning, and instructional and curriculum design. They are usually sent to well-known international universities in the USA, United Kingdom, Australia and Canada.

Candidates must:

- have a university degree from a Saudi university (or other recognized university), with a “Very Good” grade, in the minimum;
- have passed the IELTS test and earned a score of 6+ for TAs and 7 for lecturers and instructors;
- not exceed 28 years of age for TAs and 34 for lecturers and instructors;
- be ready to pursue graduate studies for a doctorate degree from a recognized university; and pass the interview by the selecting committee.

E-Learning Committee

The DEL has endorsed a number of innovative initiatives in the field of educational technology. One of these initiatives is the incorporation of a blended learning program which aims at introducing the students to online learning; whereby a portion of the traditional face-to-face instructional methods is converted to e-learning.

The E-learning program is set up to address the following learning outcomes:

- Extending learning outside classrooms and alleviating pressure on students.
- Promoting self-learning skills.
- Adding extra educational value.
- Giving all students the opportunity to get engaged and participate in different activities

The Deanship has set up a plan whereby both faculty members and students should undergo a series of training workshops to prepare and qualify for online teaching/learning techniques. This embraced, the e-learning program has been put to real action, and a rate of 5% of the English language course has already been converted into e-learning. This rate is projected to gradually expand to claim 20% of the core course.

Prospects of Widening the Range of E-Learning

Surveys have shown that blended learning is an effective means of implementing e-learning solutions through combining the best practices of both traditional and online education. The E-Learning Committee at the Department of English, fully aware of this fact, is keen to encourage both faculty and students to get directly involved in the process of enhancing e-learning practices, and meanwhile work on widening the scope of the program in terms of hours of exposure and due credits. Students will be given the appropriate opportunity to be self-reliant, self-disciplined, well organized and motivated by providing proper orientation and training as well as a wider margin of maneuver in terms of learning at any pace and for all needs. For consolidating the learning process and the role of teachers, they will be provided with guidelines and enabled to decide on the content their students need with the help and support of the e-learning coordinators.

To monitor progress, attainment of learning outcomes, and faculty and students' feedback, surveys will be conducted on a regular basis all the way through. The DEL will be moving on, gradually and steadily, from one level to the other for the sake of widening the scope of e-learning program within the time frame of the 5-year Development Plan. Meanwhile, there will always be short pauses for assessing what has been achieved and drawing useful lessons from previous experience.

Students' progress will be assessed through the interactive exercises, quizzes and tests, writing activities and portfolios, recorded speaking and focus-group discussions.

Prior to taking the program into a new level, however, the following issues are addressed:

- Technical assistance and support for students and teachers.
- Internet access in classrooms and faculty members' offices.
- Availability of instructional designers to provide assistance when needed.
- Proper training for teachers and students on Blackboard, Oxford Learn, and other systems in use.

Training & Technical Support

To provide teachers and students with proper training at the right time is an indispensable requisite. Therefore teachers will receive a training course on the university's learning management systems (Blackboard and Oxford Learn) before setting out to teach at the beginning of the academic year. Training sessions will be organized by the E-Learning Committee and delivered by trainers from Oxford Press and the Deanship of E-Learning. Also, e-learning coordinators will provide on-going training when needed; including one-on-one training for new arrivals.

There will also be an IT support desk at all campuses to provide teachers and students with the technical support they need. A team of DEL male and female technical support providers will be providing support, and the number of support providers will gradually increase as the demand for e-learning increases. (The team is inclined to the use of just one learning management system (Blackboard), or else merging the other one (Oxford Learn) to Blackboard using single-sign-on).

Future Plans

The E-Learning committees are keen on continuing the "blended" version of e-learning in the coming years with necessary changes on the content, learning systems, and grade distribution. Teachers will be able to choose the appropriate content depending upon the needs of their students. The Committee's timeline will be as follows:

- 2015/2016: Keep the same plan and add necessary changes in order to foster the program.
- 2016/2017: Increase the proportion of e-learning up to 10%.
- 2017/2018: Add recorded lessons to support weak students.
- 2018/2019: Add recorded lessons of the whole general English course.
- 2019/2020: Add animations and demonstration to support the ESP books

Appendix3

English Language Development Program (ELDP)

The DEL is in continuous search for effective ways of developing its programs and helping students to learn English and do well in other subjects. Since all academic areas such as math, science, and social studies are taught to prep year students using English as a medium of instruction, the ELDP is putting more emphasis on the communicative skills students need for their studies both at the prep year and the years to follow. Students are required to work on tasks similar to those they will encounter in their future academic courses; covering topics of academic, cultural, and general interest.

The Department of English is now constructing an educational environment that is attractive and suitable for students' potentials to align with current and future challenges. The DEL is also developing enrichment learning programs and activities to enhance the role of the curriculum, help improve the teaching process, and keep up with the new developments in the field of English language learning.

Furthermore, the ELD program will be providing the Preparatory Year students with an access to the latest Information Technology data to encourage them achieve the best results in their academic studies.

In particular, the ELD Program aims to:

- promote research work and develop the written and spoken communication skills;
- enhance the language and skills students need for essay and report writing, giving presentations and taking part in lectures and group discussions;
- support and develop their study skills to a level where they are able to study successfully, and increase their grammatical and idiomatic use of the language;
- improve their confidence when using English and equip them with strategies and tools to participate actively in the academic community, and enable students to confidently participate in classes, tutorials and campus life.

Promoting Research Work & Professional Development

Students will be well-equipped with research and communication skills to contribute to nation-building as researchers, academics and professionals in different areas of health, engineering, scientific and humanitarian fields.

Research will be developed through the involvement of both students and faculty members in the preparation and execution of research work. Supported by the PY Deanship, the DEL will also be working on the development of the unit of research and studies by forming a research center creating a training and development unit under the name Professional Development Team. The duties of the unit include, among many others, training the teaching staff as well as setting up strategic developing plans. The DEL will also implement qualitative training programs that utilize advanced technologies in the teaching process for the sake of ensuring valued educational outcomes.

Gradually, the Department will expand its programs aiming at developing and strengthening the skills of the faculty. The DEL will also work on widening the prospects of professional development by seeking training programs both locally and internationally. English language study courses will be assessed according to their learning outcomes and how appropriate they are for the students' needs

The role of the Professional Development Team can be summed up as follows:

- Maintaining the appropriate educational environment and taking advantage of all available sources of knowledge in the department, the deanship, and the university.
- Continuing to work on the use of creative curriculum and the application of up-to-date techniques of teaching and training.
- Applying evidence-based teaching methods drawing on research findings in this respect.
- Regularly reviewing and re-evaluating the curricula, study plans, teaching techniques and students' assessment methods to ensure high quality academic programs.
- Emphasizing the availability of the latest information technology that meets the needs of students and helps in creating a high reputation of the academic excellence.
- Establishing an e-learning unit and integrating face-to-face and e-learning technologies in the study plans to keep up with the development of digital knowledge.
- Encouraging critical and creative thinking skills and gradually reducing the use of traditional methods based on rote memorization.

- Expanding the scope of study programs so as to include other tracks such as the humanitarian track in the Colleges of Education and Applied Studies.

Developing the DEL's Structure

The DEL is setting up and updating an efficient organizational structure to match with both the vision and mission of the university. The DEL is also working on a development plan to enhance the creative capacity of both the academic and the administrative staff in the field of academic guidance. A number of task committees have been commissioned with the duties of developing the administrative and academic performance at the Prep Year. These committees are empowered with responsibilities determined by the DEL Board and approved by the Deanship Council to operate independently in order to develop the teaching process and ensure that the outcomes commensurate with the general goals and objectives of the DEL. Among the responsibilities shouldered by these committees are the following:

- Listening to the staff and allowing them to express their concerns and professional aspirations, and developing ways to respond to their needs.
- Fostering excellence in academic performance through the provision of certificates and rewards for the distinguished staff members.
- Developing students' supportive services and providing them with the guidelines to help them choose the colleges that commensurate with their desires and inclinations.
- Re-estimating the administrative controls and conducting internal and external evaluation to ensure their effectiveness on work performance.

Appendix 4

Lesson-plan formats and teacher observation forms

Following are a variety of lesson-plan formats that may be applied when teaching language skills for both ENGL 101 and 102. As a teacher of English language at the Department of English, you are required to carefully plan for your lessons prior to entering your class for teaching. Lesson planning will count as one of the determinants of your readiness for teaching and managing your class successfully. In fact, it is the first thing you will be asked about by the Department Head (or his representative) during their random follow-up class visits.

Guidelines

It is of importance to note that not all steps are present in every lesson. In some cases, some of these steps can occur more than once. It is not a rigid formula. It is intended to guide thinking about what is necessary in a particular lesson. Sometimes it can take more than one class session to complete all of the necessary steps.

The format design of a lesson-plan depends on your individual needs, but should certainly include:

- Title of lesson
- Aims and objectives
- Reference to the paragraphs of the syllabus being covered
- Student activity teaching aids required
- Other resources required
- Evaluation of how the lesson went

Your lesson plan may also include: date, day and time of lesson, course title, subject, course tutor, etc.

It all depends on you – the teacher. If teaching, for instance, is focused on specific skills, then students need to discover the what, why and how of what they are expected to be able to do. Students then practice with the aim of developing the abilities outlined in the objectives. If the lesson is focused on content rather than skills, the students are given activities requiring them to process or reason with this content, with the aim of grasping the main idea of the topic in hand.

Study this Reading lesson-format (fits both ENGL 101 and 102):

Orientation/Previewing the new unit (Students are prepared for learning)

- Recall learning of last lesson
- Recall other relevant prior learning
- Have your students guess what the new material is all about
- Tell them (This is what you are expected to be able to do at the end of the unit)
- Point out the relevance, importance and value of learning the new material
- Discuss challenging goals

Presenting new material/new topic

Knowledge, reasoning, theories, etc. are explained to students, and abstract ideas are illustrated with concrete examples. Practical and intellectual skills are demonstrated, e.g. how to use a tool or formula, or punctuate a sentence. This tends to stress both process and product. Key points are emphasized and shown on the board.

- Ask questions
- Urge your students to comment on an illustration, title, etc.

Introducing new vocabulary

Remember that vocabulary is the key to understanding. Therefore:

- Ask your students to scan the topic for new words and underline them
- Prompt them to guess the meaning
- Ask a volunteer to read aloud the words that he/she is able to
- Point out the remaining words (words students find difficult to pronounce correctly)
- Explain why it is extremely important for students to grasp the meanings of words and pronounce correctly prior to indulging in the lesson
- Read the difficult words aloud and ask students to repeat

Reading the text

- Let students read for main ideas, then play the audio with class following up. - -
- Encourage critical thinking (arrange your class in groups and ask them questions.
- To develop their reading skills, let students scan the text for information.

Typical learning strategies (students)

- Let students listen or watch a video
- Let them watch a demonstration
- Encourage them to learn by asking
- Make use of IT facilities and other available resources
- Encourage note-taking
- Create a mind-map, poster or handout that summarizes the key points
- Encourage class conferencing
- Encourage peer-explaining of key objectives followed by a check
- Ask students to do the vocabulary exercises and other relevant activities
- Construct and conduct quizzes, tests, etc.

Checking learning

- Conduct question-and-answer in an interactive dialogue to discover and clarify weak learning outcomes
- Let the class (divided into groups) discuss the main points
- Conduct peer and self-assessment
- Do the vocab and comprehension exercises

Assign a reading task

- Refer students to relevant material in support of the lesson taught.
- Ask them to prepare for questions in connection with the material in hand.

For a writing lesson-plan, you may choose to follow these steps:

- Have your students read a piece of written text and let them focus on how the topic has been designed

- Explain to them that a good piece of writing is that which is organized and contains no grammatical errors
- Direct students to do similar activities with a partner and share answers with another pair
- Circulate around and provide help
- Remind students to use vocabulary items from the given unit where possible and provide them with a list
- Pair students and direct them to read each other's work (their attempted paragraphs)
- Ask them if they have met the outcome
- Give them the unit assignment

(Note: Always remember that practice (in any skill) is the right way to mastery)

Now, look closely at the following samples of lesson-plan formats. Notice that more advanced lesson-plan formats might require you to vary lesson-formatting; state how learning is checked, or to ensure differentiation. It is up to you, the teacher, to apply the appropriate lesson-plan formula. Always bear in mind, however, that careful preparation of the lesson is the key to a successful class and the best tool to attain to your goal.

Track:	Book:	Teacher:	Time
Group & Level:	Lesson and/or Unit:	Department:	
Objectives	What the students should be able to do, understand, and care about as a result of the teaching? Bloom’s Taxonomy of Educational Objectives may be used.		
Standards	What standards of performance are to be expected? When will pupils will be held accountable for what is expected? The students should be informed about the standards of performance. (Standards are an explanation of the type of lesson to be presented, procedures to be followed, and behavioral expectations related to it, what the students are expected to do, what knowledge or skills are to be demonstrated and in what manner.)		
Materials	List the materials needed for this lesson.		
Anticipatory Set	This part of the lesson is to “grab” the students’ attention or relate the experiences of the students to the objectives of the lesson. This part of the lesson focuses the student attention on the lesson, creates an organizing framework for the ideas, principles, or information to follow, and extends the understanding of abstract ideas through the use of an example or an analogy.		
Teaching			
Input	Provide the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.		
Modeling	Use the materials to show students’ examples of what is expected as an end product of their work.		
Checking for Understanding	Let your students understand what is to be learned before practicing it.		
Questioning Strategies	This section enables teachers to ask the right questions to probe for higher levels of thinking. Again, teachers may find the Bloom’s Taxonomy of Educational Objectives a valuable tool in questioning strategies.		
Guided Practice	This part of the lesson allows students an opportunity to demonstrate their understanding of the lesson by working through an activity or exercise under your supervision. This is the time when you need to move around the room, determine the level of mastery, and provide individual remediation, if necessary.		
Closure	These are statements by a teacher that are designed to bring a lesson or presentation to an appropriate conclusion. Closure is the act of reviewing and clarifying the key points of a lesson. It is used to: 1. Cue students to the fact that they are at the end of the lesson. 2. Help organize student learning. 3. Help students form a clearer picture of what the lesson is all about.		
Independent Practice	This section is for reinforcement practice. This may include homework, group work, or individual work in class. It may also be used for projects or as a way for students to apply what they have learned.		

Lesson Type: Reading Lesson Plan - QSkills Book 2 (Intermediate)				
Lesson Objectives	To teach pages 46-52; to introduce the unit topic, activate schemata, teach relevant vocabulary, practice reading skills			
Tools / Materials	Q: Skills RW Book 2, Board and Board pens, Projector, iTools			
Time (50-minute session)	Action / Content	Learner Activity	Focus	Interaction
8:00 - 8:05am	Introduce the lesson, write the aims on the board, go through the lesson aims with the students	listen, acknowledge	To ensure the learners know what will happen during the lesson and what they are expected to achieve.	class
8:05am - 8:12am	Discuss the unit question and the picture.	In groups of 3, students discuss the question and the unit picture.	To activate student schemata on the topic and encourage the sharing of ideas.	small groups
8:12am - 8:14am	Feedback	Students share their ideas with the class.	To encourage learners to listen and benefit from others.	class
8:14am - 8:24am	p. 48 vocabulary activity	Students match the highlighted vocabulary to the definition.	To enrich the students' vocabulary	individual
8:24am - 8:26am	Feedback	Go through the answers.	na	class
8:26am - 8:30am	Preview reading p.49	Students discuss what they think the article will be about based on the title. They share their ideas.	To encourage the students to think about context and texts. To prepare the students for what they will read.	small groups
8:30am - 8:36am	Skim the article and complete task B	Students will practice skim reading and answering questions.	To develop the students' ability to skim a text and answer questions.	individual
8:36am - 8:48am	Students read the article again in more detail.	Students will read the article again and complete tasks C and D p.51-52	To develop the students' ability to read and extract detailed information from the text.	individual
8:48am-8:50am	feedback answers and recap the lesson	Students will check their answers for the detailed reading task. Students will recap the aims and tasks of the lesson briefly.	To check the students answered correctly. To check the lesson objectives were met.	class

Lesson-plan Template

Lesson Type:				
Lesson Objectives				
Tools / Materials				
Time (50 minute session)	Action / Content	Learner Activity	Focus	Interaction

ENGL 102
Health Track

Lesson type: Reading (Intermediate to advanced)				
Lesson objectives	To teach pages 1 to 7; to introduce the unit through picture reading; activate schemata; teach relevant vocabulary; reading the text			
Tools/ Materials	English for Health Professionals			
Time (50 minutes session)	Action/ Content	Learner activity	focus	interaction
1:00 – 1:10	Introduce the unit; explain the aims; discuss the aims with students	Understand and participate	To familiarize students with the lesson so they activate their knowledge	Class
1:10 – 1:20	Discuss the pictures and become familiar with various parts	Students either in pairs or individually relate the various parts with their words	To introduce students to words related to human body	Pairs or individual work
1: 20 – 1:22	Feedback	Students share their ideas with class	To encourage students to listen and benefit from others	class
1:22 – 1:32	New Vocabulary items	Learners go through the words and the meanings of words they will come across in the reading text	To introduce learners to new words and their definitions	Individual / pair
1: 32 – 1:35	Discussion	Students discuss with teacher difficult words (pronunciation, defining words...)	To enrich students' knowledge of vocabulary	class
1: 35 – 1:45	General Reading / Fast reading	Students read the text to identify key ideas and understand the general points discussed while paying less attention to words	To develop students' skills of reading for understanding	individual
1: 45 – 1:50	Comprehension check and Feedback	Students respond to teachers' questions – factual and inferential	To develop students' skills of identifying key ideas and extracting information	individual

Lesson-plan for
English for Academic Purposes (EAP)

Notice: For further and detailed information about lesson plans and pacing schedules, please consult the

Lesson Type: English for Academic Purposes (EAP)				
Lesson Objectives	to have the students learn the structure of a “cause and effect: essay and practice writing one in a time environment, to ensure students understand the essay structure and are able to compile said essay			
Tools / Materials	whiteboard, EAP course book (p.83-85), projector			
Time (50 minute session)	Action / Content	Learner Activity	Focus	Interaction
8:00 - 8:05am	introduce the lesson aims	listen, make notes	to ensure the learners know the aims of the lesson and where they should be at the end	class
8:05 - 8:10am	read the C/E essay structure p.83 (top)	read and make notes	to ensure the students understand the structure of the C/E essay and can highlight points they don't understand	individual
8:10 - 8:12am	feedback	feedback to the teacher	to allow students to highlight and ask for help with anything not understood	class
8:13 - 8:20am	scaffold the essay structure	plan and help scaffold the essay	draws on schemata of previous essay plans done, allows students to see how the essay will look structurally and what content goes where	class
8:20 - 8:30am	read essay on p83-84, feedback	read and annotate, feedback	to allow the students to see an example of C/E essay after understanding the structure, to feedback any questions	small groups, class feedback
8:30 - 8:47am	plan a C/E	plan and write a C/E essay	based on the planning, scaffolding, example essay students will plan and write a cause and effect essay, this will be the culmination of previous tasks, after the plan is complete, the students will write out the essay in the next lesson or for homework	individual
8:47 - 8:50am	end the lesson, recap the lesson	feedback to the teacher	to ensure the aims of the lesson were met and the students understand what they studied	Class

“Lesson Plan & Pacing Schedule” booklet, available at the DEL’s Head Office.

Teacher Observation Form

**Deanship of Preparatory Year and Supporting
Studies
English Language Department**

Instructor's Name: Date: / /
 Group: Track:
 Level: Skill:

	Evaluation Items	Poor	Fair	Good	Exlnt	Remarks
Part One: Planning and Preparation						
1	Following a lesson plan					
2	Knowledge of students					
3	Knowledge of subject matter					
4	Assessment					
Part Two: Classroom Environment						
5	Creating an environment of respect and rapport that establishes a culture for learning					
6	Managing classroom procedures					
7	Organizing physical space and student behavior					
Part Three: Instruction						
8	Communicating clearly and accurately					
9	Using question-answer					
10	Engaging students in learning					
11	Modelling language in structured & controlled way (rephrasing, restating, chunking language)					
12	Providing feedback to students					
13	Monitoring students' comprehension and varying instruction (e.g. checking for understanding)					
14	Incorporating multiple and repetitive strategies such as visuals and non-verbal communication					
15	Providing structured opportunities for the students to practice and extend language with each other in an authentic and engaged way					
Part Four: Professional Responsibilities						
16	Commitment					
17	Communicating with stakeholders					
18	Growing and developing professionally					
19	Collaborating with colleagues					
20	Advocacy					
Average:						

Recommendations:

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Observer(s)

1.
2.

Signature
 Signature

Teaching Staff Annual Evaluation Form

Name: _____

Department: _____

Academic Position: _____

Nationality: _____

College: _____

Academic Year: 143 - 143 H

Section One	Ser.No	Teaching Performance	Max. Grade	Actual Grade	
	1	communicating actual teaching materials		9	
	2	course portfolio		6	
	3	adherence to class timing and office hours		5	
	4	executing/conducting tests/exams		6	
	5	use of modern technical tools to deliver classes		9	
Total of Section One			35		
Section Two	Ser.No	Research and Occupational Activities	Max. Grade	Actual Grade	
	1	publishing/translation Activities		8	
	2	participation in conferences, forums, lectures, and training sessions		4	
	3	membership in institutions and occupational organizations		3	
	Total of Section Two			15	
Section Three	Ser.No	Administrative, Cultural, Social, and Sport Activities	Max. Grade	Actual Grade	
	1	participating in the department, college and university committees		3	
	2	participation in cultural, social and sport activities		2	
	3	level of executing assigned administrative tasks		5	
	Total of Section Three			10	
Section Four	Ser.No	Ethics and Personal Characteristics	Max. Grade	Actual Grade	
	1	manner of dealing with students		5	
	2	manner of dealing with colleagues, the department and college administration		5	
	3	Total of Section Four		10	
	Total of Overall Grades			70	

Miscellaneous Notes:

Area of Distinction	For the Dean's use only		
	Distinct in:	30	
Final Grade: -----		100	
Head of the Department: -----	Signature: -----	Date: / / 143 H	
Dean of the College: -----	Signature: -----	Date: / /143 H	
Dr. Ghazi Al-Otaibi University Vice President for Academic Affairs	Signature: -----	Date: / /143 H	