مواصفات وثيقة برنامج

بكالـوريوس اللغـة الإنجلـــيزية

وتوصــيف مقرراته

نائب العميد لشئون الجودة
أ.م.د. عبدالحميد عبدالواحد الشجاع

عمــيد الكلية
د. محمد أحمد شمس الدين الناصر

عميد الكلية
د. محمد أحمد شمس الدين الناصر

ممثـلو المـركـز
أ.م.د. أحمد محمد مجاهد
د. عبدالغني مطهر النـور

عميدة مركز التطوير وضمان الجودة
أ.د. هدى علي العماد

إشـــــــراف

رئيس الجامعة
أ.د. القاسم محمد عباس

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and Scientific Research
Sana'a University
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Quality Assurance Unit

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جامعة ـ صنعاء
كلية اللغات
وحدة ضمان الجودة

وصف وثيقة برنامج بكالوريوس اللغة الانجليزية وتوصيف مقرراته

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Program Specification Document

1. Basic Information about the Program	
Program Title and Final Award	B.A. in English Language Studies B.A. Degree
Awarding Body/Institution	Sana'a University
Teaching Institution/Responsible Department	Faculty of Languages, Department of English
Other Departments involved in Teaching the program	Depts. of Arabic, French, Translation & Computer
Language of Instruction	English Language
Year of Entry to the Program	1997-1998
Mode of Study	Regular
Place of Study	University Campus
System of Study	Full Time, Semesters
Duration of the program	Four academic years in eight semesters
Possible Future Career Options for Students	English language teachers, translators or any job that requires English proficiency
Levels of Award/ Final Award	Bachelor Degree (BA)
Prerequisite Qualifications	High School Certificate
Required Average Grade for Joining	80%
Other terms	N/A
Program Coordinator	أ.م.د/ إبراهيم تاج الدين
Date of Program Specification/ Latest Accreditation	مجلس القسم: 26 أغسطس 2019م اللجنة الأكاديمية بالكلية: 27 أغسطس 2019م مجلس الكلية: 28 أغسطس 2019م

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2. Faculty Mission and Aims:

A) Faculty Mission: رسالة الكلية

تسعى كلية اللغات إلى المنافسة المحلية والإقليمية في تلبية احتياجات المجتمع باستعمال التقنية الحديثة لإعداد متخرج واع يمتلك أكثر من لغة ومنفتح على ثقافات الأمم الأخرى متمسّك بقيمه الإسلامية.

B) Faculty Aims: أهداف الكلية

1. تحقيق المعارف العلمية والمهارات اللغوية في خريج الكلية.
2. الوصول إلى التميز النوعي والكمي في تعليم اللغات وخدمة المجتمع وفق معايير الجودة.
3. المواءمة بين مخرجات الكلية مع متطلبات التنمية وسوق العمل.
4. توفير مناخ أكاديمي يساعد على تنمية الفكر والتعبير والإبداع.

3. Department Mission and Aims:

A) Department Mission:

The Department of English seeks to prepare qualified English language graduates who are well equipped with cutting-edged knowledge and professional skills to compete in the labour market. It intends to provide students with distinctive education and support by creating stimulating learning experiences that foster intellectual creativity and by cultivating a culture conducive to teaching, life-long learning, research, critical thinking, innovation, and community service.

B) Department Aims:

The Department of English aims to:

1. Prepare specialized graduates in the field of English language studies, who are well-qualified at the academic and professional levels, in accordance with international quality assurance standards.
2. Equip students with a range of transferable skills that will prepare them for employment in a wide range of careers with particular emphasis on communication, problem-solving, self-reliance, flexibility and creativity.
3. Develop students' intellectual curiosity and build confidence in their ability to learn and to resolve intellectual problems for themselves.
4. Create a learning environment and an appropriate foundation that promote the students' lasting enthusiasm, interest and enjoyment in the study of English Language, literature, and other related disciplines through an optimal use of modern technologies of learning.
5. Provide students with recognized qualifications to undertake further academic study and to compete successfully in a diverse employment market
6. Provide students with opportunities for high quality learning in a wide range of areas of language study including language structure, language variation and change, language acquisition, language in use, and interdisciplinary approaches to language and communication.

4. Program Frame of Reference:

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Academic Standards:

1- The forms and models of program specification, and the memoranda issued by the Council for Academic Accreditation and Quality Assurance, Ministry of Higher Education and Scientific Research, Yemen.

2- The forms and models of program specification, and the memoranda issued by Quality Assurance Agency for Higher Education, Britain

3- The forms and models of program specification, and the memoranda issued by the Quality Assurance and Accreditation (QAA), Saudi Arabia.

Similar Programs in Universities at the International, Regional & National Levels:

- BA Honours English Language and Linguistics, University of Kent, UK
- BA Honours English Language and Linguistics, University of Gloucestershire, UK
- BA (Ord) in English Language and Linguistics, York St John University, UK
- BA (Hons) English Language and Literature, University of Leicester, UK
- BA (Hons) English Language & Literature, Goldsmiths, University of London, UK
- BA English Studies, School of English, University of Hong Kong, China
- BA in English, Sharjah University, UAE.
- BA English, King Abdul Aziz University, KSA.
- BA English, Ain Shams University, Egypt
- BA English, Jordan University, Jordan.
- BA English, Petra University, Jordan.
- BA English, University of Tabuk, KSA.
- BA English, Najran University, KSA.
- BA English, Princess Norah University, KSA.
- BA English, American-Arab University, Kuwait.
- BA English, Isra University, Jordan.
- BA English, Aden University, Yemen.
- BA English, University of Science and Technology, Yemen.

Government Guidelines:

1. Act No. 18/1995 of the Law of public universities, institutes and colleges, Yemen and its subsequent amendments.
2. Act No. 30/1997 of the Law of public universities, institutes and colleges, Yemen.
3. Act No. 13/2005 of the Law of public universities, institutes and colleges, Yemen
4. Guidelines and templates from Council for Academic Accreditation & Quality Assurance, Yemen (2018)

5. Program Mission and Aims:

A) Program Mission

The English Language and Literature program seeks to prepare well-trained graduates equipped with the necessary knowledge and professional skills in English, by offering a stimulating and satisfying learning experience invigorated by the use of recent technology, in order to provide them

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with opportunities to compete for employment in both the private and public sectors.

B) Program Aims:

The program aims to:

1- Offer opportunities for students to engage with various English courses which enable them to develop their academic and professional skills and interests within the fields of English Language studies.

2- Raise students' awareness and understanding of the nature, uses and varieties of the English Language and the wider contexts of linguistic study.

3- Develop students' skills in close reading, literary analysis and their ability to communicate clearly and effectively in English, both orally and in writing.

4- Develop both understanding of the English language and a critical awareness of its cultural and historical significance through the study of English language, literature and culture

5- Equip students with skills, theoretical concepts and empirical knowledge needed to engage with, evaluate and analyze the use of language in everyday and institutional contexts

6- Enable students to develop competence in key transferable skills, such as information-gathering, understanding, analyzing and evaluating theories and their practical applications

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7. Program Intended Learning Outcomes (PILOs)

A. Knowledge and Understanding:	
On successful completion of the program, the graduates should be able to:	
A1	Demonstrate knowledge and understanding of key concepts, issues, ideas, theories, styles of argumentation, evaluation criteria and research methods used in the study of English Language, Linguistics and Literature.
A2	Show an informed understanding of some of the main theories concerning the broader human language faculty, its nature, acquisition, production and use in various contexts.
A3	Reflect an awareness of the basic structures, levels and discourse functions of the English language and the ways in which words and sentences are related to each other and how they combine to create texts of different types.
A4	Discuss with understanding the linguistic, literary, cultural and socio-historical contexts in which language is written, read and translated.
A5	Demonstrate an informed understanding of the social, pragmatic and functional uses of language in various contexts in society, including projects.
A6	Demonstrate a sound knowledge of contemporary approaches to the study of language, its literature, culture and teaching.

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B. Cognitive / Intellectual Skills:	
On successful completion of the program, the graduates should be able to:	
B1	Critically examine and evaluate evidence in relation to communication and language use in a variety of modes, genres and contexts, in different literary and non-literary texts.
B2	Analyze and synthesize complex information from a variety of texts and reflect critically on some of the dominant theories and topics in the various fields of English language and literature.
B3	Explain critical thinking and problem solving skills within the subject paradigm, encompassing close reading of texts as well as life-related projects.
B4	Identify and assess intellectual debates, discussions and paradigms within the fields of language and literary studies.
B5	Compare and contrast competing theories and explanations in the field of English language and linguistics.
B6	Examine the ways in which the English language encodes identity, social relationships and attitudes and, conversely, how social and cultural influences affect the use of the English language.

C. Practical Skills:	
On successful completion of the program, the graduates should be able to:	
C1	Apply their understanding of linguistic concepts, methods and approaches to the construction and

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	analysis of meanings in different literary and nonliterary texts and various modes of communication.
C2	Use appropriate linguistic aspects in speaking or writing for specific audiences, purposes, contexts and cultures.
C3	Effectively use a variety of interpretive strategies for analyzing multiple kinds of texts and translate them accurately and efficiently from English into Arabic and vice-versa.
C4	Apply a range of conceptual tools and communication skills in handling language-based tasks in appropriate contexts, including the ability to present sustained and persuasive written and oral arguments cogently and coherently.
C5	Successfully utilize strategies to interpret, analyze and critically examine diverse forms of discourse including literary, journalistic, historical and other non-literary texts.
C6	Plan and execute a small research project with minimal supervision, involving the collection and analysis of suitable data according to research ethical requirements as well as life-related projects.

D. General Transferable Skills:	
On successful completion of the program, the graduates should be able to:	
D1	Engage in a life-long self-learning, time management and leadership with commitment to professional ethics in their job-related tasks and show respect of cultural diversity.
D2	Manage time and prioritize workloads, think and perform under pressure and work to deadlines.
D3	Utilize Information Communication Technologies (ICTs) to enhance their critical and analytical skills in English language and literature as well as in life-related projects.
D4	Work effectively within a team or individually to accomplish a common goal.
D5	Employ effective skills in research capability, creative thinking and interpersonal relationship skills.
D6	Communicate proficiently and fluently in English in different academic, professional and social settings.

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8. Curriculum Map:

#	Code No.	Course Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
1		Grammar (1)	√		√				√				√		√				√		√	√	√	√		
2		Reading (1)	√		√	√		√		√	√	√			√		√		√		√	√	√	√	√	
3		Writing (1)		√	√		√		√	√		√			√	√		√				√	√	√		√
4		Listening and Speaking (1)	√	√	√		√		√	√		√			√	√			√		√	√	√			√
5		Arabic (1)		√		√	√	√	√		√	√				√	√	√			√	√	√	√		
6		Islamic Culture					√			√	√					√			√		√	√	√	√		
7		Arab-Israeli Conflict					√			√	√					√			√		√	√	√	√		
1		Grammar (2)	√		√				√				√		√						√	√	√	√		
2		Reading (2)	√		√	√		√		√	√	√			√		√		√		√	√	√	√	√	
3		Writing (2)		√	√		√		√	√		√			√	√		√				√	√	√		√
4		Listening and Speaking (2)	√	√	√		√		√			√			√	√		√			√	√	√			√
5		Arabic (2)		√		√	√	√	√		√	√				√	√	√			√	√	√	√		
6		National Culture					√			√	√					√			√		√	√	√	√		

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#	Code No.	Course Title	PILOs																									
			A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
1		Advanced Communication Skills	√	√	√		√		√	√		√			√	√		√			√	√	√	√		√
2		Critical Thinking Skills			√		√	√	√	√	√	√	√	√	√		√	√	√	√		√	√		√	
3		Academic Writing Skills		√	√		√		√			√			√	√		√				√	√	√		√
4		Communicative Grammar	√		√				√				√		√				√		√	√	√	√		
5		Introduction to Linguistics	√	√		√		√	√	√		√	√		√			√		√	√	√	√	√		
6		Introduction to Literature	√			√		√		√	√	√			√				√		√	√	√	√		
7		Computer Skills	√								√								√	√	√	√	√	√	√	√
8		French (1)		√		√	√	√	√		√	√				√		√			√	√	√	√		
1		Debating & Public Speaking Skills	√	√	√		√		√	√		√			√	√		√			√	√	√	√		√
2		Critical Reading	√		√	√		√		√	√	√			√		√		√		√	√	√	√	√	
3		Business Correspondence	√	√	√		√		√			√		√	√	√		√			√	√	√	√		√
4		French (2)		√		√	√	√	√		√	√				√		√			√	√	√	√		
5		Intro. to Translation (Theory & Practice)		√		√	√		√		√				√		√				√	√	√	√		

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																											PILOs
6		Self-Learning				√		√		√	√	√						√		√	√	√	√	√	√	√
		////////////////////////		√				√		√	√		√		√			√			√	√	√	√		√
1		Phonetics & Phonology	√	√						√		√	√		√			√	√	√	√	√	√	√		
2		Creative Non-Fiction	√			√		√		√	√	√		√				√			√	√	√	√		
3		Poetry	√			√		√		√	√	√		√				√			√	√	√	√		
4		English For Specific Purposes (Theory & Practice)	√	√	√		√		√				√	√	√	√		√	√		√	√	√	√	√	
5		English for Media & Journalism	√	√	√		√						√	√	√	√		√			√	√	√	√		
6		Professional & Technical Writing	√			√		√		√		√		√			√			√	√	√	√	√	√	√
1		Morphology & Lexical Studies	√	√	√			√		√		√	√		√			√	√		√	√	√	√		
2		Drama	√			√				√	√	√		√	√				√		√	√	√	√		
3		English Syntax	√	√	√			√		√								√	√		√	√	√	√		
4		Novel	√			√		√		√	√	√		√					√		√	√	√	√		
5		English Language Varieties	√	√		√	√	√		√	√		√	√	√	√		√	√		√	√	√	√		

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1		Intro. to Semantics & Pragmatics	√	√		√	√	√	√	√			√	√	√	√		√	√		√	√	√	√		
2		Intro. to Stylistic Analysis	√			√		√	√		√		√		√		√		√		√	√	√	√		√
3		Modern Fiction	√			√		√		√	√	√		√	√				√		√	√	√	√		
4		Entrepreneurial Skills					√			√									√				√			
5		Research Methods	√							√	√	√	√			√		√	√		√	√	√	√	√	√
1		TEFL		√	√		√		√		√			√	√	√		√			√	√	√	√		√
2		Graduation Project	√							√	√	√	√			√		√	√		√	√	√	√	√	
3		Discourse Analysis	√			√		√	√		√		√			√	√		√		√	√	√			√
4		Modern Critical Approaches	√			√		√		√	√	√		√	√				√		√	√	√	√		
5		Technology Enhanced Language Learning		√				√		√	√		√			√			√		√	√	√	√	√	√

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9. Teaching Strategies	
Teaching Strategy	**Description of how it will be used**
Lectures	*Lectures* are the principal mode in which the course content is delivered. Lecturers will generally use lectures that outline the areas of knowledge they wish students to become familiar with, and to emphasize particularly important concepts. These interactive lectures are conducted in the class on a weekly basis. In lectures, concepts, approaches and case studies related to English language and literature are presented and explored. In addition to showing students what they need to know, the tutor incorporates a variety of formats including lectures and multimedia presentations.
Seminar/ project/presentation	Each course should involve a project to cover a variety of tasks. The teacher needs to set in advance tasks for a selected number of students, and then have the selected students present their work to the whole group, for discussion, criticism and suggestions for improvement. Seminar sessions and presentations provide an opportunity to address questions, queries and problems.
Group discussions and activities	Students are engaged in group discussions of specific topics and gain immediate feedback and support from tutors. Students are exposed to and use many skills throughout this strategy such as: communication, problem-solving skills, cognition, and critical thinking. Teacher will be responsible for the design of the group experience, such as choosing topics and assigning tasks to individual students.
Exercises	Students are given special tasks and activities during the class (oral and written).
Lab sessions/training	Laboratory classes allow students to examine more closely the practical applications of the material covered in lectures. Students will be given spoken English practice exercises and training sessions in oral translation/interpretation
Cooperative learning	Students are encouraged to undertake independent study both to supplement and consolidate what is being learned. Self-directed learning, small group teaching and discussions require students to "talk English" and encourage them to teach each other.
Tutorials	Tutorials provide a flexible form of student-centered small group teaching. Tutorials are typically based on sets of problems that help students to develop their understanding, and to draw out deeper aspects of the material covered in lectures. Tutorial classes are also provided each week to create a stimulating environment for students to work through examples and case studies. Tutorials

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	include worksheets of carefully-designed questions that require students to think about challenging subjects. They are designed to be used after a brief lecture in which students work in pairs or groups. Teachers offer their students a variety of tutorials where students are allowed to choose the topics that interest them and begin their individual line of inquiry.
Problem solving	It involves applying knowledge and problem-based learning. Using problem sheets allows students to consolidate their knowledge of the course content, to check their understanding, and to explore topics beyond the syllabus. This allows students to become more active in their learning as they work out which information they need to find out how to solve a particular problem. They can work out a problem collaboratively, practice research and develop debating and analytical skills.
Brainstorming	It involves a large or small group activity that encourages students to focus on a topic and contribute to the free flow of ideas. The teacher may begin a brainstorming session by posing a question or a problem, or by introducing a topic. Students then express possible answers, relevant words and ideas.

10. Assessment Strategies:

Assessment Strategy	Its description (in which course it will be used and in which rate)
Written exams (Mid-term and final Exams)	Examinations, whether written or oral, test students' overall thinking skills in conditions where time and support for reflection are limited, as often in real life. They include quizzes conducted throughout the semester, Mid-term test in the 8th Class and Final Exam at the end of each course.
Oral exams	For courses that require practical exercises and projects.
Report/Project/ Practical Lab Sessions	For all courses that required except for graduation project.
Coursework Assessment	Coursework assessment provides formative and summative testing against the intended learning outcomes of the module concerned. It includes entire assessment of coursework activities during the teaching period of each course (which includes group and individual works, tests and presentations, etc.)
Quiz	A short test conducted periodically in all courses except for graduation project.
Homework	An assignment conducted periodically in all courses except for

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	graduation project.
Assessment Marks	As indicated in the course specification template

11. Program Study Plan	
1. Total Number of Credit Hours required for Program Completion	**137** Credit Hours

2. Distribution of Credit Hours and their Percentage out of Total Hours of the Program:	
Module Status	**No. of Credit Hrs. & Average Percentage**
* **General Courses** (University Requirements)	**16** Credit Hrs. with percentage **11.68%**
* **Faculty Courses** (Faculty Requirements)	**9** Credit Hrs. with percentage **6.57 %**
* **Major Core Courses**	**109** Credit Hrs. with percentage **79.56 %**
* **Compulsory Courses**	N/A
* **Optional Courses**	N/A
* **Field work/Practical Courses**	**3** Credit Hrs. with percentage **2.19%**
* **Other Courses (If any)**	N/A

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12. Program Study Plan

Year 1 (Semester 1)

#	Course Code No.	New Course Title	Total Credit Hours				Total
			Theory	Seminar	Practice	Field Training	
1	DR 11	Grammar (1)	3				
2	DR 12	Reading (1)	3				
3	DR 13	Writing (1)	3				
4	DR 14	Listening and Speaking (1)	3				
5	UR 15	Arabic (1)	3				
6	UR 16	Islamic Culture	3				
7	UR 17	Arab-Israeli Conflict	3				
		Total Credit Hours	**21**				

Year 1 (Semester 2)

#	Course Code No.	New Course Title	Total Credit Hours				Total
			Theory	Seminar	Practice	Field Training	
1	DR 21	Grammar (2)	3				
2	DR 22	Reading (2)	3				
3	DR 23	Writing (2)	3				
4	DR 24	Listening and Speaking (2)	3				
5	UR 25	Arabic (2)	3				
6	UR 26	National Culture	3				
		Total Credit Hours	**18**				

Year 2 (Semester 3)

#	Course Code No.	New Course Title	Total Credit Hours				Total
			Theory	Seminar	Practice	Field Training	
1	DR 31	Advanced Communication Skills	3				
2	FR 32	Critical Thinking Skills	2				
3	DR 33	Academic Writing Skills	3				
4	DR 34	Communicative Grammar	3				
5	DR 35	Introduction to Linguistics	3				
6	DR 36	Introduction to Literature	3				
7	FR 37	Computer Skills	2				
8	FR 38	French (1)	2				
		Total Credit Hours	**21**				

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Year 2 (Semester 4)

#	Course Code No.	New Course Title	Total Credit Hours				Total
			Theory	Seminar	Practice	Field Training	
1	DR 41	Debating & Public Speaking Skills	3				
2	DR 42	Critical Reading	3				
3	DR 43	Business Correspondence	3				
4	FR 44	French (2)	2				
5	DR 45	Introduction to Translation (Theory & Practice)	3				
6	FR 46	Self-Learning	2				
		Total Credit Hours	**16**				

Year 3 (Semester 5)

#	Course Code No.	New Course Title	Total Credit Hours				Total
			Theory	Seminar	Practice	Field Training	
1	DR 51	Phonetics & Phonology	3				
2	DR 52	Creative Non-Fiction	3				
3	DR 53	Poetry	3				
4	DR 54	English For Specific Purposes (Theory & Practice)	3				
5	DR 55	English for Media & Journalism	3				
6	DR 56	Professional & Technical Writing	3				
		Total Credit Hours	**18**				

Year 3 (Semester 6)

#	Course Code No.	New Course Title	Total Credit Hours				Total
			Theory	Seminar	Practice	Field Training	
1	DR 61	Morphology & Lexical Studies	3				
2	DR 62	Drama	3				
3	DR 63	Novel	3				
4	DR 64	English Syntax	3				
5	DR 65	English Language Varieties	3				
		Total Credit Hours	**15**				

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Year 4 (Semester 7)

#	Course Code No.	New Course Title	Total Credit Hours				Total
			Theory	Seminar	Practice	Field Training	
1	DR 71	Intro. to Semantics & Pragmatics	3				
2	DR72	Intro. to Stylistic Analysis	3				
3	DR 73	Modern Fiction	3				
4	FR 74	Entrepreneurial Skills	2				
5	FR 75	Research Methods	3				
		Total Credit Hours	**14**				

Year 4 (Semester 8)

#	Course Code No.	New Course Title	Total Credit Hours				Total
			Theory	Seminar	Practice	Field Training	
1	DR 81	TEFL	3				
2	FR 82	Graduation Project			3		
3	DR 83	Discourse Analysis	3				
4	DR 84	Modern Critical Approaches	3				
5	DR 85	Technology Enhanced Language Learning	3				
		Total Credit Hours	**15**				

Total Credit Hours is (138).

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13. Admission Requirements

A candidate can be admitted to the program if he/she fulfills the following requirements:
1. Having successfully completed High School Degree with a minimal average of 75%
2. Entrance Test
3. Personal Interview

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14. Attendance and Program Completion

From Level One to Level Two: The student can pass to level 2 with maximum 3 failing course.

From Level Two to Level Three: The student can pass to level 3 with maximum 3 failing course.

From Level Three to Level Four: The student can pass to level 4 with maximum 3 failing course.

15. Graduation Requirements

* **Total Number of Credit Hours:**   137 Credit Hours
* **Minimum marks to pass in each course:**   50 Marks
* **Average Grade/Mark required for the Award:** Pass Mark/Minimum average is Accepted

* **Grading System:**

Excellent (Ex.)	90-100
Very Good (VG)	80-89
Good (G)	65-79
Pass (P)	50-64
Fail (F)	Less than 50

16. The Facilities & Equipment Required to Achieve the Program

A. Learning Resources:
   * The text-books and references required in each course
   * The University Central Library
   * The Faculty library
   * The Department library
   * The university electronic library

B. Laboratories, Facilities, Equipment and Learning Devices:
   * Computer Lab.
   * Audio-visual Lab.

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* Head-over Projectors and Data-Show
* High-speed wireless internet connection

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17. Methods of Assessing Achievement of Program Objectives & Learning Outcomes:

TARGETED/ EVALUATED	EVALUATION STRATEGY	SAMPLES
Final Year Students	Interviews Questionnaires	All candidates
Graduates	Interviews Questionnaires Meetings	All candidates
Employers	Survey Questionnaires	As many as possible
Council of Accreditation and Quality Assurance	Reports Observations Visits	Experts from CAQA, Ministry of Higher Education.
External Experts and Specialist	Reports Visits	Experts and Specialists invited by University for self-assessment

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Annex (1): Graduate Attributes

الملحق (1): مواصفات الخريج

لا بد أن تتوافر في المتخرج الحاصل على شهادة البكالوريوس في دراسات اللغة الإنجليزية من كلية اللغات الصفات الآتية:

1. إجادة اللغة الإنجليزية قراءة وكتابة وتحدث

2. التمييز بين المفاهيم الأساسية في مجالات اللغة والأدب

3. استخدام اللغة الإنجليزية بمهاراتها الأربع في مختلف المجالات

4. تحليل النصوص ونقدها بأسلوب علمي ومهني

5. امتلاك مهارات التواصل اللغوية

6. كتابة البحوث العملية المبتكرة والالتزام بالأمانة العملية والنزاهة البحثية

7. امتلاك القدرة على تطبيق وتوظيف المعارف التخصصية في ممارسته المهنية

8. امتلاك القدرة على التعامل مع الحاسوب والتطبيقات التكنولوجية بما يواكب التطورات العلمية والتقنية الحديثة في المجالات المتعلقة باللغة وتطبيقاتها

9. التفاعل الإيجابي مع الثقافات الأخرى مع الحفاظ على القيم الدينية والثقافية والاجتماعية

10. امتلاك القدرة على تحمل المسؤولية الأخلاقية والعلمية والمهنية في مجال تخصصه

11. توظيف المعارف اللغوية بمهاراتها المتعددة لخدمة التنمية الشاملة في المجتمع

12. امتلاك القدرة على المنافسة محليا وإقليميا

13. امتلاك القدرة على التعليم الذاتي مدى الحياة

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الملحق (2): المواءمة بين مخرجات التعلم واستراتيجيات التدريس والتقييم

Alignment of Program Intended Learning Outcomes (PILOs) to Teaching Strategies and Assessment Methods:		
(A) Alignment of Program Intended Learning Outcomes (Knowledge and Understanding) to Teaching Strategies and Assessment Methods:		
PILOs	**Teaching Strategies**	**Assessment Methods**
A1. Demonstrate knowledge and understanding of key concepts, issues, ideas, theories, styles of argumentation, evaluation criteria and research methods used in the study of English Language, Linguistics and Literature.	**Students gain knowledge and understanding through:** 1. Lectures, in which concepts, approaches and case studies are presented and explored.	**Students' knowledge and understanding is assessed through:** 1- Written examinations
A2. Show an informed understanding of some of the main theories concerning the broader human language faculty, its nature, acquisition, production and use in various contexts.	2. Guided individual reading, including internet research.	2- Assignments 3- Presentations 4- Quizzes,
A3. Reflect an awareness of the basic structures, levels and discourse functions of the English language and the ways in which words and sentences are related to each other and how they combine to create texts of different types.	3. Exercises in lectures and seminars 4. Group discussions and debates designed to build knowledge of various topics.	5- Oral assessment and feed back 6- Report writing
A4. Discuss with understanding the linguistic, literary, cultural and socio-historical contexts in which language is written, read and translated.	4. Tutorials, in which particular topics are discussed in more detail. 6. presentations and discussions in class	Instructors are free to use different methods of assessment taking into account students' educational background and experience.
A5. Demonstrate an informed understanding of the social, pragmatic and functional uses of language in various contexts in society, including projects.		
A6. Demonstrate a sound knowledge of contemporary approaches to the study of language, its literature, culture and teaching.		

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(B) Alignment of Program Intended Learning Outcomes (Intellectual Skills) to Teaching Strategies and Assessment Methods:

PILOs	Teaching Strategies	Assessment Methods
B1. Critically examine and evaluate evidence in relation to communication and language use in a variety of modes, genres and contexts, in different literary and non-literary texts.	**Intellectual learning outcomes are primarily achieved through:** 1. Classroom discussions 2. Group and pair work 3. Exercises 4. Problem solving 5. Brainstorming 7. Group projects	**Students' intellectual skills are assessed through:** 1- Written examinations 2- Assignments 3- Presentations 4- Quizzes 5- Oral assessment and feed back 6- Report writing/ projects/practical lab sessions 7- coursework activities
B2. Analyze and synthesize complex information from a variety of texts and reflect critically on some of the dominant theories and topics in the various fields of English language and literature.		
B3. Apply critical thinking and problem solving skills within the subject paradigm, encompassing close reading of texts as well as life-related projects.		
B4. Identify and assess intellectual debates, discussions and paradigms within the fields of language and literary studies.		
B5. Compare and contrast competing theories and explanations in the field of English language and linguistics.		
B6. Examine the ways in which the English language encodes identity, social relationships and attitudes and, conversely, how social and cultural influences affect the use of the English language.		

(C) Alignment of Program Intended Learning Outcomes (Professional and Practical Skills) to Teaching Strategies and Assessment Methods:

PILOs	Teaching Strategies	Assessment Methods
C1. Apply their understanding of linguistic concepts, methods and approaches to the construction and analysis of meanings in different literary and nonliterary texts and various modes of communication.	**Students learn practical skills through:** 1. lectures, in which these skills are demonstrated and discussed 2. guided individual reading, including internet research. 3. exercises in labs, seminars and multimedia presentations are designed to develop these skills	**Professional/practical skills are assessed through:** 1- Written examinations 2- Assignments 3- Presentations 4- Quizzes, 5- Oral assessment and feed back
C2. Use appropriate linguistic aspects in speaking or writing for specific audiences, purposes, contexts and cultures.		
C3. Effectively use a variety of interpretive strategies for analyzing multiple kinds of texts		

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and translate them accurately and efficiently from English into Arabic and vice-versa.	4. tutorials, in which these skills and ways of developing them are discussed	6- Report writing/ projects/ practical lab sessions
C4. Apply a range of conceptual tools and communication skills in handling language-based tasks in appropriate contexts, including the ability to present sustained and persuasive written and oral arguments cogently and coherently.	5. presentations, role plays and discussions in class/lab 6. Team projects 7. Lab tutorials and practical sessions	7- coursework activities
C5. Successfully utilize strategies to interpret, analyze and critically examine diverse forms of discourse including literary, journalistic, historical and other non-literary texts.		
C6. Plan and execute a small research project with minimal supervision, involving the collection and analysis of suitable data according to research ethical requirements as well as life-related projects.		

(D) Alignment of Program Intended Learning Outcomes (Transferable Skills) to Teaching
Strategies and Assessment Methods:

PILOs	Teaching Strategies	Assessment Methods
D1. Engage in a life-long self-learning, time management and leadership with commitment to professional ethics in their job-related tasks and show respect of cultural diversity.	**Transferable skills are primarily achieved through:** 1. Classroom discussions 2. Group and pair work 3. Exercises 4. Problem solving 5. Presentations by students 6. learning in groups and team works 7. group projects 8. directed reading and independent study	**Transferable skills are assessed through:** 1. Written assignments 2. Quizzes 3- Coursework activities 4. Oral assessment and open presentations 5. Written Exams 6. Report writing /project
D2. Manage time and prioritize workloads, think and perform under pressure and work to deadlines.		
D3. Utilize Information Communication Technologies (ICTs) to enhance their critical and analytical skills in English language and literature as well as in life-related projects.		
D4. Work effectively within a team or individually to accomplish a common goal.		
D5. Employ effective skills in research capability, creative thinking and interpersonal relationship skills.		
D6. Communicate proficiently and fluently in English in different academic, professional and social settings.		

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رئيس الجامعة
أ.د/ القاسم عباس

Republic of Yemen
Ministry of Higher Education
and Scientific Research
Sana'a University
Faculty of Languages
Quality Assurance Unit

الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
جامعة ـ صنعاء
كلية اللغات
وحدة ضمان الجودة

ملحق رقم (3): نظام ترميز المقررات

رمز المقرر	الوصف
UR11	UR متطلب جامعة، (11) الفصل الأول – المقرر رقم واحد
UR22	UR متطلب جامعة، (22) الفصل الثاني – المقرر رقم اثنين
FR34	FR متطلب كلية، (34) الفصل الثالث- المقرر رقم أربعة
DR65	DR متطلب قسم، (65) الفصل السادس- المقرر رقم خمسة

لجنة إعداد الوثيقة		
م	الاسم	التوقيع
1	أ.م.د/ إبراهيم تاج الدين	
2	د/ عبدالحميد النمشة	
4	أ.م.د/ عبدالسلام الغرافي	

رئيس القسم   نائب العميد لشؤون الجودة   عميد الكلية   عميد مركز التطوير
د/ عبدالحميد النمشة   أ.م.د/ عبدالحميد الشجاع   د/ محمد الناصر   أ.م.د/ هدى العماد

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