

Developing English Program For the College of Computer Science

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Abstract

This paper develops a new English for specific purposes program at King Khalid University for the students of the College of Computer Science. First, the paper describes the setting where the course is taught. Then, it illustrates the Philosophy of Language Education (POLE) of the program that will be used to create this academic paper. After that, the students' descriptions, the students' needs, the course's aims and the course's objectives are discussed in details. In addition, the paper introduces the new scope, the sequence of the course and the assessment that will be used. It provides more information about the scope, the sequence and the assessment methods in the appendixes. The information and the new ideas in this paper are supported by refereed publications.

I. Introduction & Background

A. Introduction

The need for ESP courses in the university is significantly important. Non native English students need to develop their understanding of the language that is used in a specific context in terms of vocabulary, registers, styles, common structures, and specific formats. Students also need to develop their academic skills and familiarize themselves with the new environment. Due to these reasons, King Khalid University creates different ESP courses such as English course for the College of Computer, English course for the College of Engineering, and English course for the College of Medicine. This research paper develops the ESP course at the College of Computer. It describes the course's settings, students and teachers. It also develops the new aims, objectives, philosophy, scope, sequence, and assessment to create more effective course within the targeted context.

B. Setting

The course is designed to develop the English proficiency and the academic skills for the students who will attend the College of Computer at King Khalid University in Saudi Arabia. The requirements to attend King Khalid University are passing the high school and the Saudi National Exam (GEYAS) with acceptable grades. The students are not required to do any special English language test that shows their English proficiency such as TOEFL or ILETS. However, English is the medium of instructions in the College of Computer. So, King Khalid University provides English course for computer students as a core course to attend the College of Computer. The course helps students to communicate with their instructors who cannot speak English, read the textbooks and write the assignments and exams in English.

The course is conducted by the English Center at the Faculty of Languages and Translation. The English Center also provides other special courses such as English for

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engineering and English for medicine. The instructors in the English Center are from different countries such as Saudi Arabia, India, Bangladesh, Syria, and Sudan. Around 200 students attend the College of Computer every year. So, they are divided into several sections that are taught by different instructors. There is a coordinator for each skill in the course. The coordinator facilitates the communication between the instructors in the course area such as the materials of the course and the content of the exams.

II. Course Design

A. Philosophy of Language Education (POLE).

In order to understand the course, we need to analyze the factors that influence the course in that particular context. Clark (1987) and Bean (1993) stress that different factors such as political factors, social factors, and educational factors influence the understanding of foreign languages curriculums in any particular context. In addition, different stakeholders participate in the success of designing courses such as teachers, parents, and government officials. In order to understand this course, Richard's (2000) categories to analyze situational variables will be used.

In the course, there are different societal factors such as the ministry of higher education in Saudi Arabia, students' parents, Saudi community, and the university administration. To illustrate, the curriculum should not conflict with the Saudi political and social principles and values. For example, the curriculum should not present pictures or beliefs that conflict with the Islamic principles. Another societal factor is the teaching staff at the Faculty of Languages and Translation in King Khalid University who will edit, and revise the course's aims, objectives, materials, and contents. The teachers' beliefs about the learning and the second language acquisition determine the teaching methods and the descriptions of the learning process in this course.

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King Khalid University is the institutional factor that influences the course in general. The College of Languages and Translation and the College of Computer are the particular institutional factors that play an important role in designing the course. The College of Languages and Translation has several rooms that are equipped by teaching and learning devices such as overhead projectors, cassette recorders, language labs, computers, headphones, and smart-boards. The teachers in the English Center can use these facilities to teach the course. The teachers have different backgrounds such as their countries, mother tongues, and educational systems. They come from different countries such as India, Saudi, Egypt, Jordan, and Pakistan. The teachers have at least Master degree in teaching English.

The students are Saudi and they share the same culture. They are between 18-22 years old. They also speak Arabic as their mother language. Students are Muslims and majority of the teaching staff are Muslims too. They are all male. In Saudi Arabia, There are special universities for male and for female. Students are attending the universities for free in Saudi Arabia. Moreover, the university gives students monthly allowance 1000 Saudi Riyal (SAR) to help students with the life expenses. The classes' size are arranged between 20-35- students

The current program is influenced clearly by the philosophy that sees the curriculum as a product. According to Smith (2000), curriculum as a product provides learners with the necessary knowledge and skills to work, study, and live. It teaches students specific competencies for certain jobs. This course teaches students the necessary skills and knowledge to survive in the Computer College. Learners should master them in order to pass this course. It transfers the essential knowledge from a knowledgeable person (ESP teacher) to an untrained person (ESP student) (Guttek, 2004).The course is more teacher-centered. Prevedel (2003) states that teachers direct and provide the materials in a course that sees the curriculum as a product.

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This philosophy has several benefits for this course. Tyler (1981) states that the curriculum as a product enables teachers to set measurable standards because there is a set of clear objectives, contents, and skills. Crookes (2009) also states that it gives the opportunity for transmission of values and principles. Miller & Seller (1993) state that it is easy to implement the curriculum as a product. It does not cost too much money. In addition, Prevedel (2003) states that it shows the students' progress. It does not require teachers with a strong teaching training, and students usually are familiar with it.

B. Student Needs & Course Constraints.

The ESP course should not teach students English poetry, slang if the students do not need that in their field (Darian, 1972). It should teach students what they will encounter in their fields. In order to be qualified to attend the College of Computer, the students need to develop the four language skills within the context of computer. For example, students need to communicate with their professors in short and long conversations since that many instructors in the College of Computer do not speak Arabic. They also need to listen and comprehend lectures and presentations that are main oral input resources in the program since English is the medium of instructions. Students also have to do presentations as part of their assignments in the college.

The students need to read and comprehend both short and long texts since that is the main written input of knowledge in the academic life. Murphy states, "in the teaching of English for Academic Purposes (EAP), there is growing recognition that second language (L2) learners of English must possess strong listening and reading abilities in order to succeed in university courses" (1996, P. 105). The students also need to write essays and research papers in English. Definitely, students need to have sufficient knowledge of vocabulary and terms of computer that will be contextualized throughout the course in all four language skills. Swales states that "the

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importance of teaching vocabulary in ESP is now widely accepted” (cited in Dudley-Evans, 1998, p.80). In addition, Cartner (2009) and Nation (2001) stress students need to have large amount of vocabulary and terms to succeed in the academic studies. “In order to provide adequate preparation for college/ university-level work, the EAP instructor must be able to teach the following: (a) reading (e.g. scanning, skimming, extensive reading, critical thinking). (b) writing (e.g. academic discourse, genres, grammar). (c) listening/speaking (e.g. lectures, oral presentation)” (Howard and Brown 1997, p. 29). Another point is that the students need to be familiar with the academic life in the College of Computer in terms of roles, and duties. Gatehouse (2001) say that ESP students need to build their academic skills and be familiar with the new environment in order to succeed.

In the course, all the language materials will be presented in authentic contexts which will help students to acquire the language effectively (Schleppegrell, Bowman, & Center for Applied Linguistics, 1986). These materials will be taken from computer’s websites, computer’s journals, computer’s magazines, and computer’s textbooks and real computer classes’ lectures. Based on Dudley Evans and St. Johns’ (1998) continuum, the course characteristics can be described as follow:

1- Homogeneous < ---x----- > Heterogeneous

Students come from the same backgrounds: religion, culture, high school curriculum,. They have similar goals to attend the College of Computer.

2- Intensive < -----x----- > Extensive

This is a full time program. The course is two semesters, five days a week and four hours every day. In the first four days of the week, students will learn the four skills. Each skill is one hour.

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In the last day, there will be assessment for two hours and academic life activities for two hours.

Dudley-Evans & St. John (1998) clarify that ESP courses are generally intensive.

3- Assessed < -----x----- > Non-assessed

There will be a test at the end of each week. There will be 12 tests each semester. Each test equals 7% of the course semester grade and 3.5 of the course grade. Most of the activities are assessed.

4- Immediate < -----x----- > Delayed

As it is known, in the ESP courses, student's needs are delayed. Dudley-Evans and St. John (1998) state that usually the needs in ESP courses are delayed. The course prepares the students to attend the computer college the next year.

5- Pre-experience < -----x----- > Parallel to experience

The courses can be considered as pre-experienced since the program prepares students for their university courses in the College of Computer. However, the students are required to take two other courses. They should take two university courses: one course is about Islam and the other course is about Arabic language. The medium of instructions in these two courses is Arabic. The instructors in these courses are from the College of Arabic Language Studies and Islamic Studies.

6- Broad - Common-core < -----x----- > Narrow - Specific

The course is narrow focus. It focuses on specific skills in specific contexts for specific students. Dudley-Evans and St. John (1998) stress that ESP courses are usually narrow focused.

7- Provider < -----x----- > Facilitator

Teachers are providers. Influenced by the course POLE the teachers should be providers and one of the main resources of information (Stenhouse, 1975, & Smith, 2000)

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8- Fixed < -----x----- > Flexible

The course contains fixed objectives and goals that the students should master before they move to the next level. However, the teachers have the freedom to choose the materials to be taught such as textbooks, journals and assessment activities.

The course is a prerequisite to attend the College of Computer since the medium of instruction is English. It is a part of the Bachelor of Science (BS) in computer. The B. S. is a five-year program. The ESP course is in the first year. After finishing this one year ESP course for computer students, students are not required to take another English learning course at King Khalid University. As it is the rule and policy of King Khalid University, the students do not take specific entrance English language test to attend the College of Computer. However, KKU requires students to succeed in completing their high school courses. English is one of the core high school courses. In addition, students are required to do the Saudi National Test (GEYAS) which is prepared by The National Centre for Assessment in Higher Education in Saudi Arabia. One section in this test measures the English language proficiency. These are the only two requirements to attend the college.

To pass the ESP course for Computer College, students need to succeed in completing 24 tests. In each semester, there will be 12 tests that consists of 84 % of the course grade and 16 % will be for the assignments and the participations as it will be illustrated in the assessment section in this document.

C. Course Aims, Objectives, & Shape

Based on the students' needs and the analysis of the situation where the course will be taught. Five course aims are formulated:

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The first aim is the enhancement of the students' listening skills within their field. In order to achieve this aim, the following objectives will be used. The first objective is the students will listen and understand lectures and presentations in the field of computer science. The students will engage in conversations with their classmates and teachers. The students will do listening activities in the class. The students will answer listening questions in several tests.

The second aim is the enhancement of the students' speaking skills within their field. To reach this aim, the students will communicate with their classmates and teachers in short and long conversations. The students will do presentations about different topics throughout the semester. The students will ask questions and discuss several topics in the field of computer science. The students will do speaking activities in several tests such as role playing.

The third aim is the enhancement of the students' reading skills within their field. To achieve this aim the following objectives will be used. The students will read and comprehend selected materials "books, articles" from the computer field. The students will practice the reading skills such as scanning and skimming in classroom activities. The students will read different types of reading in their field such as definition readings, explanation readings, and comparing readings. The students will do several reading activities in the tests.

The fourth aim is the enhancement of the students' writing skills within their field. The objectives of this aim are: a- The students will write assignments and research papers within the computer context. B- The students will practice writing skills such as developing ideas, collecting resources, and formatting. C- The students will practice spelling computer terms and expressions. D- The students will recognize the use of formal English in writing. E- the students will do several writing activities in classrooms and in the tests.

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The last aim of this course is introducing the rules and principles of the College of Computer. There are several objectives for the aim. For example, the students will listen to several lectures about the college rules and principles. The students will read several brochures and notes about the college and university policies. The students will attend several meeting with the teaching staff and other students in the College of Computer where they will ask questions about the academic life in the college. In addition, the students will visit the university facilities such as the library and the labs.

Based on Stern's categories (Stern, 1992), there should be a balance between the aims and the objectives. For the proficiency, "these include what students will be able to do with the language" (Graves, p.84). In the course, the students will master computer terms and vocabulary. The students will read, write, listen and speak the language in different situations. For the cognitive, "these goals include explicit knowledge, information, and conceptual learning about language and about culture" (Graves, p. 85). The students will identify and figure out language rules and words meanings by using different language learning strategies. In addition, they will compose new written texts and presentations. For the affective, "these include achieving positive attitudes toward the target language and culture as well as on one's own learning of them" (Graves, p.85). During the course, the students will formulate positive attitude toward the college since the rules and principles will be explained clearly for them before they attend the college. For transfer, "these include learning how what one does or learns in the classroom can transferred outside of the classroom in order to continue learning" (Graves, p. 85). The learners will transfer what they have learned in the course to their undergraduate studies and academic experiences when they finish the course.

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Based on Long and Crookes (1992), the design of the course is a synthetic syllabus. It divides the target language into separate linguistic items. Students learn each part independently, and then integrate these parts as they acquire the language. The syllabus focused shape is more in content-based and skill-based. Lowe (2010) stresses that the content is taking the priority in ESP courses. In addition, Richards (2001) states that all language courses to some extent build on content.

The course is English for the computer students that teach the four skills separately. The course does not have specific textbooks. There will be different materials that will be used to teach each skill. For example, materials such as textbooks, magazines, journals and articles will be used for the reading skills within the Computer College contexts. Materials for the writing skills are textbooks, journals, websites and software that teaches writing within the computer college context will be used. The materials for the listening are listening textbooks, recorded lectures, recorded presentations, recorded discussions, and YouTube videos. For the speaking skills, materials such as speaking textbooks, speaking software and websites that teach speaking within the computer college context will be used. In addition, materials that explain the College of Computer polices such as handouts and lectures by the college instructors will be provided to the students.

The materials that will be chosen for the four skills should contain different topics in the field of computer in order to increase the students' vocabulary and terms. Examples of different topics are types of computers, definition of computers, computer components, computer languages, types of applications, e-mails, memory storage devices, computer definitions, history of computers, the Internet, and input and output devices. Rubdy (2003) stresses that materials should provide students with variety of activities and topics to facilitate language acquisition.

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Even ESP materials usually does not present culture based materials (Barron, 1991), the teachers should be aware not to include materials that contain things that conflict with the international publishers or Saudi community such as alcohol, , pork, sex, nudes, pornography and Politics. Information related to these topics might shift the purposes of learning and raise issues that are not related to learning in the classrooms (Cook, 2000).

D. Scope and Sequence

In order to design an effective course, attention was paid to the different factors that influence the course such as students, teachers, administrators and materials. The course will take two semesters which is required by the King Khalid University. It usually takes 28 weeks to be accomplished. In each week, the students will study the four skills in the first four days of the week. Each skill will be taught for one hour. So, the students will spend four hours learning every day. Each skill can be taught by different instructors. The instructor will be responsible for collecting materials and testing the students. In King Khalid University, 200 students attend the college of computer. In the course, there will be around seven sections. In the fifth day, the students will take a test for two hours. In the next two hours, the students will do activities that prepare them for the academic life in the College of Computer such as listening to lectures, meeting with teachers, and visiting university places.

The content in the course is sequenced chronologically. Richards (2001) writes, “content may be sequenced according to the order in which events occur in the real world” (p. 150). The course is sequenced based on the acquisition of the four skills in the real world: Listening, speaking, reading and writing. The receptive skills precede the productive skills. Dunkel (1986) states that in good language materials listening comes before speaking. In addition, it can be seen clearly that the course was sequenced from simple to difficult where the students will start with

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listening to short conversations. At the end of the course they will be able to listen and understand full lectures.

The scope and sequence represent the five aims of the course. Each aim has a separate section in the scope and sequence chart. In addition, the scope and the sequence were designed to fit with the students' needs such as developing their language skills in the context of computer, and familiarizing them with the academic life.

The new program has excellent hidden curriculum. For example, the students will establish academic social networks by meeting undergraduate students, alumni students, and teachers in the college departments. The students will develop their subject knowledge in their major even it is not taught directly. Hutchinson and Waters (1987) say that in ESP course teachers are not responsible to teach subject matters contents rather they teach the language where the subject matters are explained. However, the students will develop their knowledge about their discipline through reading and listening to the materials that are taking from authentic resources in the computer field. In addition, the students will be familiar with some types of assessment in the university such as writing reports, writing articles, and doing presentations. For more information about the scope and sequence, see appendix A.

E. Assessment

In the course, there will be a summative test (graded) at the end of each week. Morgan, Dunn, Parry, and O'Reilly (2004) and Bachman and Palmer (1996) stress that summative tests must be graded. In the test, the students will be tested on what they have learned during the first four days of the week. Folse (2006) stresses that the skill should be assessed the way it was taught in order to give accurate results of the students' level. The assessment will be on the fifth day of the week. The students will be tested on the four skills. The students should be provided

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by rubrics before they do the test tasks such as giving presentations and writing articles. Each task or test that students answer should be taken from the computer context. For example, the problems that students will complain about or give suggestions should be computer's problems. The task that students will do should be within the computer context such as writing report and writing summaries. Doing the course activities such as writing assignments and oral presentations help students to assess themselves and see their progress (Tannenbaum, 1996). According to the scope and the sequence of the course, the test will take two hours each week. The teachers have the autonomy to locate the appropriate time for each skill based on the content of the test. After the test, the students will do the academic life or people experiences activities see appendix A.

In the revisions and reviews weeks, the students with the teachers will revise the tests. For example, the teachers might point out the common mistakes in the tests, the correct answer for some questions and why they are. One point that should be emphasized here is that the questions in the reading and listening sections should be varied such as matching information, identifying words meanings, true or false, answering written response questions, multiple choices, etc. In other words, the course activities and the assessments should be varied so the students will learn how to use the language in different situations (Howard & Miller, 2009).

The course's grade is 100 as full mark. 84% of each semester grade is for the tests. Each test is 7%. 6% of the grade is for attendance and participations, and 10 % is for the assignments. Benjamin (2008) states that homework is an effective way for assessing students' performance and understanding of the course. The two semester grades is combined and divided by two. According to King Khalid University policy, a student will fail if he gets less than 60 % of the course grade. For more information about the assessment and course grade,

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see appendix B.

III. Caveats & Conclusions

The potential limitations that can be identified might be related to the POLE of the course such as. The students will spend long time learn the subjects everyday (Miller & Seller, 1993). It might promote the rote learning that de-emphasizes critical thinking, and being generally ineffective. (Ramanathan, 2005). Stresses that the learning is passive in the curriculum as a product perspective. In addition, the curriculum requires a strong coordination between the college of Computer and the Faculty of Languages and Translations.

The course curriculum is described and designed to meet the purpose of creating this course for the College of Computer at King Khalid University. It achieves the goal regardless of the limitations of the context such as time and large number of students. The course provides the students with the necessary language proficiency and academic skills to be successful students at the College of Computer. The course reflects the language and the skills that are used in the College of Computer. By passing this course, the students will not face any difficulties since they have the necessary knowledge to survive in the college. The course prepares the students well. It is designed well with strong supports from the authorized references in the field.

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V. Appendixes A

Scope and Sequence

Week	Listening	Speaking	Reading	Writing	Assessment	Academic life and people experiences
1-2	Listen to short conversations about software and hardware in the context of computer science	Practice short conversations about software and hardware in the context of computer science	Read short paragraphs (5 to 8 sentences) about software and hardware in the context of computer science	write short paragraphs (5 to 8 sentences) about software and hardware in the context of computer science	Test	Guest speaker to explain the university rules, principles, history etc
					Test	Meeting with ESP instructors
3-4	Listen to long conversations in the context of computer science	Practice long conversations in the context of computer science	Read long paragraphs (more than 8 sentences) in the context of computer science	write long paragraphs (more than 8 sentences) in the context of computer science	Test	Guest speaker to explain the expectations from university students
					Test	Planning for future, establish educational goals
5-6	Listen to discussions in the context of computer science	Participate in discussions in the context of computer science	Read summaries and paraphrases in the context of computer science	Write summaries paraphrases in the context of computer science	Test	Guest speaker to explain the department rules, principles, history, facilities etc
					Test	Learning styles
7	Revisions and Reviews	Rs & Rs	Rs & Rs	Rs & Rs	Rs & Rs	Surfing the university website
8-9	Listen to instructions in the context of computer science	Give instructions in the context of computer science	Read instructions in the context of computer science	write instructions in the context of computer science	Test	Meeting with Alumni students from the department
					Test	Exam strategies test taking tips
10-11	Listen to complains and comments in the context of computer science	Complain or comment on computer products or topics	Read complains and comments in the context of computer science	Write complains and comments in the context of computer science	Test	Meeting with current students in the department
					Test	Working in team: collaborative learning
12-13	Listen to suggestions and recommendations in the context of computer science	Give suggestions or recommendations in the context of computer science	Read suggestions and recommendations in the context of computer science	Write suggestions and recommendations in the context of computer science	Test	Visiting library and computer department labs
					Test	Using Internet to learn
14	Revisions and Reviews	Rs & Rs	Rs & Rs	Rs & Rs	Rs & Rs	Lecture about time management in the academic life
	Break: End of the first term	Break: End of the first term	Break	Break	Break	Break
15-16	Listen to descriptions and explanations in the	Explain and describe computer problems or	Read descriptions and explanations in the	Write descriptions and explanations in the	Test	Guest speaker from outside the university

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	context of computer science	processes in the context of computer science	context of computer science	context of computer science		such as computer companies or government computer departments
					Test	Plagiarism in the academic life
17-18	Listen to short presentations in the field of computer science	Give short Presentations in the field of computer science	Read short reports in the field of computer science	Write short reports in the field of computer science	Test	Meeting with retired instructor from the department or university
					Test	Making helpful academic social network
19-20	Listen to long presentations in the field of computer science	Give long presentations in the field of computer science	Read long reports in the field of computer science	Write long reports in the field of computer science	Test	Story life of famous computer scientists
					Test	Story life of famous computer scientists
21	Revisions and Reviews	Rs & Rs	Rs & Rs	Rs & Rs	Rs & Rs	Lecture about student as leader
22-23	Listen to short lectures in the field of computer science	Ask questions or discuss lecture topic in the field of computer science	Read short essays in the field of computer science	Write short essays in the field of computer science	Test	Guest speaker chosen by students based on their interests and needs such as speaker from administration office, director of the computer department
					Test	Student health tips
24-25	Listen to full lectures in the field of computer science	Ask question about the lecture topics in the field of computer science	Read long essays or texts in the field of computer science	Write long essays in the field of computer science	Test	Attending a real university lecture.
					Test	Thinking skills
26-27	Listen to full lectures in the field of computer science	Comments and negotiate the topic of lectures in the field of computer science	Read articles in the field of computer science	Write articles in the field of computer science	Test	Attending another two university lectures in different classes with different instructors
28	Revisions and Reviews	Rs & Rs	Rs & Rs	Rs & Rs	Rs & Rs	Communication skills speaker from the communication department

VI. Appendix B

Assessment

Weeks	Listening	Speaking	Reading	Writing
1 & 2	Listen to short conversations and answering questions	Role play in short conversations	Reading short paragraphs (5 to 8 sentences) and answering questions	Write short paragraph (5 to 8 sentences) about the topics in the reading paragraphs or the listening conversations
3 & 4	Listen to long conversations and answering questions	Role play in long conversations	Reading long paragraphs (more than 8 sentences) and answering questions	Write long paragraphs (more than 8 sentences) about the topics in reading paragraphs or listening conversations
5 & 6	Listen to discussions and answering questions about the discussions such as topics, ideas, suggestions etc	Teacher presents topics and students discuss it in peers or groups.	Read summaries about articles that consists of few short paragraphs and answering questions	Summarize articles that consist of few short paragraphs.
7	Revisions and reviews for the previous tests	Revisions and reviews for the previous tests	Revisions and reviews for the previous tests	Revisions and reviews for the previous tests
8 & 9	Listen to instructions and follow them to accomplish a task or to answer questions	Give instructions to other students to accomplish a task	Read instructions and follow them to accomplish a task or to answer questions	Write instructions to carry out a specific task.
10 & 11	Listen to complains and answer questions	Report complains about specific problems	Read complains and answer questions	Write complains about specific problems
12 & 13	Listen to suggestions and recommendations and answer questions	Ask students to give suggestions or recommendations about specific situations	Read suggestions and recommendations about specific situations and answer questions or apply them	Write suggestions and recommendations about specific situations
14	Revisions and reviews for the previous tests	Revisions and reviews for the previous tests	Revisions and reviews for the previous tests	Revisions and reviews for the previous tests
15 & 16	Listen to descriptions and explanations and answer questions	Describe or Explain computer's tasks, problems or processes.	Read descriptions or explanations about computer's tasks, problems or processes and answer questions	Write descriptions or explanations for computer's tasks, problems or processes
17 & 18	Listen to short presentations and answer questions	Give short presentations	Read short reports and answer questions	Write short report

19 & 20	Listen to long presentations and answer questions	Give long presentations	Read long reports and answer questions	Write long report
21	Revisions and reviews for the previous tests	Revisions and reviews for the previous tests	Revisions and reviews for the previous tests	Revisions and reviews for the previous tests
22 & 23	Listen to short lecture and answer questions	Ask questions orally and discuss the topic in a short lecture	Read short essay (5 short paragraphs) and answer questions	Write short essay (5 short paragraphs)
24 & 25	Listen to full lecture and answer questions	Discuss and ask questions about the lecture in the listen section	Read long essay (five long paragraphs or more than five short paragraphs) and answer questions	Write long essay (five long paragraphs or more than five short paragraphs)
26 & 27	Listen to full lecture and answer questions	Discuss, ask questions and negotiate the lecture in the listen section	Read articles and answer questions whether long or short based on the topic	Write articles whether short or long based on the topic
28	Revisions and reviews for the previous tests	Revisions and reviews for the previous tests	Revisions and reviews for the previous tests	Revisions and reviews for the previous tests

Notes of Teachers:

- 1- Students should be provided by rubrics before they do the test. For example, giving presentations, writing articles.
- 2- Each task in the test should be carried out within the computer context. For example, the problems that students will complain about or give suggestions should be computer' problems.
- 3- The task that students will do should be within the computer context such as writing report and writing summaries.
- 4- In the revisions and reviews week, students with the teacher will revise the tests. For example, teachers might point out the common mistakes in the tests, the correct answer for some questions and why they are.
- 5- According to the scope and sequence of the course, the test will take two hours each week. Teachers have the autonomy to locate the appropriate time for each skill based on the content of the test.
- 6- The questions in the reading and listening sections should be varied such as matching information, identifying words meanings, true or false, answering written response questions, multiple choices, etc.

7- Course grade:

Semester	Tests	Attendance and Participations	Homework and Assignments	Total
One	7×12= 84	6	10	100
Two	7×12=84	6	10	100

$$100 + 100 = 200$$

$$200 \div 2 \text{ semesters} = 100 \text{ full mark}$$