



أكاديمية الفيصل العالمية
Alfaisal International Academy
عضو المجموعة العربية للتعليم والتدريب

Student Handbook

2019

Mission

أكاديمية الفيصل العالمية Alfaisal International Academy

Intensive and Semi-Intensive English Programs

Mission

The Intensive and Semi-Intensive Programs (IEP & SIEP) deliver standardized quality instruction on general English to non-native speakers with different learning styles in interactive student-centered state-of-the-art classroom environment adopting cutting-edge teaching methodologies to develop their linguistic skills so they successfully join Saudi job market, get job promotion or increase their academic achievement.



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Opening Hours

Sunday - Thursday

08:00 a. m. to 12:00 p. m.

05:00 to 09:00 p. m.

Friday & Saturday Closed, Weekend

Facilities

English Language Lab.

A Language Lab is available which is equipped with 20 computers, with unlimited internet access, for students to practice English through applications such as "Rosetta Stone". Teachers accompany their students to these labs and give instructions and help them whenever necessary. The language lab is a quiet area; therefore, students are strongly recommended to practice online activities for Intensive and Semi-intensive language programs.

Staff Room for faculty members

A teachers' staff room is available for teachers during working hours. Teachers can use this place to prepare their lessons at ease. Also, teachers can socialize with fellow teachers and eat and drink here. Hence, tea, coffee and soft drinks are also available in the staff room.

Prayer Room

A prayer room is available for all students, teachers and staff at prayer times for prayers, and Qur'an recitation.

Unattended Belongings

ALFAC strongly advises everyone not to leave any belongings unattended. ALFAC is not accountable for any missing possessions at our site.

Session Dates

Session dates are given below.

Session Number رقم الدورة		Start Date تاريخ بداية الدورة	End Dates تاريخ نهاية الدورة
2-hr Course مسار ساعتين	4-hr Course مسار 4 ساعات		
57	203	26/08/2018	20/09/2018
58	204	23/09/2018	18/10/2018
59	205	21/10/2018	15/11/2018
60	206	18/11/2018	13/12/2018
61	207	16 / 12 / 2018	10 / 01 / 2019
62	208	20 / 01 / 2019	14 / 02 / 2019
63	209	17 / 02 / 2019	14 / 03 / 2019
64	210	17 / 03 / 2019	11 / 04 / 2019
65	211	14/ 04 / 2019	09 / 05 / 2019

Important Notes

- Each session is 4 weeks long.
- ALFAC is closed on the Saudi National Day.
- Few variations might occur due to the Hijri Calendar.

Policy on Bad Weather

ALFAC may not be open because of bad weather conditions, heavy rainfall or dangerous sand storms.

If ALFAC is closed due to unavoidable circumstances, a clear note is put on the Information Desk in the main entrance clearly stating the reopening date.

Any Query

- For questions about all the English Language programs, please contact the Registration and Admission Office during school hours.
- For questions about the English Language Programs, please contact Mr. Salama Kamal Shohayb, the Head of the English Department during office hours or via e-mail: s.shohayb@alfac.edu.sa.
- For questions about International Programs, please contact Mr. Salim Amin, during office hours or via e-mail: s.amin@alfac.edu.sa

Address & Contact Details

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Phone: +966 11 455 2444
Fax: +966 11 455 2333
Marketing Dept.: Extensions: 888 - 242
396 - 391
Fax: +966 11 455 7108
Website: www.alfac.edu.sa

Proof of Identity

When registering, students should present their National ID cards / Iqama / Passport in order to verify their identity and to provide exact spelling of their full name. Every student is given a unique academic ID number which would be used during their time of study in the academy.

Safety

Keep your possessions with you; look after your wallets and mobile phones. Avoid strangers at all times

In case of emergency, call one of the following numbers and report to the reception or anyone responsible in order to convey the problem

- General Emergency Number 112
- Ambulance 997
- Fire / Recue 998
- Police (Crimes / Robbery) 999
- Traffic Police / Traffic Accidents 993

Referral Policy

In case the needs of the student exceed the resources and expertise available, then the Head of the English department will provide student with appropriate advice pertaining to academics and personal issues. ALFAC is committed to assist students so that they may get professional guidance and service of highest quality.

English Programs & Requirements

Intensive English Program

We expect all students, to read through the requirements carefully and feel free to ask any questions.

Program Overview

The Intensive English language Program at Al-Faisal International Academy is divided into 6 courses of 2 levels each. Hence, there are 12 levels in total. Study period is 4 weeks per level, 5 days a week & 4-hours every day.

Program Goals

The Intensive English Language Program aims at assisting learners to attain an overall English language proficiency of Independent User, Vantage, defined as B2 level on the Common European Framework of Reference for Languages (CEFR).

Program Objectives

This program concentrates on building the four basic language skills; reading, listening, writing & speaking along with vocabulary & grammar as well as many important subskills that are needed in order to achieve academic success, and to be able to utilize English competently for everyday purposes.

Essential Weekly Tasks

In the process of the ongoing assessment students are required to do three activities every week. These activities are:

- Writing task.
- Quiz
- Dictation

Optional Weekly Tasks

With each book, students are given a code to access the online activities for the units that are covered in the classroom. Furthermore, students may visit the English Lab to practice English language via application such as Rosetta stone

Total Hours for each level:

- Number of days: 20
- Reading & Writing: One lesson every day. 1 hour 40 min.
- Listening & Speaking: One lesson every day. 1 hour 40 min
- Final Exam is on Day 20

Semi-Intensive English Program

We expect all students, to read through the requirements carefully and feel free to ask any questions.

Program Overview

The Semi-Intensive English language Program at Al-Faisal International Academy is divided into 5 courses of 3 levels each. Hence, there are 15 levels in total. Study period is 4 weeks per level, 5 days a week & 2-hours every day.

Program Goals

The Semi-Intensive English Language Program aims at assisting learners to attain an overall English language proficiency of Independent User, Vantage, defined as B2 level on the Common European Framework of Reference for Languages (CEFR).

Program Objectives

This program concentrates on building the four basic language skills; reading, listening, writing & speaking along with vocabulary & grammar as well as many important subskills that are needed in order to achieve competency in English for everyday purposes.

Essential Weekly Tasks

In the process of the ongoing assessment students are required to do three activities a week, these activities include:

- Writing task.
- Quiz
- Dictation

Optional Weekly Tasks

With each book, students are given a code to access the online activities for the units that are covered in the classroom

Furthermore, students may visit the English Lab to practice English language via application such as Rosetta stone

Total Hours for each level:

- Number of days: 20
- Reading, Writing, Listening & Speaking: One lesson every day. 1 hour 40 min
- Final Exam is on Day 20

Discipline Policy

ALFAC has a very strict policy on discipline, violating it could lead to a warning letter or any other appropriate action as deemed appropriate by the management:

- Taking part in unsuitable conduct on site.
- Possessing any illegal drugs or substance as per the law of the country
- Misbehaving with staff, faculty members and other students
- Disturbing teachers or students intentionally during the class or on site

Dismissal from ALFAC

If a student receive two warning letters then he could be expelled from ALFAC without any further notice. However some actions can lead to immediate dismissal without any prior warning.

- Possession of weapons
- Physical fight with staff, teachers or students
- Aggressive behavior and use of threat
- Illegal activities of serious nature

Rules about Classroom

- Speak English at all times
- The language of communication at ALFAC is English.
- Please avoid speaking Arabic or any other language.
- Try to use English as much as possible for communication inside or outside the classroom.

- Make the most of the English speaking environment at ALFAC and practice English as much as possible
- Mobile phones are not allowed except with the permission of the teacher.
- No food or drink is allowed in the classroom except water. Use cafeteria for eating and drinking.

Official Breaks:

- If you are in the Intensive English Program, you will take a break between the (Reading& Writing) class and the (Listening & Speaking) class.
- If you are in the Semi-Intensive English Program, you will take no breaks because it is only a 100- minute class.
- All breaks other than the official breaks should not be more than 10 minutes; otherwise teacher has the right to mark the student absent for the class.

Policy on Lateness

Students will be marked late if they are 5-15 minutes late for the class. If a student is more than 15 minutes late, he will be marked one hour absent.

Attendance Policy

All students are expected to be present in class on daily basis throughout the session.

You will need to submit an official excuse in case of being absent for any reason. Being absent without submitting an official reason is not accepted.

If you are absent for 20% of the total hours or more in a term, both in Intensive or Semi-intensive course, you will not be allowed to sit in the final exam.

Being absent will not affect your exam grades directly. However, it is possible that you will lag behind in weekly activities which you need to do every week during classes such as writing tasks, quizzes and dictation. Unable to do these activities would affect your continuous assessment grades.

Choosing Your Study Time

Morning Class vs. Evening Class

Classes are available at ALFAC in morning and evening sessions

- Morning session, or AM classes, are held from 8:00 AM – 12:00 PM.
- Evening session, or PM classes, are held from 5:00 PM – 9:00 PM.

It is common that evening session are busier than the morning ones. The specific sessions

and timing cannot be guaranteed. It depends upon which levels are available and the class sizes during the session.

Change in Level or Timings

For changing class / level / study time, fill in the “change in level form” in appendix I and contact the Head of the English Department. Any change in the class will not be made after the fifth day of a new session.

Joining Existing Classes

Under all circumstances, students are allowed to join the existing classes only during the week 1 of the respective level. It is important to highlight that the week 1 of each level starts on Monday (Sunday is the registration day). Hence, the students can join the program no later than Thursday. This means the students would not miss out more than 3 days of classroom teaching. In order to integrate the students into the existing classes, the teachers provide students with individual assistance during the non-teaching hours. Each teacher has 2 non-teaching hours per day designated which are utilized for providing one-to-one input to the students who have joined late or are struggling with the course materials. These students are also given extension on the deadline for submitting the weekly quizzes

Tuition Fees Policy

All students must pay tuition fee by the end of the second day of a new session. Tuition fees is not transferrable. Fees can be paid by cash, debit card and credit card. For bank transfer please contact the admission office. Students must take admission for the full session of 4 weeks.

Late Payment

In case of non-payment of tuition fees, students would not be allowed to take classes until fees is paid in total. No financial penalty needs to be paid in case of late payment.

Failure to pay Tuition fees

In case of failure to pay tuition fees, student would not be allowed to take classes and exams.

Tuition Fees Refund Policy

- Any cancellation made on day 1, will result in the refund of the fees after deducting SR100.
- Any cancellation made on day 2, will result in the refund of the fees after deducting 25%.
- Any cancellation made on day 3 onwards, will result in no refund.

Deferring Tuition

If a student does not want to study in a session, after registering for the program, he is allowed to defer the tuition fees for the future sessions. This means he will not be given the refund on the tuition fee. Instead he will join the future sessions based upon the availability. Deferring the tuition fee could be done keeping in mind two important aspects.

Firstly, the whole session has been deferred; not just few days and secondly, ALFAC is informed about deferral before the beginning of the deferred session.

Refund of tuition fees, In case of emergency,

In the unlikely scenario of an emergency or disaster; for which the site has to be close down; temporarily; no refund will be given. However; the students will be allowed to complete the full session without any extra payment. So any event which is beyond the control of ALFAC; and prevents ALFAC from opening the site is classed as an emergency which could be because of terrorism, weather, or any other crisis.

Placement Test

Trainees at Al Faisal International Academy MUST take a placement test prior to the admission. The test includes speaking, listening, reading, writing, grammar and vocabulary. The test takes an hour. Student also fill in a need analysis form and undergo a placement interview. Based upon the outcome of the Placement assessment, students will be assigned an appropriate level in Intensive or Semi-intensive program.

Placement test is used to place the learner in an appropriate level; hence learner don't need to take stress in taking the placement test. The objective is just to find the most appropriate level for them.

Appeal Procedure for Initial Placement

If a student believe that he is in an inappropriate level, he should ask his teacher for advice and fill a level change application form attached at Appendix I. Then take it to the office of the head of English department. After that, the head of English department or his assistant will consult the placement test rater, and will look into your placement test and decide if a change in level could be in learner's interest.

Student Assessment Criteria

Kinds of Assessments

Your grades in each level is based upon Continuous Weekly Assessment and an end of the term Examination conducted on the last day of week 4.

1. Continuous Assessment (weekly)
2. End of the Term Examination (Once only)

How grades are calculated

We calculate grades using the following criteria in each session:

Continuous Assessment

The following equation is used to calculate a continuous assessment grade:

$$40\% \text{ (Quizzes)} + 20\% \text{ (Dictation)} + 40\% \text{ (Writing)} = 100\% \text{ (Continuous Assessment).}$$

The abovementioned quizzes, dictation and writing task are carried out on a weekly basis. This means every student has to do 4 sets of quizzes, dictation & writing tasks in each level

End of the term Examination

End of the term Examination is out of 100%. It includes, Reading, Listening, Speaking, Writing, Vocabulary and Grammar.

Continuous Assessment weightage

1. 50% of your Final grade is based on Continuous Assessment (quizzes, dictations and writing tasks)

End of the term Examination weightage

2. 50% of your Final grade is based on the end of the term examination.

Calculating Final Grade:

For final grades, the following method is used.

$$50\% \text{ (Continuous Assessment)} + 50\% \text{ (End of the term Exam)} = 100\% \text{ (Final Grade)}$$

For example: a student gets 72% in continuous assessment grade and 84% in the final exam. His grade will be calculated as under:

$$36 \text{ (Continuous Assessment Grade)} + 42 \text{ (Final Exam)} = 78 \text{ (Final grade).}$$

Results

Comparing Grades, Grade Percentage and Grade Points:

Grade Percentage	Grade Point
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Pass
0-59	Fail

Promotion to next level / Passing Criteria

Student needs to get at least 60% marks in aggregate (Continuous Assessment & End of Term Exam) in order to successfully complete the level and to move into the next higher level

Failure Policy

In case you get less than 60% in total, you have two options:

- 1. You can repeat the final exam:** First you should fill a request in the registration office and pay 200 riyals. Then you go to the examination office where you take the final exam. If you don't get the required grade to pass (60 or above), you must repeat the level.
- 2. You can study the same level again** and in this case, you pay 350 riyals less than the regular fees.

Appeal Procedure for Grades

If a student is unsatisfied with the grades and would like to make an appeal, then he needs to fill out an appeal form attached at Appendix II, and submit it to the Head of the English Department. After the approval of Head of the English Department, the student's exam papers could be remarked again.

Certificate

On the successful completion of each level, you can request the registration office for a certificate which indicates your final results.

Student Complaints

Constant Improvement

As our mission statement says, ALFAC's faculty and staff strive to demonstrate our 100% dedication to our students. Additionally, we also believe in constant improvement of our academy and its policies. Students are welcome to visit the ALFAC office or speak with an instructor if they recognize a way to improve our academy.

Student Complaint Form

If a student has a complaint about ALFAC, its policies, its programs, or its employees, then it is better to first raise the issue informally with the management/ teacher. Initially, it is always a good idea to discuss the issue with the teacher/supervisor/manager verbally in order to solve the problem amicably & smoothly. The concerned authorities will also guide the student to help him in fixing the problem.

However, if a student feels that their complaint is not being addressed, then they are welcome to submit in writing their complaint via the official student complaint form attached at Appendix III, and is also available in the ALFAC office or via an email. This will be regarded as a Formal Complaint and the student will receive ALFAC's response to the complaint in writing.

All formal complaints are taken seriously and, are used as a way to improve the academy, its policies, and its procedures. Every reasonable effort is made to satisfy the student who has made a complaint

Intensive Program: Level Descriptions

CEFR Level: Below A1: Absolute Beginner

Book: Step Forward 1 & 2,

Course Description

Students who take part in this level will gain basic vocabulary and grammatical structure that is essential to carry out basic communication. This is a slow-paced, highly structured environment which provides the learners with basic scanning skills in reading, vital note taking skills in listening and construction of simple sentences, both in speaking & writing, in simple everyday context. Learners are also introduced to basic vocabulary and communication skills in essential context such as classroom, people, home, family, community, habits, shopping, food, health, jobs, leisure, weather, entertainments, emergencies & disasters etc.

Learning Outcome

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation:

- Identify letters of the alphabet, numbers; write names, addresses, and phone numbers
- Respond to simple commands; identify classroom items
- Describe leisure activities
- Introduce self and others
- Describe everyday activities
- Make social conversation, perform common greetings and introductions, follow directions
- Interpret clock time; identify days, months, and dates
- Identify and describe people in a family or classroom context
- Describe places and things to do at home
- Identify personal, family, and work responsibilities;
- Ask and answer simple present yes/no questions with *have, need* and *want*
- Identify common food items and supermarket vocabulary
- Write about shopping habits; write a shopping list, read a supermarket ad
- Order meals in a restaurant
- Identify healthy eating habits; interpret nutrition labels
- Identify parts of the body, illnesses, and injuries
- Identify job titles, job skills, and job ads
- Describe safety and classroom rules
- Make emergency phone calls
- Interpret information about feelings and weather
- Identify reasons for being absent from work or school
- Interpret weights and measurements
- Use count and non-count nouns to describe quantities of food
- Interpret nutritional information and food labels
- Describe symptoms of illnesses
- Ask and give opinions

CEFR LEVEL: BASIC USER: BREAKTHROUGH: A1-

Book: Q-skills Intro

Course Description

Students who take part in this level will gain basic vocabulary and grammatical structure that is essential to carry out basic communication. This is a slow-paced, highly structured environment which provides the learners with basic scanning skills in reading, vital note taking skills in listening and construction of simple sentences, both in speaking & writing, in simple every day context. Learners are also introduced to basic vocabulary and communication skills in essential context such as people, education, fun, home, cities, habits etc.

Learning Outcome

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation:

- Scan for names, dates and times.
- Use basic modals such as 'can', 'could' & 'should'.
- Use basic connectors such as 'and', 'or' & 'but'.
- Use subject verb agreement in different types of sentences.
- Construct complete sentences in simple present & simple past tense.
- Carry out basic punctuation such as capitalization, question marks, commas etc.

- Recognize and construct affirmative, negative and interrogative sentences in simple present and simple past tense.
- Understand and construct preposition of location in simple everyday context.
- Use the dictionary in order to find the meanings of difficult words, antonyms
- Understand and construct word families in basic form.
- Take notes in different forms such as writing important words, using a chart, using an informal outline & using a timeline etc.
- Take notes for main idea, reasons, examples, pros & cons etc.
- Give opinion in a very basic way.
- Agree or disagree with someone's opinion in a very basic form.
- Keep the conversation going in a very simple way.
- Ask for repetition if they are unable to understand the speaker.
- Use stress correctly in simple words and compound words (in some situation).
- Use sentence stress correctly (in some situation).
- Write to describe in familiar context such as, people, education, fun, home, cities, habits etc.
- Take part in basic communication in familiar context such as people, education, fun, home, cities, habits etc.

CEFR LEVEL: BASIC USER: BREAKTHROUGH: A1+

Book: Q-skills One

Course Description

Students who take part in this level will gain essential vocabulary and important grammatical structure that is essential to carry out essential communication. This is a slow-paced, highly structured environment which provides the learners with basic skimming skills in reading, vital note taking skills in listening and construction of compound sentences, both in speaking & writing, in every day context. Learners are also introduced to important vocabulary and communication skills in essential context such as work, culture, travelling, fun, sports, and attitude etc.

Learning Outcome

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation along with the skills acquired in the previous levels.

- Skim for the main ideas, supporting details
- Reading charts, graphs and tables
- Identify facts and opinion
- Identify topic sentence in a paragraph
- Understand and construct word forms, word roots and word families
- Understand and use parts of speech in a simple way
- Understand and construct basic collocations and idioms
- Provide reasons using 'because'
- Understand and construct sentences using 'when', 'after' and 'after that'
- Provide purpose for an action using infinitive of purpose
- Understand and construct comparative adjectives
- Understand and construct compound sentences using 'but' and 'so'
- Structure a paragraph correctly
- Write a topic sentence
- Write a main idea and supporting sentence
- Write a concluding sentence
- Take notes in different forms such as a T-chart, a word web, numbered lists, abbreviation & symbols, an outline and Cornell method
- Understand and note down key words, main ideas, important numbers & dates, specific information, examples and opinions from a listening excerpt
- Make inferences based upon the listening excerpt.
- Understand signal words and phrases from a listening excerpt
- Ask for repetition and clarification
- Stress content words in a sentence
- Writing to describe, in familiar context such as, work, culture, travelling, fun, sports, and attitude etc.
- Take part in basic communication in familiar context such as work, culture, travelling, fun, sports, and attitude etc.

CEFR LEVEL: BASIC USER: WAYSTAGE: A2

Book: Q-skills Two

Course Description

Students who take part in this level will gain important vocabulary and grammatical structure that is essential to carry out elementary level communication. This is a structured environment which provides the learners with basic skimming skills in reading, vital note taking skills in listening and construction of simple paragraph and discourse, both in writing and speaking, in simple every day context. Learners are also introduced to important vocabulary and communication in essential context such as architecture, psychology, games, sociology, behavioral science, business, environment and public health.

Learning Outcome

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation along with the skills acquired in the previous levels.

- Skim for the main ideas, supporting details, meaning from context, author's purpose, Identify facts and opinion
- Understand and construct word families, compound nouns, synonyms, prefixes and suffixes.
- Use the dictionary to explore multiple meanings, parts of speech, examples, pronunciation, plurals, word-forms.
- Understand and construct basic collocations, phrasal verbs and idioms

- Writing a descriptive paragraph, opinion paragraph and explanatory paragraph.
- Describing a process in writing
- Write main ideas and supporting details.
- Sentence variety and unity in paragraph.
- Note-taking using visual elements, identify key words, using symbols and abbreviations etc.
- Organize notes, create simple outline, review and edit notes
- Use Imperative verbs, auxiliary verbs, present continuous tense and future with 'will'
- Understand and construct comparative and superlative adjectives
- Use 'if' clause for future possibility
- Use of appropriate Intonation and words stress (in familiar situation)
- Identify main ideas, specific details, cause and effect in a listening discourse
- Predict information in listening
- Listen for names and dates; listen for reasons and explanations
- Recognize cause and effect in a listening discourse
- Recognize facts and opinion in a listening discourse
- Write to describe in familiar context such as architecture, psychology, games, sociology, behavioral science, business, environment and public health.
- Take part in basic communication in familiar context such as architecture, psychology, games, sociology, behavioral science, business, environment and public health.

CEFR LEVEL: INDEPENDENT USER: THRESHOLD: B1

Book: Q-skills Three

Course Description

Students who take part in this level will gain important vocabulary and grammatical structure that is essential to carry out intermediate level communication. This is a structured environment which provides the learners with basic scanning and skimming skills in reading, vital note taking skills in listening, organizing various types of essays in writing and essential skills for speaking, in every day context. Learners are also introduced to important vocabulary and communication skills in essential context such as sociology, nutritional science, psychology, marketing, behavioral science, economics, and philosophy, etc.

Learning Outcome

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation along with the skills acquired in the previous levels.

- Scanning a text for important information, skim for the main ideas, supporting details, meaning from context,
- Distinguishing facts and opinion
- Preview a text, use a graphic organizer and use a timeline
- Use referents to understand contrast
- Understand and construct word families, compound nouns, synonyms, prefixes and suffixes.

- Use the dictionary to explore multiple meanings, parts of speech, examples, pronunciation, plurals, word-forms.
- Understand and construct collocations with nouns, adjectives + prepositions
- Organize and develop a paragraph
- Write a summary and personal response.
- Write a narrative, cause and effect, opinion, argumentative and descriptive paragraph/essay
- Use real conditionals in present and future, gerund and infinitives.
- Use parallel structure in writing
- Use complex sentences in writing
- Note taking on main points of a lecture, cause and effect, advantage & disadvantage, facts & opinion, examples, mind map etc.
- Listen for time markers, facts & opinion, amounts, cardinal and ordinal numbers, speakers' attitude, signposting and inferences etc.
- Use contractions in spoken English
- Use sentence stress appropriately on important words
- Use modals to express attitude, tag question, quantifiers, present perfect and past perfect
- Write to describe in familiar context such as sociology, nutritional science, psychology, marketing, behavioral science, economics, and philosophy, etc.
- Take part in basic communication in familiar context such as sociology, nutritional science, psychology, marketing, behavioral science, economics, and philosophy, etc.

CEFR LEVEL: INDEPENDENT USER: VANTAGE: B2

Book: Q-skills Four

Course Description

Students who take part in this level will gain important vocabulary and grammatical structure that is essential to carry out upper intermediate level communication. This is a structured environment which provides the learners with extensive skills in reading, vital note taking skills in listening, constructing various types of essays in writing and essential skills for speaking, in every day context. Learners are also introduced to important vocabulary and communication skills in essential context such as business, psychology, fine arts, behavioral science, education, and anthropology etc.

Learning Outcome

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation along with the skills acquired in the previous levels.

- Skim for the main ideas, supporting details, preview and predict information, highlight and annotate text, make inferences, compare and contrast information, recognize biasness, use an outline, understand the purpose of quoted speech, identify counterarguments and refutations.
- Understand and construct word families, synonyms, homonyms, prefixes and suffixes.
- Use the dictionary to explore multiple meanings, parts of speech, examples, pronunciation, plurals, word forms.
- Understand and construct cause and effect collocations, collocation with prepositions, collocations with nouns and phrasal verbs etc.
- Writing descriptive, cause and effect, narrative, compare and contrast, opinion, analysis and persuasive essays
- Use compound & complex sentences,
- Use comparative form of adjectives and adverbs
- Demonstrate sentence variety and varying sentence patterns.
- Use restrictive relative clause, definite and indefinite articles and real conditionals.
- Use present perfect, present perfect continuous, past perfect and past perfect continuous tenses.
- Use transitions and subordinators to compare and contrast information
- Use adverb phrases of reason, and adverb clauses of concession
- Organize notes: T-chart & split page, note down main ideas and supporting details and edit notes after listening
- Listen for cause and effect, make predictions, infer attitude, understand biasness, compare and contrast information, make inferences etc.
- Use contractions in spoken English, use word stress, sentence stress appropriately on important words
- Write to describe in familiar context such as business, psychology, fine arts, behavioral science, education, and anthropology etc.
- Take part in basic communication in familiar context such as business, psychology, fine arts, behavioral science, education, and anthropology etc..

Semi-Intensive Program: Level Descriptions

CEFR LEVEL: BASIC USER: BREAKTHROUGH: A1-

Book: Headway Beginner

Course Description

Students who take part in this level will gain basic vocabulary and grammatical structure that is essential to carry out basic communication. This is a slow-paced, highly-structured environment which provides the learners with basic scanning and skimming skills in reading & listening; construction of simple sentences in both speaking & writing, in simple everyday contexts. Learners are also introduced to basic vocabulary and communication in essential contexts such as friends, family, education, jobs, holiday, home, cities, habits, internet, etc.

Learning Outcome

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation:

- Use the subject and object pronouns as well as the possessive adjectives and possessives correctly.
- Form the plural of nouns, identify countable and uncountable nouns
- Recognize and construct affirmative, negative and interrogative sentences in present and past tense.
- Use definite and indefinite articles correctly as well as some, any.
- Use some basic adjectives, adverbs and adverbs of frequency.
- Use this, that, these, those, etc.
- Use 'can' to express ability, request, or offer.

- Use basic connectors 'and', 'or' & 'but'.
- Use basic prepositions of time and place
- Count in English; ask about prices; recognize the names of major countries and cities in the world as well as the languages and nationalities; the days of the week, months and seasons of the year, tell the time and date.
- Know basic collocations, basic adjectives and their opposites
- Recognize the syllables of a word and the word stress; as well as the basic sentence stress patterns.
- Take part in basic everyday conversations like introducing himself, greeting, ordering in a restaurant, buying in a shop, asking or giving directions, buying a ticket in a train station, starting a conversation and showing interest, asking for repetition or clarifying; asking for help; make offers; expressing feelings, congratulations; exchange complements; giving opinion, agreeing or disagreeing; in a very basic form.
- Read the signs in the buildings or the city; read bills, etc.
- Skim for main ideas and scan for details in reading of familiar contexts
- Carry out basic punctuation such as capitalization, questions marks, commas etc.
- Write simple sentences with the right subject-verb agreement using the studied tenses in familiar contexts.

**CEFR LEVEL: BASIC USER: BREAKTHROUGH:
A1+/A2-**

Book: Headway Elementary

Course Description

Students who take part in this level will gain essential vocabulary and important grammatical structure that is essential to carry out essential communication. This is a slow-paced, highly-structured input which provides the learners with essential skimming and scanning skills in reading, vital note taking skills in listening, construction of paragraphs in writing and short talk in speaking, in everyday context. Learners are also introduced to important vocabulary and communication in essential contexts such as people, work, culture, food, travelling, leisure activities, sports, architecture, business, past events, achievements, stories, and attitude etc.

Learning Outcome

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation along with the skills acquired in the previous level

- Use and construct sentences in all the tenses studied in Beginner level with more confidence and with more irregular verbs and different special spelling cases in positive and negative statements, negatives, short and long answers, and in questions.
- Use more time expressions
- Use *could* for ability in the past.
- Use the comparatives and superlatives

- Use more questions words in questions
- Use possessive pronouns
- Use and form more adjectives and adverbs using suffixes and prefixes
- Use and form more nouns by derivation
- Recognize and construct affirmative, negative and interrogative sentences in the present perfect tense with *ever, never, yet, and just* and can recognize the difference in use between this tense and the past simple
- Use more prepositions like spatial prepositions
- Read the phonetic symbols and recognize words that rhyme
- Take part in everyday conversations and use more social expressions in the contexts studied in Beginner level, and more, like asking or telling the time or date; asking or giving directions; talking on the phone; requesting and asking for help at a garage, train station or at the airport; making suggestions
- Can write formal or informal letters, a letter for application for a job, a postcard, an email, using linking words
- Skim for main ideas and scan for details in reading of familiar contexts
- Take notes of the main ideas as well as details in listening to familiar contexts
- Can interview or take part in an interview in familiar contexts

CEFR LEVEL: BASIC USER: WAYSTAGE: A2/B1-

Book: Headway Pre-intermediate

Course Description

Students who take part in this level will gain important vocabulary and grammatical structure that is essential to carry out fundamental level communication. This is a highly-structured environment which provides the learners with fundamental skimming and scanning skills in reading, vital note taking skills in listening and construction of paragraphs for specific genres and discourse, both in writing and speaking, in simple everyday contexts. Learners are also introduced to basic vocabulary and communication in essential contexts such as jobs, travelling abroad, describing countries, cities, and buildings, hotels, buying things, shops, describing feelings and situations, etc.

Learning Outcome

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation along with the skills acquired in the previous levels.

- Use and construct sentences in the past continuous, the present/past perfect and the present perfect continuous tenses.
- Use and construct sentences in the different forms of future: will, be going to + infinitive, present continuous expressing the future
- Use quantity expressions like *much, many, some, any*, etc.

- Use definite and indefinite articles
- Use and form the comparative and superlative adjectives
- Use the modal verbs in different meanings: *must, should, have (got) to, might*, etc.
- Use time clauses in sentences like: *as soon as, when, while, until*, etc.
- Use first and second conditional clauses with *if*
- Start to use the passive voice in certain tenses
- Start to use the reported statements
- Use the infinitive of purpose
- Use collocations, word pairs, phrasal verbs, compound nouns, synonyms and antonyms, irregular verbs in the past and past participle, words of different meanings
- Take part in everyday conversations and use more social expressions in the contexts studied in the previous levels, and more like conversations at clinics, hotels, on the phone, etc.
- Can write formal or informal letters for different purposes, a postcard, a story, a biography, a review of a book, using linking words
- Skim for main ideas and scan for details in reading of familiar contexts
- Take notes of the main ideas as well as details in listening in familiar contexts

**CEFR LEVEL: INDEPENDENT USER: THRESHOLD:
B1+/B2-**

Book: Headway Intermediate

Course Description

Students who take part in this level will gain important vocabulary and grammatical structure that is essential to carry out high level communication. This is a quasi-authentic environment which provides the learners with scanning and skimming skills in reading, note taking skills in listening, organizing various types of letters, essays in writing and various skills in speaking, in everyday contexts such as work, telling tales, following the rules and regulations, travelling, food, charity, sports, famous people and places, adventure etc.

Learning Outcome

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation along with the skills acquired in the previous levels.

- Use and construct sentences in all the tenses with more confidence.
- Use the auxiliary verbs in questions, negatives, and short answers
- Use properly the state verbs in different tenses
- Use the passive voice in different tenses
- Use the reported speech in different tenses and in different types of sentences
- Use indirect questions and
- Use question tags
- Use the modal verbs to express obligation, permissions, probability,
- Use the right time expression with the right verb tense
- Use the first and second conditional
- Use time clause to form complex sentences
- Use and expand the vocabulary studied in the previous levels in all the familiar contexts such as leisure activities, nationalities, countries, cities, food, people, character adjectives, likes and dislikes, etc.
- Use, collocations, phrasal verbs with both literal and idiomatic meaning, separable and inseparable parts.
- Take part in everyday conversations in context such as ordering in a café or restaurant, travelling around, public transportation, reading signs and understanding sounds, shopping, talking on the phone
- Can suggest, advise, admit, deny, agree, disagree, request, offer, make an appointment, make a small talk, give opinions; show sympathy, pleasure, or surprise
- Can write formal letters, informal letters, and emails for different purposes, a narrative essay, a for and against essay, a descriptive essay, a biography - using different linking words
- Skim for main ideas and scan for details in reading of familiar contexts
- Take notes on the main ideas as well as details in listening

CEFR LEVEL: INDEPENDENT USER: VANTAGE: B2

Book: Headway Upper Intermediate

Course Description

Students who take part in this level will gain important vocabulary and grammatical structure that is essential to carry out upper intermediate level communication. This is a quasi-authentic environment which provides the learners with extensive skills in reading, vital note taking skills in listening, constructing various types of essays in writing, as well as exposure to the non-standard variety of English in listening and speaking, in everyday contexts such as home, travelling, books, future, famous brands, socializing, extreme places, money, people, dreams etc.

Learning Outcome

Successful completion of this term will enable the learners to carry out the following skills in a familiar situation along with the skills acquired in the previous levels.

- Use and construct sentences in all the tenses studied in the previous levels – simple, continuous and perfect- in both active and passive voices, with more confidence and with more irregular verbs and different special spelling cases
- Use and construct questions and negatives in all the tenses & voices
- Use and construct sentences in all forms of future
- Use and construct sentences with all expressions of quantity, determiners, articles -including zero article
- Use and construct sentences with modals and related verbs
- Use & construct sentences with relative clauses
- Use different ways of expressing habit
- Use and expand the vocabulary studied in the previous levels in all the familiar contexts such as life style, books, films, tourism, living abroad etc.
- Use base and strong adjectives, modifying adverbs, adjective-adverb collocations, and idioms.
- Use linking & commenting expressions
- Write formal letters, application for a job, a CV and a covering letter, informal letters, email, a report, consumer survey, narrative essay, argumentative essay, descriptive essay, write for talking, use different linking words and expressions, conjunctions, adverbs
- Give or take part in a questionnaire, survey, interview, a discussion, an exchange of information, in familiar contexts
- Talk about news stories, living abroad, realizing one's dreams, books, future events, lifestyle, adverts, famous brands, restaurants, marriage customs, weather, money, murder, children stories,
- Skim for main ideas and scan for details in reading of familiar contexts
- Take notes of the main ideas as well as details in listening to familiar contexts

Student's Orientation

Pre-arrival Orientation:

The academic process begins with student registration prior to the onset of the term and ends at the issuance of certificate at the successful completion of the term.

Pre-arrival orientation gives essential information about the organization, registration process, premises, programs and teachers.

- It is held on the first day of session from 8:00 a.m. to 9:00 a.m. and/or 6:00 p.m. to 7:00 p.m.
- Students are given a tour of the premises by a registration officer or by a teacher/staff.
- Registration officer gives learners some brochures about the academy courses and programs. He also talks about the current projects with other companies and ministries in addition to the achievements made by the organization in the past and its future goals.
- They visit the important sections of the academy whether educational or administrative.

Initial orientation:

- Teachers play an important part in the educational system in the academy Initial Orientation is carried out by the primary teacher for the specific level.
- It takes place on Monday the first day of study from 8:00 a.m. to 8:20 a.m. or 5:00 p.m. to 5:20 p.m. for the 4-hours intensive program, but for the 2-hour semi-intensive program, it takes place from 8:00 a.m. to 8:20 a.m., 10:00 a.m. to 10:20 a.m., 5:00 p.m. to 5:20 and 7:00 p.m. to 7:20 p.m. depending upon the class start time.

- Instructors introduce themselves to students and explain what the course contains with some general ideas, goals and what they will get over by the end of that course. Further, they let the students express themselves and ask anything about the course. Finally, they also inform students about the start and end date of the session, and give a brief introduction to the ongoing assessment and final assessment.

Ongoing orientation:

- . Primary teacher is also responsible for the ongoing orientation.
- It is held in classes on the second day of each session, and also at the beginning of week 3.
- Instructors show the students the course design. They give them some information about on-going assessment through quizzes, writings and dictations in addition to the information regarding portfolio and homework. Further, they inform students regarding visits to the English Lab. They also show them how to use the online quizzes of their course book. Moreover, they also demonstrate how to use Rosetta stone. Finally, Instructors let the students know that there is an evaluation at the end of the course for assessing the course and premises through a written questionnaire.

Student Counselling

ALFAC's Student Services is dedicated to provide accessible and accurate counseling services for all students, free of charge, throughout their study here to reach their academic goals. Our counseling team will help students make sense of their experiences and be ready for positive change.

Learning a new language and its impact on job hunting can be stressful and confusing for many students. Should you be facing personal problems, career planning, or educational concerns, our experienced counsellors can help. Our services are completely confidential. Counsellors work alongside with students, teachers, and the head of departments to adopt strategies for improved academic performance. Moreover, they offer support through individual counselling that focuses on making action plans that deal with stress, anxiety, depression and other personal issues.

Personal Counselling

Personal counselling is available for assisting all enrolled students and helping them to resolve personal issues that may affect their performance during their study in the academy. These issues could include feeling stressed out or feeling down for no obvious reason. In addition, lack of motivation when it sometimes feels so hard to go on. Further, lacking self-confidence and being unable to adjust to this place etc. Personal counselling provides an opportunity to explore concerns in a supportive and non-judgmental environment. Personal counselling may include helping students:

- Adjust to the academy.
- Manage anxiety and stress.
- Deal with family difficulties.

- Build self-esteem.
- Manage anger and frustration.
- Deal with depression, grief and loss.
- Overcome procrastination.
- Manage conflicts or unexpected events.

Academic counselling

Occasionally students feel that they are not in the right program of studies or they are so out of place. Sometimes, they are unmotivated about the courses or feel that this isn't what they expected. They are also stressed out which affect their grades. They need certain level of English but they don't find much time.

Professional counsellors at ALFAC with expertise in career development are available to meet with them on a one-to-one basis to help move through typical milestones that may arise during their academic career. Academic counselling may include:

- Explaining students about the content and structure of the programs and courses.
- Determining student's readiness for the study in the academy.
- Providing students with information about academic decisions e.g. adding, dropping and withdrawing from courses.
- Consult with students to audit progress through the courses.
- Supporting and encouraging confidence in decision making.
- Interpreting test results relevant to placement decisions.

Personal & Academic Counsellor

- Mr. Salama Kamal Shohayb, the Head of the English Department

Instructional Materials

1. Text Books: For intensive and Semi Intensive Program as mentioned in the curriculum guide
 - Spelling book (optional)
 - Vocabulary books (optional)
 - Writing books (optional)
 - Supplementary reading materials such as story books (optional)
 - Workbook for practice
2. PowerPoint Presentations
3. Charts
4. Flashcards (optional)

Instructional Technologies

1. Videos
2. Audios
3. Smart Board
4. Websites:

- www.onlineexambuilder.com
5. Online Practice:
 - Q-Skills:www.iqspecialedition.com
 - Headways:
www.headwayplusonline.com
 6. English language Lab
 - Rosetta Stone
 - Online Quizzes on
www.onlineexambuilder.com
 - Online Practice

Retention of Grade Reports & Exam Papers

The students' reports are maintained, electronically, for one year. The students' exam papers are maintained for one month only. They are kept in Manager's office.

Appendix I

Change in Level Form

Branch: Main Male Branch

Dated:

My name is:

My academic number:

I am at level: ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮

2-h course / 4-h course

based on the result of the placement test / successfully completed level (.....)

BUT I want to be in level ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮

BECAUSE.....
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.....
.....

Placement test rater OR Current teacher's recommendation:
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Head of English department:

He CAN go to level (.....)

He CAN'T go to level (.....)

Salama Kamal Shohayb

Head of the English Department

Appendix II

Appeal form for Grades

Branch: Main Male Branch

Dated:

My name is:

My academic number:

I am at level: ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮

2-h course / **4-h course**

Describe the issue.

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Decision by the Head of the English Department

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Salama Kamal Shohayb

Head of the English Department

Appendix III

Formal Complaint Form

Branch: Main Male Branch

Dated:

Name:

Academic number:

I am at level: ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮

2-h course / **4-h course**

Types of Complain: **Academic** **Financial** **Administrative** **Services** **Others**

Describe the problem (attach additional pages if necessary)

Have you discussed this problem with anyone?

What is your desired outcome/solution?

Student Signature:

Date:

Office Use Only

Date Received: _____ File Number: _____ Department: _____