



Course Specification

(Bachelor)

Course Title: Vocabulary Building Skills

Course Code: ENG2313-3

Program: Bachelor of Arts in English + Bachelor of Arts in Translation

Department: Department of English and Department of Translation

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: February 11, 2026

Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	9
D. Students Assessment Activities	10
E. Learning Resources and Facilities	12





A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

- A. ☐ University ☐ College ☒ Department ☒ Track ☐ Others
- B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Semester 3 - Year 2)

4. Course General Description:

Vocabulary Building Skills is an intermediate-level course designed to develop students' lexical competence and enhance their overall communicative proficiency in English. The course introduces systematic, research-informed strategies for acquiring, storing, and retrieving vocabulary effectively. Through thematic units, contextualized exercises, and integrated speaking and writing tasks, students learn to recognize, understand, and use a wide range of vocabulary accurately and confidently. Emphasis is placed on mastering word meanings, spelling, grammatical functions, and collocations, enabling students to construct clear, coherent, and contextually appropriate sentences and paragraphs. The course also cultivates learners' ability to apply vocabulary in real-life communication, strengthening both receptive and productive language skills to support academic and professional success.

5. Pre-requirements for this course (if any):

N/A

6. Co-requisites for this course (if any):

N/A

7. Course Main Objective(s):

The main objectives of *Vocabulary Building Skills* are to:

1. Develop students' ability to understand, recall, and accurately use a wide range of vocabulary, including meanings, spelling, word classes, and grammatical features.
2. Enhance students' capacity to construct coherent and contextually appropriate sentences and paragraphs, integrating newly learned vocabulary with correct syntax and thematic unity.
3. Strengthen both written and spoken communication skills by equipping students with the lexical resources needed to articulate ideas clearly, precisely, and effectively.
4. Promote the application of vocabulary in diverse contexts, enabling learners to use newly acquired words confidently in academic, social, and professional situations.
5. Foster independent vocabulary learning habits, including the use of vocabulary logs, digital tools, mnemonic strategies, and self-directed practice for long-term retention.





6. Support students in understanding semantic relationships, collocations, idioms, and thematic vocabulary groupings, thereby improving comprehension and expressive fluency.
7. Encourage active participation in oral and written tasks that reinforce vocabulary usage, such as speaking presentations, quizzes, thematic writing tasks, and contextual exercises.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning	-	-
3	Hybrid - Traditional classroom - E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify and recall the meanings, spelling, and key grammatical features of newly learned vocabulary.	K2	- Direct instruction with visual aids (flashcards, charts, slides) - Vocabulary drills using repetition and retrieval practice - Guided reading tasks	Vocabulary Logs (10)





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			- to highlight word forms and meanings • Spelling-focused mini-games and pair activities • Short instructor-led explanations on grammatical behavior of words	
1.2	Explain the functions of words within sentences, including word classes, affixes, collocations, and word-formation patterns.	K5	• Teacher modeling of word-formation processes (prefixes/suffixes) • Grammar-integrated vocabulary exercises • Collocation banks and semantic grouping activities • Analysis of sample sentences from course units	Midterm (30)
1.3	Recognize vocabulary in context and interpret how meaning changes depending on syntactic and semantic use.	K2	• Contextual reading and listening exercises • Guided inference tasks (students guess meaning from context) • Discussion of multiple	Quiz (10)



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			- meanings and connotations - Teacher-led analysis of figurative vs. literal usage	
2.0	Skills			
2.1	Construct coherent and contextually appropriate sentences and paragraphs using newly acquired vocabulary.	S4	- Writing workshops with instructor modeling - Guided paragraph-building activities - Peer review sessions to refine vocabulary usage - Sentence-combining and rewriting practice	Written Exploration (5)
2.2	Apply vocabulary-learning strategies such as categorization, note-taking, and semantic grouping to improve retention and usage.	S5	- Explicit teaching of vocabulary strategies (mnemonics, grouping) - Use of word maps, semantic networks, and thematic charts - Strategy workshops and practice sessions - Instructor feedback on student-created vocabulary logs	Midterm (30)





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.3	Use newly learned vocabulary fluently and accurately in oral presentations and thematic speaking tasks.	S6	- Structured speaking tasks (pair interviews, debates, dialogues) - Pronunciation and fluency practice using new vocabulary - Teacher-guided rehearsal and feedback sessions - Thematic oral activities aligned with the unit topics	Audio Presentation (5)
2.4	Analyze vocabulary in reading and listening texts to infer meaning, identify usage, and distinguish between literal and figurative expressions.	S1	- Close-reading tasks with vocabulary analysis - Listening exercises that focus on contextual interpretation - Instructor-guided comparison of literal vs. figurative meaning - Annotation activities (students highlight key lexical features)	Final (40)
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate responsibility and independence in selecting and using	V3	Self-directed vocabulary learning activities	Vocabulary Logs (10)



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	appropriate vocabulary for academic and everyday communication.		- Encouraging students to choose vocabulary for personal study - Reflection on vocabulary choices in logs - Teacher conferencing for goal-setting	
3.2	Use vocabulary ethically and respectfully in different speaking and writing contexts, showing clarity and precision.	V1	- Discussions on tone, appropriateness, and register - Modeling respectful and precise language use - Peer feedback circles focused on clarity and appropriateness - Teacher-led review of real-life communication examples	Peer assessment forms
3.3	Collaborate effectively with peers in vocabulary-building tasks, providing constructive feedback and encouraging mutual improvement.	V2	- Group vocabulary activities (thematic brainstorming, role-plays) - Collaborative writing and speaking tasks	Observation of collaborative behavior during class activities



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			- Peer teaching and vocabulary-sharing sessions - Classroom routines requiring cooperative work	

C. Course Content

No	List of Topics	Contact Hours
1.	Orientation & effective vocabulary learning strategies	9
2.	Weather (unit 6), idioms (unit 9), global problems (unit 13)	4.5
3.	Higher education (unit 15), work (unit 16), business (unit 17)	9
4.	Health and medicine (unit 28), health and lifestyle (unit 30)	4.5
5.	Travel (unit 31), social media (unit 36)	3
6.	Money (unit 40) + preparation for the first midterm	9
7.	Belief and opinion (unit 42), praising and criticizing (unit 48), emotions and moods (unit 49)	6
Total		45



D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	3 Vocabulary Logs (10 Marks) Mapped to Learning Outcome 1.1. Three vocabulary logs are submitted at regular intervals throughout the semester (approximately Weeks 2, 6, and 10). Each log requires students to identify and record the meanings, spelling, and key grammatical features of newly learned vocabulary items across the thematic units covered to that point. The logs are assessed on completeness, accuracy, and evidence of independent vocabulary building.	Weeks 2, 6 & 10	10%
2.	Vocabulary Enrichment Through Audio Presentation (5 Marks) Mapped to Learning Outcome 2.3. This assessment evaluates students' ability to use newly learned vocabulary fluently and accurately in an oral presentation on a thematic topic. Students prepare and deliver a short spoken presentation incorporating target vocabulary from the units studied, demonstrating appropriate pronunciation, usage, and register.	Week 7	5%
3.	Midterm Exam (30 Marks) While aligned with specific CLOs for measurement purposes, this comprehensive assessment covers all course materials from the first half of the semester. Mapped to Learning Outcomes 1.2 and 2.2, the exam evaluates students' ability to explain the functions of words within sentences, including word classes, affixes, collocations, and semantic relationships (CLO 1.2), and to apply vocabulary-learning strategies such as	Week 6	30%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	categorization, note-taking, and semantic grouping (CLO 2.2). The exam uses objective and short productive items.		
4.	Vocabulary Infused Written Exploration (5 Marks) Mapped to Learning Outcome 2.1. This assessment evaluates students' ability to construct coherent and contextually appropriate sentences and paragraphs using newly acquired vocabulary. Students produce a short written text on a theme from the second-half units, demonstrating accurate and meaningful use of target vocabulary in context.	Week 12	5%
5.	Quiz (10 Marks) Mapped to Learning Outcome 1.3. This quiz evaluates students' ability to recognize vocabulary in context and interpret how meaning changes depending on syntactic and semantic environment. The quiz covers vocabulary from units studied throughout the semester and serves as a cumulative review before the final exam. The assessment uses objective-format questions including matching, multiple choice, and fill-in-the-blank.	Week 4	10%
6.	Final Exam (40 Marks) Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the vocabulary knowledge, understanding, and skills developed across all thematic units of the course. Mapped to Learning Outcome 2.4, the exam assesses students' ability to analyze vocabulary in reading and listening texts to infer meaning, identify usage, and distinguish	Week 16	40%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	register and formality across all course content. The exam uses objective and short productive items including matching, multiple choice, fill-in-the-blank, and contextual usage questions.		

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	McCarthy, M., & O'Dell, F. (2017). English Vocabulary in Use (Upper-Intermediate). 4th Ed. Cambridge University Press
Essential References	Lea, D., Bradbery, J. (2020). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press.
Electronic Materials	Vocabulary.com Highlights: - Provides a personalized learning environment where students can master words through engaging activities. - The system adapts to the learner's progress, offering a tailored experience for A2 to B1 level students. - Their innovative "Vocabulary Jam" feature allows for collaborative learning, enhancing both individual and collective vocabulary acquisition. Cambridge Dictionary +Plus Highlights: Personalized English vocabulary practice: Cambridge Dictionary +Plus offers a variety of personalized exercises to help you learn and practice new vocabulary words. You can choose exercises that are tailored to your level of English, your interests, and your specific learning goals. Interactive and engaging activities: The exercises on Cambridge Dictionary +Plus are interactive and engaging, making them fun and motivating to complete. You can play games, solve puzzles, and complete quizzes to learn and practice new vocabulary words. Immediate feedback and explanations: Cambridge Dictionary +Plus provides immediate feedback on your answers, so you can learn from your mistakes and improve your vocabulary skills over time. The platform also provides explanations of the correct answers, so you can understand the meaning of the words you are learning in more depth. Word lists: You can create, download, and share word lists to help you organize and study your vocabulary.





	• Quizzes: You can take quizzes to test your knowledge of new vocabulary words. • Progress tracking: Cambridge Dictionary +Plus tracks your progress over time, so you can see how you are improving. • Offline access: You can download exercises to complete offline, so you can learn and practice new vocabulary words even when you don't have an internet connection. Is Cambridge Dictionary +Plus free? Yes, Cambridge Dictionary +Plus is free to use. However, there are some ads in the free version.
Other Learning Materials	VOA Learning English - Words and Their Stories Highlights: • VOA's "Words and Their Stories" is a free series that explores American English idioms, phrases, and vocabulary in an engaging storytelling format. • While VOA Learning English covers various skills, "Words and Their Stories" is a segment specifically focused on vocabulary. Being part of Voice of America, a well-known and reputable name, it offers quality and credibility.

2. Required Facilities and equipment

Items	Resources
Facilities	• Standard classroom accommodating 25–30 students • Adequate lighting and ventilation • Comfortable seating arrangements suitable for group discussion • Whiteboard and notice board
Technology equipment	• Computer and stable internet connection for instructor use • Data projector and screen • Audio speakers for multimedia presentations • (Optional) Smart board for interactive teaching
Other equipment	• Whiteboard markers and erasers • Portable microphone (if required) • Display or bulletin board for course announcements
Additional resources	• Access to the Saudi Digital Library (SDL) and online academic databases • (Optional) Language laboratory facilities for multimedia learning • (Optional) Audio equipment for listening to dramatic readings and literary adaptations • (Optional) Charging stations or designated tech-use areas for student devices

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through	Evaluated through analysis of exam results, project



	exam performance, project outcomes, and feedback.	outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

