

ASSESSMENT REPORT

Cluster accreditation:

**Applied English (B.A.)
English Language and Literature (B.A.)
French Language and Literature (B.A.)
Spanish and English (B.A.)**

**at the University of Jordan,
Amman, Jordan**

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1. The University of Jordan

The University of Jordan (UJ) was founded in 1962 and is the largest and oldest institution of higher education in Jordan. It consists of two campuses: the main campus is located in the heart of Amman in the city district Al-Jubeiha. A second campus is in the port city of Aqaba. The university offers a wide choice of academic programmes for students who can choose from more than 250 programmes from 24 schools in various disciplines. Currently, around 50,000 students are enrolled.

UJ describes its vision as “A University that is global, smart, and excelling in research, in innovation and in cultural enlightenment.”¹ Students are offered “fulfilling learning experiences, conducting knowledge-generating research, and building firm societal ties, within an environment that is attractive and financially stable, and conducive to creativity, innovation, and entrepreneurship.”²

In its own words, UJ’s mission is not only high academic excellence, but also applying the principles of quality management and the latest technologies in its programmes and strategies. UJ has achieved international accreditation for their Medicine, Rehabilitation, Pharmacy, Nursing, Dentistry, Engineering, Information Technology, and Natural Science programmes.

Faculty of Foreign Languages³

The Faculty of Foreign Languages is responsible for the implementation as well as the internal quality assurance of 17 study programmes (ten at Bachelor level, five at Master level, two PhD programmes). The faculty “seeks to offer an interactive educational experience for the teaching and learning of foreign languages, while enabling students and academics to promote their intellectual and practical skills and conduct research within a smart and attractive environment conducive for creativity, innovation and leadership.”⁴

The overall goals are described as follows:

1. Introduce students to different languages and cultures that will expand their horizons and promote their communication skills
2. Enhance students’ abilities for creativity, innovation and entrepreneurship, as well as develop their intellectual, professional and soft skills
3. Create a smart educational environment based on the concept of interactive learning and integrating ICT in education
4. Produce world-class, research that generates valuable knowledge in the fields of literature, linguistics, and translation studies
5. Produce well-qualified graduates, ready to deal with the future world as well as contribute to the process of its shaping

In this way, the faculty aims to further consolidate its position as a prestigious and leading school for foreign language teaching and cutting-edge research in the fields of languages, literature and translation on a regional and international level.⁵

Table 1 shows an overview of key data on the Faculty of Foreign Languages:

¹ <http://ju.edu.jo/Lists/StrategicPlan/Strategy.aspx> (accessed 31 March 2023)

² Ibid.

³ Faculty and school are used synonymously.

⁴ https://languages.ju.edu.jo/Lists/Strategy/School_Strategies.aspx (accessed 31 March 2023)

⁵ Cf. *ibid.*

Responsible academic unit/faculty	Faculty of Foreign Languages	
Number of study programmes offered	17	
Undergraduate	10	
Graduate + Postgraduate	7	
Number of students in the faculty	4,828	
Undergraduate	4,530	
Graduate	298	
1 st year students (faculty level)	1,895	
Graduates (faculty level)	264	
Drop-out rate (faculty level)	3%	
Floor space (m ²)	6,400 square metre in total	
Media in faculty library (books, journals, digital media)	About 18,500 printed books, access to more than 1,500 journals and 45,000 e-books via EBSCO, Sage, Science Direct, Springer, Proquest ...	
Faculty budget	1,548,210 JD + some irregular grants from national and international bodies	
Number of students in the four assessed programmes:		
Applied English (B.A.)	778	
English Language and Literature (B.A.)	604	
French Language and Literature (B.A.)	261	
Spanish and English (B.A.)	534	
Academic staff in the four assessed programmes:	Full-time	Part-time
Applied English (B.A.)	25	11
English Language and Literature (B.A.)	16	7
French Language and Literature (B.A.)	12	2
Spanish and English (B.A.)	8	2

Tab. 1: Key data of faculty and programmes, academic year 2022/23
(Source: University of Jordan)

2. The accreditation procedure

The assessment procedure was carried out as informed peer review on the basis of the self-evaluation report provided by the UJ, a one and a half-day site visit from an international expert panel, an assessment report by the expert panel and the accreditation decision taken by the **evalag** Accreditation Commission.

The procedure applies the fitness for purpose approach which assesses to what extent a programme complies with the **evalag** criteria for programme accreditation.⁶ These are formulated in coherence with the European Standards and Guidelines (ESG).⁷

The criteria focus, first of all, on the profile of the programme and its curriculum. Furthermore, the criteria cover all aspects of the implementation of a study programme, its quality assurance and its resources. With regard to the criteria of programme profile and curriculum, **evalag** also assesses if the programme meets academic standards that are accepted in the European Higher Education Area (EHEA).⁸

The following six criteria are applied:

- Programme profile
- Curriculum
- Student assessment
- Organisation of the study programme
- Resources
- Quality assurance

The experts express the extent of compliance of the criteria with the following assessments: “passed”, “passed subject to conditions”, “suspension of the accreditation procedure” or “failed”. Depending on the degree to which a programme meets the criteria, the programme may be accredited, accredited with conditions or not accredited.

As a first step of the procedure and in preparation for the site visit, UJ provided a self-evaluation report based on guidelines from **evalag**. At the same time **evalag** formed an international expert panel consisting of four experts including one student expert:

Academic experts:

- Assoc. Prof. Dr. Rula Diab, Assistant Provost for Accreditation and Academic Operations and Associate Professor of English/Applied Linguistics at English Department, Lebanese American University Beirut, Lebanon
- Prof. Dr. Jochen Mecke, Professor for Romance Literature and Culture at University of Regensburg, Germany

Expert from professional practice:

- Danijel Dejanovic, Director of Volkshochschule (=Adult Education Centre) Frankfurt am Main, Germany

Student expert:

- Nienke Wessel, student of Spanish Language and Culture, American Studies and Islam, Politics and Society at Radboud University Nijmegen, Netherlands, nominated from the QA pool of the European Students' Union (ESU)

All experts declared to be free of any conflict of interest.

⁶ https://www.evalag.de/fileadmin/dateien/pdf/akk_international/standards_kriterien/prog_acc_process_criteria_171201.pdf (accessed 31 March 2023)

⁷ https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf (accessed 31 March 2023)

⁸ The European Higher Education Area (EHEA) is a group of 49 countries that cooperate to achieve comparable and compatible higher education systems throughout Europe. Member countries of the EHEA follow the directives of the so-called Bologna Process to achieve these goals.

From **evalag**'s side, Georg Seppmann coordinated and carried out the project.

The site visit (annex) took place from 6 March until 8 March 2023 at the University of Jordan, Amman campus. During the site visit, the expert panel had discussions with the leadership of the university and the faculty, academic and administrative staff and students, alumni and employers. A campus tour gave an impression of facilities and equipment.

After the site visit the expert panel produced the assessment report which was submitted to the university for correction of potential factual errors on 25 May 2023.

The following assessment report is structured along the six assessment criteria, which form the basis for the decision about the **evalag** international programme accreditation. After a short description of the criterion, each chapter starts with a presentation of the current status regarding the criterion which is based on the information from the self-assessment report of the university as well as the information acquired during the site visit. On this basis, the expert panel assesses the criterion. Finally, the experts provide their recommendations for further improvement.

3. Programme assessment

3.1 Programme profiles

The profile and objectives of a study programme is an essential criterion for the assessment. The experts have to evaluate, whether the objectives of each programme are in line with the profile and the strategic goals of the institution. Further, they assess if the intended learning outcomes of the programmes are well defined, publicly accessible and whether they correspond to the type and level of qualification provided by the programme. They also consider whether the intended learning outcomes are based on academic or professional requirements (standards), public needs and the demands of the labour market, and if they contribute to the employability of the graduates. The experts have to evaluate the programmes' relation to research (procurement of scientific methods in theory and practice, research-based teaching). The experts assess whether the profile and objectives of the programmes comply with internationally accepted standards. The experts consider the international dimension of each programme and verify whether the qualification of the academic staff is adequate in terms of the profile and the objectives of the programme.

3.1.1 Applied English (B.A.)

Current status

Programme profile and objectives

The study programme "Applied English (B.A.)" is a four-year full-time programme. Successful graduates receive a Bachelor's degree. Table 2 shows some statistical information on the programme:

Name of study programme	Applied English
Founding year	2006 (revised 2021)
Final degree	B.A.
Duration of study	4 years

Credits (American credit system)	132
Number of students (actual semester)	778
Number of graduates (since 2008)	1,701
1 st year students (actual semester)	315
% international students	6%
Drop-out rate (actual semester)	2%
Drop-out rate (average in last 5 semesters)	2%
Full-time academic staff in the programme	25
Part-time academic staff in the programme	11

Tab. 2: Data on the study programme

According to the self-evaluation report, the programme aims mainly to build specialised competencies in the fields of English language, achieve leadership and excellence at local and international levels, and provide the labour market with distinguished graduates who have considerable knowledge, skills, and competencies. Those graduates are also expected to apply scientific research skills in daily life and use information technology and modern teaching strategies.

At the successful completion of the programme students should be able to:

- Demonstrate a mastery of the basic concepts and theories of linguistics in general and in the following linguistic fields, in particular, i.e., phonetics, phonology, morphology, syntax, semantics, discourse analysis, psycholinguistics and sociolinguistics.
- Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
- Discuss general issues concerning nature and function of English language with reference to relevant acquisition principles and implications for teaching and learning.
- Apply professionally the basic translation principles, skills and techniques to translate texts of various genres from Arabic into English and vice versa.
- Communicate effectively and appropriately in both spoken and written forms by employing the main technical terms and the basic linguistic features of English in relation to specific fields, namely business, tourism, mass media, hotels, medicine, science and technology.
- Produce spoken and written texts for a specific disciplinary context using appropriate structure and language features.
- Utilise scientific research methodologies, higher order thinking skills, critical thinking and creativity in analysing and observing issues related to the knowledge and skills of the English language.
- Analyse critically English and Arabic languages in terms of various linguistic levels in different types of discourse and across different social contexts.
- Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in applied English field.

- Show respect of cultural diversity, ethics and professional behaviour through interacting with and demonstrating appreciation of different literary and linguistic works from a variety of cultures.

Learning outcomes

The intended learning outcomes of the programme set out a hierarchy of qualification levels and describe the general achievement expected of holders of the main qualification type at each academic level. Students of Applied English should be able to demonstrate a mastery of the main concepts in various linguistic fields, e.g., psycholinguistics, discourse analysis, phonetics, semantics, and morphology. Added to that, they also should develop their English language skills and be able to explain general issues concerning the nature and function of the English language. Moreover, students should produce spoken and written texts for a specific disciplinary context using appropriate structure and language features. They are expected to utilise scientific research methodologies in analysing and observing issues related to knowledge and skills of the English language.

The learning outcomes of the programme are published on the faculty website.⁹

Relation to academic and professional requirements and public needs

According to the self-evaluation report and the interviews with the university management, the study programme takes into account both academic and professional requirements. Academic requirements are met through intensive literature study, while developing communication skills, both written and spoken, needed for future employment. Another programme outcome that addresses both academic and professional needs is introducing students to fundamental translation skills, theories, and principles.

The study programme focuses on the applied foreign language skills that are increasingly needed in Jordan, especially in the fields teaching, translation, tourism, media, and public relations. Surveys among alumni and employers are regularly conducted, focused on the effectiveness of the programme, the applicability and practicality of the knowledge, skills and competencies gained.

Relation between study and research

According to the self-evaluation report and the meetings on site, the focus of the programme is on teaching concretely applicable competences and skills. The teaching methodology used is based on research findings. Some of these are also the subject of the lessons, especially when it comes to learning and applying methods to overcome problems in language learning.

Linguistic knowledge is taught as well as the ability to write scientifically.

⁹ https://languages.ju.edu.jo/Lists/ProgramSpecifications/School_Program_Spic_last.aspx?prog=33&categ=15 (accessed 31 March 2023)

International dimension

The study programme is designed to enable its graduates to communicate in English in international contexts. As the University of Jordan aims to be “a global, smart, and excelling university in research, innovation, and cultural enlightenment”¹⁰, international contacts and exchanges are welcomed and supported wherever possible. Students and staff are encouraged to join exchange and mobility programmes under the regulation on student exchange. Several partnership agreements with universities from abroad exist.

Staff qualification (see also criterion 5)

The academic staff at the Department of English Language and Literature consists of forty-one professors of English who got their Ph.D. degrees from American and British universities. Staff recruitment takes place via a complex selection process with clear objectives and criteria. For new hires, the department attaches importance to sound scientific training and teaching experience, which should be demonstrated in trial lectures. All teachers are advised to do research and to publish. The university offers financial rewards for outstanding publications.

Assessment

Programme profile and objectives

According to the expert panel, the programme profile is clear and the overarching objectives are also well defined and described. The discussions with students and employers revealed that there is also clarity from this side about the competences taught in the programme.

Learning outcomes and relation to academic and professional requirements and public needs

In the view of the experts, the described learning outcomes are concise, clear and aligned with the content. The defined outcomes correspond to the level of awarded qualification. According to employers and former graduates, the programme concept seems to meet the current needs in Jordan; according to the graduates interviewed, they are able to apply the acquired competences in their respective fields of work. However, there are no formalised procedures for alumni or potential employers to review programme profiles and their orientation.

Relation between study and research

The strong application-oriented character of the programme became clear in all discussions. Research plays a more subordinate role. Scientific writing and methods of scientific analysis are taught. All in all, the connection between study and research is appropriate for a Bachelor's programme, according to the experts.

Most of the teachers interviewed are involved in publications that are also supported by the faculty and the university. According to their own statements, the teachers are also very interested in trying out new linguistic methods.

¹⁰ Self-evaluation report, p. 4

International dimension

According to their own information, all teachers working in the programme are internationally networked; the course content is also international, which is appropriate for the subject. During the visit, it was observed that even students in the lower semesters communicate very fluently and independently, which suggests that the degree programme provides excellent preparation for communication situations in international contexts.

Staff qualification (see also criterion 5)

In the view of the experts, the qualification of the teaching staff is adequate. The experts recognise that there are explicit criteria for staff recruitment which are broadly accepted and follow international standards. They welcome the emphasis on teaching skills as part of the recruitment process, which is clearly reflected in the public test lectures.

Areas for improvement

According to the experts, international mobility of both staff and students could be increased. Not only the English-speaking Anglo-American countries would be conceivable for this, but also India or English-speaking African or MENA region countries.

The connectivity of the Bachelor's degree programme to international, especially European, degree programmes would be increased by a capstone project such as a thesis. This could be introduced by the university as an additional option, for example for those who wish to obtain a Master's degree abroad or want to continue in research inside of Jordan.

Even though the programme is mainly practical, as mentioned above, many of the teachers in Applied English are engaged in research activity, which should be encouraged further by the faculty. Increased research activity and subsequent publications in the field of Applied English would only enhance the teaching and learning process in the programme.

Recommendations

In order to increase the mobility of staff and students, incentives should be created and the number of scholarships increased.

The programme profile and alignment should be reflected regularly in a formalised process together with alumni and employers.

3.1.2 English Language and Literature (B.A.)

Current status

Programme profile and objectives

The study programme "English Language and Literature (B.A.)" is a four-year full-time programme. Successful graduates receive a Bachelor's degree. Table 3 shows some statistical information on the programme:

Name of study programme	English Language and Literature
Founding year	1963 (revised 2021)
Final degree	B.A.
Duration of study	4 years
Credits (American credit system)	132
Number of students (actual semester)	604
Number of graduates (since 2008)	1,917
1 st year students (actual semester)	278
% international students	5%
Drop-out rate (actual semester)	4%
Drop-out rate (average in last 5 semesters)	3%
Full-time academic staff in the programme	16
Part-time academic staff in the programme	7

Tab. 3: Data on the study programme

According to the self-evaluation report, the programme aims to build specialised competencies in the fields of English language and literature, achieve leadership and excellence at the local and international levels, and provide the labour market with distinguished graduates who have considerable knowledge, skills, and competencies and who will be able to apply scientific research skills in daily life and use information technology and modern teaching strategies.

At the successful completion of the programme students should be able to:

- Analyse major literary works, genres, periods, and critical approaches to British, American, and World literature.
- Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
- Analyse critically literary works based on essential facts, historical contexts, literary theories and principles, and critical approaches to British, American and World literature.
- Describe and discuss characteristics of literature in English from diverse literary periods and cultures, applying correct terminology for literary genres.
- Discuss general issues concerning the nature and function of natural human language and language acquisition including the domains of phonetics, phonology, morphology, syntax, semantics, discourse analysis and pragmatics.
- Analyse the grammatical system of natural human languages, with special focus on English, based on the domains of Phonetics, Phonology, Morphology, Syntax, Semantics, Pragmatics and Discourse Analysis.
- Show respect of cultural diversity, ethics, and professional behaviour through interacting with and demonstrating appreciation of different literary works from a variety of cultures.

- Utilise key concepts and theories in literary criticism to generate original analysis of texts.
- Utilise scientific research methodologies, higher order thinking skills, critical thinking, and creativity in analysing and observing issues related to the knowledge and skills of the English language and literature.
- Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in English literary and linguistic texts.

Learning outcomes

The programme focuses on American and English literature and schools of thought, thus to enable students to understand and comprehend universal issues and how to use English language in different aspects. Students of English Language and Literature should be able to identify major literary works and analyse them based on essential facts or historical contexts. They also should describe characteristics of literature in English from various periods and cultures. In addition, they should use key concepts and theories in literary criticism to generate original analysis of various texts. Students should also be able to analyse texts deeply and come up with creative themes that are not discussed in details in the original text.

The programme objectives follow the strategic goals of the UJ to provide students with learning experiences, conducting knowledge-generating research, and building firm societal ties, within an environment that is attractive and financially stable, and conducive to creativity, innovation, and entrepreneurship.

The learning outcomes of the programme are published on the faculty website.¹¹

Relation to academic and professional requirements and public needs

According to the self-evaluation report and the interviews with the university management, the study programme takes into account both academic and professional requirements. The academic claim is met by highlighting the most important literary works of world literature, illuminating their particularities in the different periods and emphasising cultural diversity. The programme, on the other hand, is based on professional requirements by developing basic English language skills that enable students to communicate effectively in both written and spoken forms for general purposes or in specific disciplinary contexts. Besides, students are introduced to fundamental creative writing skills, criticising skills, theories, and principles and making them well aware of the history of the English language. Content covers drama, poetry, and prose fiction.

By producing qualified critical graduates on the academic and professional level, the programme aims to meet the needs of the labour market in different fields, including teaching, literary translation, storytelling, human resources, librarianship, lexicography, and proofreading for literary texts, among others.

Relation between study and research

According to the self-evaluation report, the teaching of knowledge about the professional conduct of scientific research has a high priority in the degree programme. In particular, three writing courses are part of the curriculum. Their content covers how to

¹¹ https://languages.ju.edu.jo/Lists/ProgramSpecifications/School_Program_Spic_last.aspx?prog=15&categ=15 (accessed 31 March 2023)

distinguish the basic writing rules, how to write coherent and advanced essays, and how to acquire professional scientific research skills and apply them on various literature genres such as drama, poetry, and novels. Furthermore, students' scientific research is aided by optional courses offered by the Deanship of Students' Affairs, the UJ main library, and the American Corner, among others.

International dimension

The programme aims to introduce and sensitise students to British and American culture through the reading of various literary works of English literature. Reading works of English literature enables students to develop a good understanding of the social, historical and political backgrounds that have produced literary works. The study broadens the intellectual horizons of the students. It also enables students to compare and contrast literary works from different cultures to identify similarities, differences and influences between them. This is generally intended to promote international understanding and exchange.

Staff qualification (see also criterion 5)

As already mentioned, the academic staff at the Department of English Language and Literature consists of forty-one professors of English who got their Ph.D. degrees from American and British universities. Staff recruitment takes place via a complex selection process with clear objectives and criteria. For new hires, the department attaches importance to sound scientific training and teaching experience, which should be demonstrated in trial lectures. All teachers are advised to do research and to publish. The university offers financial rewards for outstanding publications.

Assessment

Programme profile and objectives

According to the expert panel, the programme profile is clear and the overarching objectives are also well defined and described. The discussions with students and employers revealed that there is also clarity from this side about the competences taught in the programme.

Learning outcomes and relation to academic and professional requirements and public needs

In the view of the experts, the described learning outcomes are concise, clear and aligned with the content. The defined outcomes correspond to the level of awarded qualification. Many graduates later work in the tourism and/or education sector. Those with whom the expert panel was able to speak confirmed that the programme concept meets the current needs in Jordan. Graduates are obviously able to apply the acquired competences in their respective fields of work. However, there are no formalised procedures for alumni or potential employers to review programme profiles and their orientation.

Relation between study and research

Scientific writing and methods of scientific text analysis play an important role in the programme. The experts recognised a connection between study and research which is appropriate for the Bachelor's level.

The experts appreciate the university policy to promote and reward publishing.

International dimension

According to their own information, all teachers working in the programme are internationally networked; the course content is also international, which is appropriate for the subject. During the visit, it was observed that even students in the lower semesters communicate very fluently and independently, which suggests that the degree programme provides excellent preparation for communication situations in international contexts.

Staff qualification (see also criterion 5)

In the view of the experts, the qualification of the teaching staff is adequate. The experts recognise that there are explicit criteria for staff recruitment which are broadly accepted and follow international standards. They welcome the emphasis on teaching skills as part of the recruitment process, which is clearly reflected in the public test lectures.

Areas for improvement

According to the experts, international mobility of both staff and students could be further increased.

The experts also suggest that even though the programme seems to include a few English-language world literature texts, it would still benefit from a more balanced and comprehensive curriculum that not only deals with Anglo-American literature and culture but also addresses other English-language literatures (e.g. from India, Africa, or the MENA region). Such inclusion would be in line with the programme's learning outcome regarding showing "respect of cultural diversity, ethics, and professional behaviour through interacting with and demonstrating appreciation of different literary works from a variety of cultures." Adding more world literature texts would also allow the programme to conform more fully with the third major aspect that the English language and literature major focuses on, as described in the self-evaluation report: "English and American literature... in addition to literary theories and schools of Western and international ideology."

The connectivity of the Bachelor's degree programme to international, especially European, degree programmes would be increased by a capstone project. This could be introduced by the university as an additional option, for example for those who wish to obtain a Master's degree abroad.

Recommendations

In order to increase the mobility of staff and students, incentives should be created and the number of scholarships increased.

The programme profile and alignment should be reflected regularly in a formalised process together with alumni and employers.

3.1.3 French Language and Literature (B.A.)

Current status

Programme profile and objectives

The study programme “French Language and Literature (B.A.)” is a four-year full-time programme. Successful graduates receive a Bachelor’s degree. Table 4 shows some statistical information on the programme:

Name of study programme	French Language and Literature
Founding year	1987 (revised 2010)
Final degree	B.A.
Duration of study	4 years
Credits (American credit system)	132
Number of students (actual semester)	261
Number of graduates (since 2008)	738
1 st year students (actual semester)	131
% international students	3%
Drop-out rate (actual semester)	5%
Drop-out rate (average in last 5 semesters)	3%
Full-time academic staff in the programme	12
Part-time academic staff in the programme	2

Tab. 4: Data on the study programme

According to the self-evaluation report, the programme aims to provide students with all necessary skills needed to speak, listen, read, and write in French language in academic and non-academic settings. Students also will be able to analyse and interpret complex literary and non-literary texts on the basis of history, culture and theories related to French language. In this way, the Jordanian and Arab labour market is provided with a group of graduates specialised in French who meet the needs of the Jordanian community and the surrounding area for professionals qualified in the field of translation.

At the successful completion of the programme students should be able to:

- Develop French language skills and engage effectively in a wide range of communicative tasks and activities in academic and non-academic contexts.
- Analyse, evaluate, and critique French literary works and texts in relation to genres, historical periods, and criticism approaches used in analysing literary texts and works.
- Analyse and discuss general issues in relation to the nature and function of natural human language and develop his/her abilities and skills in phonetics, phonology, morphology, syntax, semantics, discourse analysis, and pragmatics.

- Discuss general issues concerning nature and function of French language with reference to relevant acquisition principles and implications for teaching and learning.
- Translate professionally from French into Arabic and vice versa employing translation theories and principles.
- Show respect of cultural diversity, ethics, and professional behaviour and appreciate the aesthetic and rhetorical aspects in literary works from a variety of cultures.
- Use information and communication technology to access global databases and information to develop his/her knowledge and skills and use them in generating new knowledge in French and English literary and linguistic texts.
- Identify scientific research principles and use higher order thinking skills and critical and creative thinking in analysing and observing issues related to the knowledge and skills of the French language and literature, and to work within a team.

Learning outcomes

The study programme “French Language and Literature (B.A.)” aims to enable students to understand and comprehend universal themes and to use the French language in different aspects. This objective will be achieved by teaching the main philosophies, schools of thought and French civilisation through selected literary works. The programme also aims to teach students the basic linguistic concepts of the French language and to improve their writing, listening, and speaking skills. In addition, the programme focuses on the development of translation skills.

The learning outcomes of the programme are published on the faculty website.¹²

Relation to academic and professional requirements and public needs

According to the self-evaluation report and the interviews with the university management, the study programme takes into account both academic and professional requirements. Like the English programme described above, several courses focus on literary works in their different eras. French language skills are also taught, enabling students to communicate effectively in both written and oral form for general purposes or in specific disciplinary contexts. Students are also introduced to the basic skills of creative writing, critical skills, theories and principles, and become familiar with the history of the French language. The content includes drama, poetry and prose literature.

The aim is to develop students’ linguistic and intellectual skills to meet the demands of the labour market and to promote understanding and communication between cultures.

Relation between study and research

Scientific methods are taught and applied. Scientific methods are taught and applied, both with regard to the acquisition of language competence (=linguistic methods) and the ability to analyse texts from different genres or to produce them oneself.

Academic writing is also part of the programme.

¹² https://languages.ju.edu.jo/Lists/ProgramSpecifications/School_Program_Spec_last.aspx?prog=10&categ=15 (accessed 31 March 2023)

International dimension

The study programme is designed to enable students to become familiar with French language, history and culture, emphasising that French is one of the most widely spoken languages in the world. The study of French improves students' comprehension and enables them to communicate their thoughts effortlessly. Mastering the linguistic elements of writing and speaking will make students' French skills productive. This programme also aims to provide students with an understanding of the importance of language and literature in real life situations.

As the University of Jordan aims to be "a global, smart, and excelling university in research, innovation, and cultural enlightenment"¹³, international contacts and exchanges are welcomed and supported wherever possible. Students and staff are encouraged to join exchange and mobility programmes under the regulation on student exchange. Several partnership agreements with universities from abroad exist.

Staff qualification (see also criterion 5)

The academic staff at the Department of French Language and Literature consists of 12 full-time teachers, ten with Ph.D. degrees and two with master's degrees from French and Canadian universities. Staff recruitment takes place via a complex selection process with clear objectives and criteria. For new hires, the department attaches importance to sound scientific training and teaching experience, which should be demonstrated in trial lectures. All teachers are advised to do research and to publish. The university offers financial rewards for outstanding publications.

Assessment

Programme profile and objectives

According to the expert panel, the programme profile is clear and the overarching objectives are also well defined and described. The discussions with students and employers revealed that there is also clarity from this side about the competences taught in the programme.

Learning outcomes and relation to academic and professional requirements and public needs

In the view of the experts, the described learning outcomes are concise, clear and aligned with the content. The defined outcomes correspond to the level of awarded qualification. Many graduates later work in the tourism and/or education sector. Those with whom the expert panel was able to speak confirmed that the programme concept meets the current needs in Jordan. Graduates are obviously able to apply the acquired competences in their respective fields of work. However, there are no formalised procedures for alumni or potential employers to review programme profiles and their orientation.

¹³ Self-evaluation report, p. 4

Relation between study and research

Scientific writing and methods of scientific text analysis play an important role in the programme. The experts recognised a connection between study and research which is appropriate for the Bachelor's level.

The experts appreciate the competences of the teaching staff in research. Most of the teachers acquired their qualifications and degrees in France or French speaking countries. The research policy of the university encourages international profiles of the teaching staff. Above all, the experts appreciate the university policy to promote and reward publishing.

International dimension

According to their own information, all teachers working in the programme are internationally networked; the course content is also international, which is appropriate for the subject. During the visit, it was observed that even students in the lower semesters communicate very fluently and independently, which suggests that the degree programme provides excellent preparation for communication situations in international contexts.

Staff qualification (see also criterion 5)

In the view of the experts, the qualification of the teaching staff is adequate. The experts recognise that there are explicit criteria for staff recruitment which are broadly accepted and follow international standards. They welcome the emphasis on teaching skills as part of the recruitment process, which is clearly reflected in the public test lectures. They also appreciate the initiatives taken by the university in order to improve pedagogical qualifications of the teaching staff and also the commitment of some members of the staff to acquaint supplementary skills abroad, especially in France.

Areas for improvement

According to the experts, international mobility of both staff and students could be further increased, even if they recognise that there exist some difficulties due to organisational and the economic problems.

The experts also suggest that the programme should not only deal with French literature and culture as it is in Europe, but also address other French-language literatures (e.g., Canada, Africa).

The connectivity of the Bachelor's degree programme to international, especially European, degree programmes would be increased by a capstone project. This could be introduced by the university as an additional option, for example for those who wish to obtain a Master's degree abroad.

They highly recommend to develop a structured programme or a certificate of university teaching that should be delivered by the university.

Recommendations

In order to increase the mobility of staff and students, incentives should be created and the number of scholarships increased.

The programme profile and alignment should be reflected regularly in a formalised process together with alumni and employers.

3.1.4 Spanish and English (B.A.)

Current status

Programme profile and objectives

The study programme “Spanish and English (B.A.)” is a four-year full-time programme. Successful graduates receive a Bachelor’s degree. Table 5 shows some statistical information on the programme:

Name of study programme	Spanish and English
Founding year	1997
Final degree	B.A.
Duration of study	4-6 years
Credits (American credit system)	144
Number of students (actual semester)	534
Number of graduates (since 2008)	1,308
1 st year students (actual semester)	211
% international students	3%
Drop-out rate (actual semester)	2%
Drop-out rate (average in last 5 semesters)	2%
Full-time academic staff in the programme	8
Part-time academic staff in the programme	2

Tab. 5: Data on the study programme

The programme develops a theoretical and applied study of Spanish and English, including the fundamentals of linguistics, literature and translation in both languages. The programme aims to prepare students to have solid theoretical and practical skills relating to language, literature and cultural history of linguistic areas in Spanish and English.

At the successful completion of the programme students should be able to:

- Analyse and explain conventional narrative and descriptive texts, spoken and written, related to describing people, places, and things.
- Analyse, discuss, and critique the grammatical system and function of natural human language in Spanish and English languages, and develop his/her abilities in phonetics, phonology, morphology, syntax, semantics, discourse analysis, and pragmatics.
- Develop his/her Spanish and English language skills and engage effectively in communicative tasks and activities in academic and non-academic contexts.
- Analyse and evaluate major literary works, genres, periods, and critical approaches in Spanish and English literatures.

- Show respect to cultural diversity, ethics, and professional behaviour through communication and show appreciation to different literary works from a variety of cultures.
- Use information and communication technology to access global databases and information to develop his/her knowledge and skills and use them in generating new knowledge in Spanish and English literary and linguistic texts.
- Analyse Spanish and English linguistic and cultural features critically for the purposes of teaching Spanish and English as a foreign language in a wide range of contexts.
- Identify scientific research principles and use higher order thinking skills, critical and creative thinking in analysing, observing, and discussing issues related to the knowledge and skills of the Spanish and English languages and literature.
- Work efficiently within a team and bears the responsibility arising from it as a specialist in the Spanish and English languages and practices his/her work within the value system of society and its general ethics.

Learning outcomes

The aim of the study programme is to provide competence in Spanish and English as a second language. Students are offered courses on applied aspects of Spanish and English, as well as on translation principles and processes. These objectives follow the institution's profile and strategic goals to equip students with the necessary sufficient knowledge and skills to communicate effectively in spoken and written Spanish in various academic, professional and social settings using appropriate structures and language features. These skills also qualify students to later teach Spanish as a second language and to translate different types of texts from and into Spanish, within the framework of professional standards and refined values that value cultural and linguistic pluralism and promote professional development to meet the demands of the local and regional labour market.

Students of Spanish and English should be able to demonstrate a mastery of the main concepts in various linguistic fields, e.g., literature, discourse analysis, phonetics, and morphology. They also should develop their Spanish and English language skills and explaining general issues concerning the nature and function of Spanish and English languages. Moreover, students should produce spoken and written texts for a specific disciplinary context using appropriate structure and language features. In addition, they should utilise scientific research methodologies in analysing and observing issues related to knowledge and skills of Spanish and English languages.

The learning outcomes of the programme are published on the faculty website.¹⁴

Relation to academic and professional requirements and public needs

According to the self-evaluation report and the interviews with the university management, the study programme takes into account both academic and professional requirements. The academic requirements are met through the intensive study of the most important literary works of world literature, the highlighting of their characteristics

¹⁴ https://languages.ju.edu.jo/Lists/ProgramSpecifications/School_Program_Spic_last.aspx?prog=16&categ=15 (accessed 31 March 2023)

in the different epochs and the identification of cultural diversity. The programme considers the professional requirements by developing basic Spanish and English languages skills that enable students to communicate effectively in both written and spoken forms for general purposes or in specific disciplinary contexts.

The study programme focuses on the applied foreign language skills that are increasingly needed in Jordan, especially in the fields teaching, translation, tourism, media, and public relations. Surveys among alumni and employers are regularly conducted, focused on the effectiveness of the programme, the applicability and practicality of the knowledge, skills and competencies gained.

Relation between study and research

The focus of the programme is on teaching concretely applicable competences. The teaching methodology used is based on research findings. Some of these are also the subject of the lessons, especially when it comes to learning and applying methods to overcome problems in language learning. For instance, Writing Research is one of the most popular elective courses, in which students learn the fundamentals of writing scientific texts and are required to apply what they have learned by the end of the semester by writing a research paper.

International dimension

Internationally, the programme enables the students to linguistically improve their communication with different people from different cultures speaking Spanish and English. In addition, this programme enables the students to understand and master Spanish linguistic components and theories of linguistics. Students may also pursue their studies in countries abroad. International contacts and exchanges are welcomed and supported wherever possible. Students and staff are encouraged to join exchange and mobility programmes under the regulation on student exchange. Several partnership agreements with universities from abroad exist.

Staff qualification (see also criterion 5)

The academic staff at the Section of Spanish language consists of eight professors of Spanish who got their Ph.D. degrees from Spanish universities. Each professor has a depth of understanding in his own field of specialization.

Staff recruitment takes place via a complex selection process with clear objectives and criteria. For new hires, the department attaches importance to sound scientific training and teaching experience, which should be demonstrated in trial lectures. All teachers are advised to do research and to publish. The university offers financial rewards for outstanding publications.

Assessment

Programme profile and objectives

According to the expert panel, the programme profile is clear and the overarching objectives are also well defined and described. The discussions with students and employers revealed that there is also clarity from this side about the competences taught in the programme.

Learning outcomes and relation to academic and professional requirements and public needs

In the view of the experts, the described learning outcomes are concise, clear and aligned with the content. The defined outcomes correspond to the level of awarded qualification. Many graduates later work in the tourism or as teachers/translators. Those with whom the expert panel was able to speak confirmed that the programme concept meets the current needs in Jordan. Graduates are obviously able to apply the acquired competences in their respective fields of work. However, there are no formalised procedures for alumni or potential employers to review programme profiles and their orientation.

Relation between study and research

Scientific writing and methods of scientific text analysis play an important role in the programme as well as methods of teaching languages. The experts recognised a connection between study and research which is appropriate for the Bachelor's level.

The experts appreciate the university policy to promote and reward publishing.

International dimension

According to their own information, all teachers working in the programme are internationally networked; the course content is also international, which is appropriate for the subject. During the visit, it was observed that even students in the lower semesters communicate very fluently and independently, which suggests that the degree programme provides excellent preparation for communication situations in international contexts.

Staff qualification (see also criterion 5)

In the view of the experts, the qualification of the teaching staff is adequate. The experts recognise that there are explicit criteria for staff recruitment which are broadly accepted and follow international standards. They welcome the emphasis on teaching skills as part of the recruitment process, which is clearly reflected in the public test lectures.

Areas for improvement

According to the experts, international mobility of both staff and students could be further increased.

The connectivity of the Bachelor's degree programme to international, especially European, degree programmes would be increased by a capstone project. This could be introduced by the university as an additional option, for example for those who wish to obtain a Master's degree abroad.

Recommendations

In order to increase the mobility of staff and students, incentives should be created and the number of scholarships increased.

The programme profile and alignment should be reflected regularly in a formalised process together with alumni and employers.

3.2 Curriculum

The second criterion concerns the curriculum as well as the teaching and learning methods. The expert panel evaluates, whether the curriculum of the programme is adequately structured to achieve the intended learning outcomes and whether the curriculum provides the necessary knowledge and methodological expertise of the relevant discipline(s). The experts also evaluate the organisation of the learning process, especially if there are appropriate student-centred teaching and learning methods, if students are encouraged to take an active role in creating the learning process and whether the diversity of students and their needs are taken into account.

3.2.1 Applied English (B.A.)

Current status

Programme structure

The study programme “Applied English (B.A)” programme is a four-year full-time programme with a total of 132 credit hours: 48 hours are general studies required by the university and the faculty. The specialisation in Applied English comprises 84 hours (66 compulsory and 18 elective hours). The curriculum provides ample opportunities for students to develop their particular skills through compulsory and elective courses. From the first year of study, the programme encourages students’ gradual improvement and autonomy.

The study plan incorporates three major strands: language, translation, culture/literature. Within the language strand, students get to develop skills and competency in the English language which allow them to successfully function in today’s digital world. The bulk of the hours is given to applied skills, given the name of the programme. Of the 66 obligatory hours, students of Applied English study 6 hours in literature/culture and 6 hours in translation. 54 credit hours cover both theoretical and applied language skills, as follows:

- Theoretical linguistics: 12 hours
- Applied linguistics: 27 hours
- Language skills: 12 hours
- Field training: 3 hours

From the elective group, Applied English students can choose to study courses in any of the three areas of the programme: language, translation, culture/literature by selecting 6 courses (18 hours) from a pool of 16 courses in the three areas.

Table 6 shows the curriculum.

The University Of Jordan		Date :		
Study Plans		11:12 2022/11/30		
		Page Number : 4 \ 6		
Plan Year :	2021	Plan Sem :	FIRST	
DEGREE :	B. A. / B. Sc.	Total Hours :	132	
Faculty :	FOREIGN LANGUAGES			
Department :	ENGLISH LANGUAGE AND LITERATURE			
Specialization :	APPLIED ENGLISH			
Main Group :	Obligatory University Requirements	Hours :	18	
Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2220100	MILITARY SCIENCES	3.0		
3400100	NATIONAL CULTURE	3.0		
3400103	INTRODUCTION TO PHILOSOPHY AND CRITICAL THINKING	3.0	1932099,3410100	
3410100	ETHICS AND HUMAN VALUES	3.0		
3410101	ENTREPRENEURSHIP INNOVATION	3.0	1932099,3410100	
3410102	LIFE AND PRACTICAL SKILLS	3.0	1932099,3410100	

Main Group : Elective University Requirements Hours : 9
 Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
0400101	ISLAM AND CONTEMPORARY ISSUES	3.0		
2300101	ARAB-ISLAMIC CIVILIZATION	3.0		
2300102	JORDAN: HISTORY AND CIVILIZATION	3.0		
3400107	GREAT BOOKS	3.0		
3400108	JERUSALEM	3.0		

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
0310102	ENVIRONMENTAL CULTURE AND DEVELOPMENT	3.0		
0400102	ISLAMIC CULTURE	3.0		
0720100	HEALTH CULTURE	3.0		
1000102	LEGAL CULTURE	3.0		
1100100	PHYSICAL FITNESS CULTURE	3.0		
1900102	DIGITAL SKILLS	3.0		

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
1600100	ELECTRONIC COMMERCE	3.0		
1900101	SOCIAL MEDIA	3.0		
2000100	APPRECIATION OF ARTS	3.0		
3400106	SPECIAL SUBJECT	3.0		

Main Group : Obligatory Faculty Requirements Hours : 12

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
1942102	COMPUTER SKILLS FOR HUMANITIES	3.0	1932099	
2201102	INTRODUCTION TO LINGUISTICS	3.0		
2201103	STUDY AND RESEARCH SKILLS	3.0		
2201200	CROSS - CULTURAL INTERACTION	3.0		

Main Group : Elective Faculty Requirements Hours : 9
 Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2202101	FRENCH LANGUAGE FOR BEGINNERS (1)	3.0		
2203101	GERMAN LANGUAGE FOR BEGINNERS (1)	3.0		
2203103	SPANISH LANGUAGE FOR BEGINNERS (1)	3.0		
2203105	ITALIAN LANGUAGE FOR BEGINNERS (1)	3.0		
2203107	POLISH LANGUAGE FOR BEGINNERS (1)	3.0		
2204107	CHINESE LANGUAGE FOR BEGINNERS (1)	3.0		
2204110	TURKISH LANGUAGE FOR BEGINNERS (1)	3.0		
2204112	JAPANESE LANGUAGE FOR BEGINNERS (1)	3.0		
2204113	HEBREW LANGUAGE FOR BEGINNERS	3.0		
2204126	KOREAN LANGUAGE FOR BEGINNERS (1)	3.0		
2204129	RUSSIAN LANGUAGE FOR BEGINNERS (1)	3.0		
2204151	INDIAN LANGUAGE FOR BEGINNERS (1)	3.0		

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2202102	FRENCH LANGUAGE FOR BEGINNERS (1)	3.0	2202101	
2203102	GERMAN LANGUAGE FOR BEGINNERS (1)	3.0	2203101	
2203104	SPANISH LANGUAGE FOR BEGINNERS (1)	3.0	2203103	
2203106	ITALIAN LANGUAGE FOR BEGINNERS (1)	3.0	2203105	
2203108	POLISH LANGUAGE FOR BEGINNERS (1)	3.0	2203107	
2204108	CHINESE LANGUAGE FOR BEGINNERS (1)	3.0	2204107	
2204122	TURKISH LANGUAGE FOR BEGINNERS (1)	3.0	2204110	
2204124	JAPANESE LANGUAGE FOR BEGINNERS (1)	3.0	2204112	
2204125	HEBREW LANGUAGE FOR BEGINNERS (1)	3.0	2204113	
2204127	KOREAN LANGUAGE FOR BEGINNERS (1)	3.0	2204126	
2204139	RUSSIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204129	
2204152	INDIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204151	

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2202107	FRENCH LANGUAGE FOR BEGINNERS (1)	3.0	2202102	
2203109	POLISH LANGUAGE FOR BEGINNERS (1)	3.0	2203108	
2203136	GERMAN LANGUAGE FOR BEGINNERS (1)	3.0	2203102	
2203137	SPANISH LANGUAGE FOR BEGINNERS (1)	3.0	2203104	
2203143	ITALIAN LANGUAGE FOR BEGINNERS (1)	3.0	2203106	
2204131	HEBREW LANGUAGE FOR BEGINNERS (1)	3.0	2204125	
2204132	KOREAN LANGUAGE FOR BEGINNERS (1)	3.0	2204127	
2204133	TURKISH LANGUAGE FOR BEGINNERS (1)	3.0	2204122	
2204134	JAPANESE LANGUAGE FOR BEGINNERS (1)	3.0	2204124	
2204149	RUSSIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204139	
2204150	CHINESE LANGUAGE FOR BEGINNERS (1)	3.0	2204108	
2204153	INDIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204152	

Main Group : Obligatory Specialization Requirements Hours : 66

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2201111	INTRODUCTION TO ENGLISH LITERATURE	3.0	3202100	
2201117	PARAGRAPH WRITING	3.0		
2201120	ENGLISH GRAMMAR	3.0		
2201123	WORD FORMATION AND COLLOCATION	3.0		
2201215	ESSENTIAL OF PUBLIC SPEAKING	3.0		
2201224	ENGLISH LINGUISTICS	3.0	3202100	
2201235	FOREIGN LANGUAGE LEARNING	3.0		
2201313	TECHNICAL AND PROFESSIONAL WRITING	3.0	2201117	
2201322	DISCOURSE ANALYSIS IN ENGLISH	3.0	2201224	
2201325	PRONUNCIATION AND SPEECH	3.0		
2201326	SEMANTICS	3.0	2201224	
2201335	METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE	3.0	2201235	
2201341	NOVEL	3.0	2201111	
2201350	BUSINESS ENGLISH	3.0		
2201354	ENGLISH FOR TOURISM AND HOTEIS	3.0		

Main Group :Obligatory Specialization Requirements Hours : 66

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2201355	ENGLISH FOR SCIENCE AND TECHNOLOGY	3.0		
2201356	ENGLISH OF PRESS	3.0		
2201361	TRANSLATION 1 (ENGLISH - ARABIC)	3.0		
2201362	TRANSLATION 2 (ARABIC - ENGLISH)	3.0	2201361	
2201427	LANGUAGE AND SOCIETY	3.0		
2201490	FIELD TRAINING	3.0		
2231222	ENGLISH PHONETICS	3.0	2201224	

Main Group :Elective Specialization Requirements Hours : 18

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2201113	USE OF ENGLISH 1	3.0		
2201222	ADVANCED ENGLISH GRAMMAR	3.0	2201120	
2201241	DRAMA	3.0	2201111	
2201251	THE SHORT STORY	3.0	2201111	
2201328	CONSECUTIVE SIMULTANEOUS TRANSLATION	3.0	2201362	
2201353	ENGLISH FOR DIPLOMACY	3.0		
2201426	TRANSLATION OF LEGAL TEXTS	3.0	2201361	
2201433	CONTRASTIVE AND ERROR ANALYSIS	3.0		
2201444	TRANSLATION OF BUSINESS AND ECONOMIC TEXTS	3.0	2201361	
2201445	TRANSLATION OF INTERNATIONAL CONVENTIONS	3.0	2201361	
2201447	SUBTITLING	3.0	2201328	
2201449	COMPUTER ASSISTED TRANSLATING	3.0		
2201450	LANGUAGE TESTING	3.0		
2201452	COMPUTER ASSISTED LANGUAGE LEARNING	3.0		
2201455	PRESS WRITING	3.0	2201117	
2201456	WRITING FOR PUBLIC RELATIONS	3.0	2201117	

Main Group :General Requirements Hours : 15

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
1902098	COMPUTER SKILLS PLACEMENT TEST	0.0		
1932099	BASICS OF COMPUTING	3.0	1902098	
3201098	ARABIC PLACEMENT TEST	0.0		
3201099	BASICS OF ARABIC	3.0	3201098	
3201100	ARABIC LANGUAGE SKILLS	3.0	3201099	
3202098	ENGLISH PLACEMENT TEST	0.0		
3202099	BASICS OF ENGLISH	3.0	3202098	
3202100	ENGLISH LANGUAGE SKILLS	3.0	3202099	

Tab. 6: Applied English: curriculum structure

Mechanisms for providing knowledge and application of scientific methods

The education process consists of lectures, projects, practice, seminars, presentations, and other similar works as described in each course syllabus. Each evaluation method and its weight is listed in the syllabus of the respective course.

Tab. 7 on the next pages shows an example of a syllabus.

1	Course title	English for Tourism and Hotel Industry
2	Course number	2201354
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	---
5	Program title	Bachelor's Degree in Applied English
6	Program code	2201
7	Awarding institution	University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	Third year
11	Year of study and semester (s)	2021/2022, second semester
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	---
14	Language of Instruction	English
15	Teaching methodology	<input checked="" type="checkbox"/> Face to face <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
16	Electronic platforms(s)	<input checked="" type="checkbox"/> e-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	February 2022

18. Course Coordinator:

Name:
Office number:
Phone number:
Email:
Office hours:

19. Other instructors:

Name:
Office number:
Phone number:
Email:

Name:
Office number:
Phone number:
Email:

20. Course Description:

The course focuses on different areas of the tourism sector and hotel industry with the aim of providing students with basic vocabulary and jargon that are most often used. Topics include travel programs, types of offers, travel contracts, transportation, providing information on topics of interest

to tourists, writing tourism brochures, describing hotel facilities, dealing with complaints, making and confirming reservations, and organizing tours, and excursions. The ultimate goal is developing students' ability to respond quickly, fluently, and politely in high-pressure situations.

21. Course aims and outcomes:

A- Aims: (PLOs)

1. Demonstrate a mastery of the basic concepts and theories of linguistics in general and in the following linguistic fields, in particular, i.e. phonetics, phonology, morphology, syntax, semantics, discourse analysis, psycholinguistics and sociolinguistics.
2. Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
3. Discuss general issues concerning nature and function of English language with reference to relevant acquisition principles and implications for teaching and learning.
4. Apply professionally the basic translation principles, skills and techniques to translate texts of various genres from Arabic into English and vice versa.
5. Communicate effectively and appropriately in both spoken and written forms by employing the main technical terms and the basic linguistic features of English in relation to specific fields, namely business, tourism, mass media, hotels, medicine, science and technology.
6. Produce spoken and written texts for a specific disciplinary context using appropriate structure and language features.
7. Utilize scientific research methodologies, higher order thinking skills, critical thinking and creativity in analyzing and observing issues related to the knowledge and skills of the English language.
8. Analyze critically English and Arabic languages in terms of various linguistic levels in different types of discourse and across different social contexts.
9. Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in applied English field.
10. Show respect of cultural diversity, ethics and professional behavior through interacting with and demonstrating appreciation of different literary and linguistic works from a variety of cultures.

B- Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Learning Outcomes										Assessment Tools										
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11
1	Acquire the terms and expression used in tourism to communicate effectively in the field of tourism.	X						X					X	X	X		X				X	
2	Demonstrate an ability to communicate effectively in the tourism industry.		X			X							X	X	X		X				X	
3	Recognize the core areas of tourism such as travel agency, tour operation, transport, promotion and marketing.					X	X						X	X	X		X				X	
4	Demonstrate an ability to work in various areas in tourism such as travel agencies and tour operations.	X					X							X		X					X	
5	Implement negotiation and discussion skills.	X						X								X						

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam, 11. case studies

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Orientation: Course Syllabus	---	Face to Face/ Group A + MS Teams for live streaming	---	---
	1.2	Introduction - What is Tourism? - Forms of Tourism - Classification of Visitors - Components of Tourism - Benefits and Costs of Tourism	1, 3, 4,	Face to Face/ Group B + MS Teams for live streaming	In-class discussion + Midterm exam	Power Point Presentation
	1.3	Tourist Attractions and Tourist Activities	1, 2, 3, 4,	Online Meeting for Groups A & B on MS Teams	In-class discussion/ tasks + Midterm exam	Worksheets
2	2.1	The History and development of Tourism: -Tourist Attractions - Language Focus 1: Present Perfect & Past Simple Tenses	1, 2, 3, 4,	Face to Face/ Group A + MS Teams for live streaming	In-class discussion/ tasks + Midterm exam + presentation	Textbook / unit (1) + Worksheet
	2.2	The History and development of Tourism: -Vocabulary - Key Events in the Development of Tourism	1, 2, 4,	Face to Face/ Group B+ MS Teams for live streaming	In-class discussion/ tasks + Midterm exam	Textbook / unit (1)
	2.3	The History and development of	1,2,4,5,	Online Meeting for	In-class	Textbook /

		Tourism: -Reading -Language Focus 2: Present Simple Passive		Groups A & B on MS Teams	discussion/ tasks + Midterm exam	unit (1)
3	3.1	The History and development of Tourism: - Writing Assignment The organization and Structure of Tourism: - Reasons for Travelling -Language Focus 1: Indirect Questions (1)	2, 4,	Face to Face/ Group A+ MS Teams for live streaming	In-class discussion/ tasks + Midterm exam + Writing assignment	Textbook / unit (1) Textbook / unit (2) + Worksheet
	3.2	The organization and Structure of Tourism: -Language Focus 1: Indirect Questions (2)	2, 4,	Face to Face/ Group B+ MS Teams for live streaming	In-class discussion/ tasks + Midterm exam	Textbook / unit (2) + Worksheet
	3.3	The organization and Structure of Tourism: - Displaying Statistical Information - The Structure of the Tourism Industry	2, 4,	Online Meeting for Groups A & B on MS Teams	In-class discussion/ tasks + Midterm exam + presentation	Textbook / unit (2)
4	4.1	The organization and Structure of Tourism: - Jobs in Tourism: Vocabulary - Identifying jobs and situations	1, 2, 3, 4	Face to Face/ Group A+ MS Teams for live streaming	In-class discussion/ tasks + Midterm exam + Writing assignment	Textbook / unit (2)
	4.2	The organization and Structure of Tourism: - Jobs in Tourism: Writing CVs & Cover Letters	2, 3, 4,	Face to Face/ Group B+ MS Teams for live streaming	In-class discussion/ tasks + Midterm exam + assignment	Textbook / unit (2) + Worksheets
	4.3	Travel agents: - Package Holidays - Booking a Holiday	1, 2, 3, 4	Online Meeting for Groups A & B on MS Teams	In-class discussion/ tasks + Midterm exam	Textbook / unit (3) + Worksheets
5	5.1	Travel agents: - Language Focus 1: Taking a Booking + Making Suggestions - Travel Agents (Role-play)	2, 3, 4	Face to Face/ Group A+ MS Teams for live streaming	In-class discussion/ tasks + Midterm exam + assignment	Textbook / unit (3)
	5.2	Travel agents: - The needs of a business traveller - Comparing Facilities at hotels	1, 2, 3, 4	Face to Face/ Group B+ MS Teams for live streaming	In-class discussion/ tasks + Midterm exam + presentation	Textbook / unit (3) + Worksheets
	5.3	Travel agents: - Modal Verbs: Obligation and Permission - Hotel Facilities	1, 2, 3, 4	Online Meeting for Groups A & B on MS Teams	In-class discussion/ tasks + Midterm exam	Textbook / unit (3) + Worksheets

6	6.1	Travel agents: - Phoning a Travel Agent - Reading Tour Operation: - Travel Agents & Tour Operators	3, 4,5	Face to Face/ Group A+ MS Teams for live streaming	In-class discussion/ tasks + Midterm & Final exam + presentation	Textbook / unit (3) Textbook / unit (4)
	6.2	Tour Operation: - The Tour Operator's in-tray - Tour Operator's Replies	3, 4, 5	Face to Face/ Group B+ MS Teams for live streaming	In-class discussion/ tasks + Final exam	Textbook / unit (4)
	6.3	Tour Operation: - Negotiations - Preparing for Meetings	3, 4, 5	Online Meeting for Groups A & B on MS Teams	In-class discussion/ tasks + Final exam	Textbook / unit (4)
7	7.1	Tour Operation: - Language Focus 1: Meetings - Meetings (Worksheet)	2, 3,	Face to Face/ Group A+ MS Teams for live streaming	In-class discussion/ tasks + Final exam	Textbook / unit (4) + Worksheet
	7.2	Tour Operation: - Negotiations with a Hotel: Writing - Handling Complaints	2, 3	Face to Face/ Group B+ MS Teams for live streaming	In-class discussion/ tasks + Final exam	Textbook / unit (4) + Worksheet
	7.3	Tour Operation: - Language Focus 2: Complaints - Complaint Letter	2, 3	Online Meeting for Groups A & B on MS Teams	In-class discussion/ tasks + Final exam + assignment	Textbook / unit (4)
8	8.1	Air Travel: - Airport Announcements & Procedures	2, 3	Face to Face/ Group A+ MS Teams for live streaming	In-class discussion/ tasks + Final exam + assignment + presentation	Textbook / unit (5)
	8.2	Air Travel: - Language Focus 1: Explaining Procedures	2, 3,	Face to Face/ Group B+ MS Teams for live streaming	In-class discussion/ tasks + Final exam	Textbook / unit (5)
	8.3	Air Travel: - Cabin Crew Procedures - Checking-in	2, 3, 4	Online Meeting for Groups A & B on MS Teams	In-class discussion/ tasks + Final exam	Textbook / unit (5)
9	9.1	Air Travel: Flight Attendants	2, 3, 4	Face to Face/ Group A+ MS Teams for live streaming	In-class discussion/ tasks + Final exam	Textbook / unit (5)
	9.2	Air Travel: - Language Focus 2: Indirect Questions (Revision) - Customs Regulations	2, 3, 4	Face to Face/ Group B+ MS Teams for live streaming	In-class discussion/ tasks + Final exam	Textbook / unit (5)
	9.3	Travel by Sea, River-cruises and Ferries: - Types of Water Holidays - Language Focus 1: Passive Voice	2, 3, 4	Online Meeting for Groups A & B on MS Teams	In-class discussion/ tasks + Final exam	Textbook / unit (6)
10	10.1	Travel by Sea, River-cruises and Ferries:				
	10.2	- Ships & Cabins: Vocabulary				

	10.3	Travel by Sea, River-cruises and Ferries: - Ships & Cabins: Vocabulary	1, 2, 3, 4, 6	Online Meeting for Groups A & B on MS Teams	In-class discussion/ tasks + Final exam	Textbook / unit (6)
11	11.1	Travel by Road and Rail: - A rail journey - Language Focus 1: Comparison, Contrast, & Reinforcement	1, 2, 3, 4, 5, 6	Face to Face/ Group A+ MS Teams for live streaming	In-class discussion/ tasks + Final exam + assignment	Textbook / unit (7)
	11.2	Travel by Road and Rail: - Reading - Car-hire Arrangements	2, 3, 4, 5, 6	Face to Face/ Group B + MS Teams for live streaming	In-class discussion/ tasks + Final exam	Textbook / unit (7)
	11.3	Travel by Road and Rail: - A Disastrous Coach Tour - Language Focus 1: Dealing with Problems	1, 2, 3, 4, 6	Online Meeting for Groups A & B on MS Teams	In-class discussion/ tasks + Final exam	Textbook / unit (7)
12	12.1	Travel by Road and Rail: - Faxes to head office - The language of brochures	1, 2, 3, 4, 6	Face to Face/ Group A+ MS Teams for live streaming	In-class discussion/ tasks + Final exam + Project	Worksheets
	12.2	Tickets, Reservations and Insurance: - Travel Documents - Prices & Facilities at a Hotel/ Part 1	2, 3, 4, 6	Face to Face/ Group B+ MS Teams for live streaming	In-class discussion/ tasks + Final exam	Textbook / unit (8)
	12.3	Tickets, Reservations and Insurance: - Prices & Facilities at a Hotel/ Part 2 - Language Focus 1: Calculating & quoting Prices	1, 2, 3	Online Meeting for Groups A & B on MS Teams	In-class discussion/ tasks + Final exam	Textbook / unit (8)
13	13.1	Reservations and Insurance: - Bookings & Reservations	2, 3, 4, 5	Face to Face/ Group A+ MS Teams for live streaming	In-class discussion/ tasks + Final exam	Textbook / unit (8)
	13.2	Reservations and Insurance: - Travel Agency Letters - Selling Air Tickets	2, 3, 4, 5	Face to Face/ Group B+ MS Teams for live streaming	In-class discussion/ tasks + Final exam	Textbook / unit (8)
	13.3	Reservations and Insurance: - Travel Insurance	2, 3, 4, 5	Online Meeting for Groups A & B on MS Teams	In-class discussion/ tasks + Final exam	Textbook / unit (8)
14	14.1	Tourist Information: - Tourist Attractions & Facilities - Reading - Language Focus 1: Advice & Suggestions	2, 3, 4, 5	Face to Face/ Group A+ MS Teams for live streaming	In-class discussion/ tasks + Final exam	Textbook / unit (9)
	14.2	Tourist Information: - Language Focus 2: Giving Factual Information - Tourism in Stratford-upon-Avon	2, 3, 4, 5	Face to Face/ Group b+ MS Teams for live streaming	In-class discussion/ tasks + Final exam	Textbook / unit (9)
	14.3	Guiding: - How to be a good tour guide - Vocabulary	2, 3, 4, 5	Online Meeting for Groups A & B on MS Teams	In-class discussion/ tasks + Final exam	Textbook / unit (10)

15	15.1	Guiding: - Reading: A Tour of Scotland - Language Focus 2: Guiding Language	2, 3, 4, 5	Face to Face/ Group A+ MS Teams for live streaming	In-class discussion/ tasks + Final exam	Textbook / unit (10)
	15.2	Guiding: - The language of Tour Guides: Prepositions Vocabulary: - Expressions with the word "time"	2, 3, 4, 5	Face to Face/ Group B+ MS Teams for live streaming	In-class discussion/ tasks + Final exam	Textbook / unit (10) + Worksheets
	15.3					

23. Evaluation Methods:

Opportunities to demonstrate achievement of the CLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning Outcome	Period (Week)	Platform
Assignments	10	Different topics related to course material	1, 2, 3, 5	Weeks 3,4,5,7,11	e-learning
Presentation	5	Different topics related to course material	5	Weeks 2,3,5,6,8	In class
Project	5	Designing a brochure/ a package holiday	3,4	Week 12	e-learning
Mid term	30	Units 1+2+3 & any relevant worksheets	1, 2, 3, 4, 5	To be scheduled	On campus
Final Exam	50	Units 4+5+6+7+8+9+10 & any relevant worksheets	1, 2, 3, 4, 5	To be scheduled	On campus

24. Course Requirements:

The class is divided into 2 groups: group A and group B. Group A will attend the face-to-face lectures on Sundays only while group B will attend them on Tuesdays only. The classes on Sundays and Tuesdays will be live streamed and recorded so that remote students can attend them from outside the classroom. On Thursdays, the whole class will have an online live meeting on MS Teams. Therefore, students should have a computer, internet connection, and access to E-learning and Microsoft Teams platforms.

You need to check your e-learning account at least 3 times a week since supplementary materials, readings, tasks & assignments will be assigned on a regular basis.

25. Course Policies:



Syllabus



A- Attendance policies:
As per the University Regulations.

B- Absences from exams and submitting assignments on time:
As per the University Regulations.

C- Health and safety procedures:
Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

D- Honesty policy regarding cheating, plagiarism, misbehavior:
As per the University Regulations.

E- Grading policy:
As explained above in 23.

F- Available university services that support achievement in the course:
Please ask me or your academic advisor for any help or support.

26. References:

A- Required book (s), assigned reading and audio-visuals:

- Morris, C. E. (2017). *Flash on English for Tourism* (2nd ed.). Gloucestershire, UK: ELI Publishing
- Worksheets.

B- Recommended books, materials, and media:

- 1- Keith, H. & Paul H. (2004). *High Season: English for Hotel and Tourist Industry*. Oxford: Oxford University Press
- 2- Peter, S. (2003). *English for International Tourism*. Essex: Pearson Education Limited
- 3- Ann, R., John, D. S. & Fiona, B. (2002). *Career Award: Travel and Tourism industry*. Oxford: Oxford University Press
- 4- Keith, H. (1999). *Going International:-English for Tourism*. Oxford: Oxford University Press.
- 5- Miriam, J. & Peter, S. (1997). *English for International Tourism*. Essex: Pearson Education Limited

27. Additional information:

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of curriculum committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of curriculum committee/Faculty: ----- Signature: -----

Dean: ----- -Signature: -----

Tab. 7: Applied English: sample syllabus

Organisation of students' learning experience

In the course of the study programme, the four competences reading, writing, listening and speaking should be developed. Curriculum as well as syllabi are yearly updated in order to encapsulate the most recent advances in theory and research and in pedagogical practices. Great importance is attached to students being able to put together their own individual programme – taking into account previous knowledge and advised by the teaching staff.

The language strand also includes courses which aim to prepare students to function in the professional milieu by concentrating on English for Specific Purposes. The programme offers courses in English for Science and Technology, English for Tourism, and English for Diplomacy. Finally, the language strand provides speciality in linguistics by including courses in theoretical and applied linguistics such as English Phonetics and Discourse Analysis in English.

In accordance with the basic conviction that language and culture are interrelated the programme complements language courses with culture-related and literature courses such as Introduction to Literature and Novel. There are also some modules offered jointly with the English Language and Literature programme.

Assessment

Programme structure

The expert panel assesses the curriculum as well structured and logical. The subjects and modules are well defined and cover the relevant content and competences to meet the programme's prescribed objectives and learning outcomes. In the experts' opinion, the course arrangement generally considers the competencies and skills later required in the professional occupation in different areas.

Mechanisms for providing knowledge and application of scientific methods

A variety of teaching methods are used. The teaching methods are described in the syllabi, which also describe in detail which assessment forms are used during the semester. All in all, the curriculum and its concrete implementation in the courses seem to be well planned.

Organisation of students' learning experience

In the view of the panel, students have great flexibility in choosing modules and can thus follow a very individual study plan. It is clearly described what prior knowledge is required before taking a module.

Areas for improvement

According to the impression gained from the discussions with teachers and students, the quality of teaching is very much dependent on the personality of the individual teachers. A generally binding standard for good teaching has not been formulated. In view of the structured staff selection procedure, the university obviously has no problem finding good teaching staff, but a quality policy with explicit standards as well as further training offers for teaching staff would be sensible.

Recommendations

None.

3.2.2 English Language and Literature (B.A.)

Current status

Programme structure

The study programme “English Language and Literature B.A.)” is a four-year full-time programme with a total of 132 credit hours: 48 hours are general studies required by the university and the faculty. The specialisation in English Language and Literature comprises 84 hours (75 compulsory and 9 elective hours).

The study plan incorporates courses on literature, language, translation, and culture by offering a variety of courses in each area. Within the literature strand, students get to develop knowledge of literary theory and works of critics in the British and American schools of thought. Within the language strand, students develop skills and competency in the English language which allow them to successfully evaluate literary texts and compose their own texts following the conventions of rhetoric. Of the 75 obligatory hours, students of English Language and Literature study 36 hours in literature/culture, 36 hours in language, study and research skills, and 3 in translation. The 36 credit hours in literature cover both British and American traditions and special topics and figures in literature.

From the elective group, English Language and Literature students can choose to study courses in any of the four areas of the programme: literature, language, translation, culture by selecting 3 courses (9 hours) from a pool of 26 courses in the four areas.

Table 8 shows the curriculum.

The University Of Jordan		Date :		
Study Plans		11:12 2022/11/30		
		Page Number : 1 \ 6		
Plan Year	2021	Plan Sem :	FIRST	
DEGREE :	B. A. / B. Sc.	Total Hours :	132	
Faculty :	FOREIGN LANGUAGES			
Department :	ENGLISH LANGUAGE AND LITERATURE			
Specialization :	ENGLISH LANGUAGE & ITS LIT.			
Main Group :Obligatory University Requirements		Hours : 18		
Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2220100	MILITARY SCIENCES	3.0		
3400100	NATIONAL CULTURE	3.0		
3400103	INTRODUCTION TO PHILOSOPHY AND CRITICAL THINKING	3.0	1932099,3410100	
3410100	ETHICS AND HUMAN VALUES	3.0		
3410101	ENTREPRENEURSHIP INNOVATION	3.0	1932099,3410100	
3410102	LIFE AND PRACTICAL SKILLS	3.0	1932099,3410100	
Main Group :Elective University Requirements		Hours : 9		
Sub Group : _		Min Limit :	3	Max Limit : 3
Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
0400101	ISLAM AND CONTEMPORARY ISSUES	3.0		
2300101	ARAB-ISLAMIC CIVILIZATION	3.0		
2300102	JORDAN: HISTORY AND CIVILIZATION	3.0		
3400107	GREAT BOOKS	3.0		
3400108	JERUSALEM	3.0		

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
0310102	ENVIRONMENTAL CULTURE AND DEVELOPMENT	3.0		
0400102	ISLAMIC CULTURE	3.0		
0720100	HEALTH CULTURE	3.0		
1000102	LEGAL CULTURE	3.0		
1100100	PHYSICAL FITNESS CULTURE	3.0		
1900102	DIGITAL SKILLS	3.0		

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
1600100	ELECTRONIC COMMERCE	3.0		
1900101	SOCIAL MEDIA	3.0		
2000100	APPRECIATION OF ARTS	3.0		
3400106	SPECIAL SUBJECT	3.0		

Main Group :Obligatory Faculty Requirements Hours : 12

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
1942102	COMPUTER SKILLS FOR HUMANITIES	3.0	1932099	
2201102	INTRODUCTION TO LINGUISTICS	3.0		
2201103	STUDY AND RESEARCH SKILLS	3.0		
2201200	CROSS - CULTURAL INTERACTION	3.0		

Main Group :Elective Faculty Requirements Hours : 9

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2202101	FRENCH LANGUAGE FOR BEGINNERS (1)	3.0		
2203101	GERMAN LANGUAGE FOR BEGINNERS (1)	3.0		
2203103	SPANISH LANGUAGE FOR BEGINNERS (1)	3.0		
2203105	ITALIAN LANGUAGE FOR BEGINNERS (1)	3.0		
2203107	POLISH LANGUAGE FOR BEGINNERS (1)	3.0		
2204107	CHINESE LANGUAGE FOR BEGINNERS (1)	3.0		
2204110	TURKISH LANGUAGE FOR BEGINNERS (1)	3.0		
2204112	JAPANESE LANGUAGE FOR BEGINNERS (1)	3.0		
2204113	HEBREW LANGUAGE FOR BEGINNERS	3.0		
2204126	KOREAN LANGUAGE FOR BEGINNERS (1)	3.0		
2204129	RUSSIAN LANGUAGE FOR BEGINNERS (1)	3.0		
2204151	INDIAN LANGUAGE FOR BEGINNERS (1)	3.0		

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2202102	FRENCH LANGUAGE FOR BEGINNERS (1)	3.0	2202101	
2203102	GERMAN LANGUAGE FOR BEGINNERS (1)	3.0	2203101	
2203104	SPANISH LANGUAGE FOR BEGINNERS (1)	3.0	2203103	
2203106	ITALIAN LANGUAGE FOR BEGINNERS (1)	3.0	2203105	
2203108	POLISH LANGUAGE FOR BEGINNERS (1)	3.0	2203107	
2204108	CHINESE LANGUAGE FOR BEGINNERS (1)	3.0	2204107	
2204122	TURKISH LANGUAGE FOR BEGINNERS (1)	3.0	2204110	
2204124	JAPANESE LANGUAGE FOR BEGINNERS (1)	3.0	2204112	
2204125	HEBREW LANGUAGE FOR BEGINNERS (1)	3.0	2204113	
2204127	KOREAN LANGUAGE FOR BEGINNERS (1)	3.0	2204126	
2204139	RUSSIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204129	
2204152	INDIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204151	

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2202107	FRENCH LANGUAGE FOR BEGINNERS (1)	3.0	2202102	
2203109	POLISH LANGUAGE FOR BEGINNERS (1)	3.0	2203108	
2203136	GERMAN LANGUAGE FOR BEGINNERS (1)	3.0	2203102	
2203137	SPANISH LANGUAGE FOR BEGINNERS (1)	3.0	2203104	
2203143	ITALIAN LANGUAGE FOR BEGINNERS (1)	3.0	2203106	
2204131	HEBREW LANGUAGE FOR BEGINNERS (1)	3.0	2204125	
2204132	KOREAN LANGUAGE FOR BEGINNERS (1)	3.0	2204127	
2204133	TURKISH LANGUAGE FOR BEGINNERS (1)	3.0	2204122	
2204134	JAPANESE LANGUAGE FOR BEGINNERS (1)	3.0	2204124	
2204149	RUSSIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204139	
2204150	CHINESE LANGUAGE FOR BEGINNERS (1)	3.0	2204108	
2204153	INDIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204152	

Main Group :Obligatory Specialization Requirements Hours : 75

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2201111	INTRODUCTION TO ENGLISH LITERATURE	3.0	3202100	
2201112	ORAL SKILLS	3.0	2201116	
2201116	READING AND LISTENING COMPREHENSION	3.0		
2201117	PARAGRAPH WRITING	3.0		
2201211	ADVANCED WRITING	3.0	2201117	
2201221	SYNTAX 1	3.0		
2201224	ENGLISH LINGUISTICS	3.0	3202100	
2201234	AMERICAN LITERATURE UNTIL 1865	3.0	2201111	
2201241	DRAMA	3.0	2201111	
2201312	WRITING RESEARCH PAPERS	3.0	2201211	
2201321	SYNTAX 2	3.0	2201221	
2201324	ENGLISH SEMANTICS	3.0	2201224	
2201325	PRONUNCIATION AND SPEECH	3.0	2201116	
2201330	ENGLISH LITERATURE FROM 1865 - 1918	3.0	2231231	
2201333	19TH-CENTURY ENGLISH LITERATURE	3.0	2201330	

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2201334	AMERICAN LITERATURE IN THE 19TH-CENTURY	3.0	2201234	
2201341	NOVEL 1	3.0	2201111	
2201351	SHAKESPEARE	3.0	2201241	
2201361	TRANSLATION 1 (ENGLISH - ARABIC)	3.0	2201211	
2201421	ENGLISH SOCIOLINGUISTICS	3.0	2201224	
2201435	ENGLISH LITERATURE SINCE 1900	3.0	2201333	
2201436	AMERICAN LITERATURE SINCE 1900	3.0	2201334	
2231222	ENGLISH PHONETICS	3.0	2201224	
2231231	ENGLISH LITERATURE UNTIL 1900	3.0	2201111	
2231441	CRITICISM AND LITERATURE THEORY	3.0	2201111	

Main Group : Elective Specialization Requirements Hours : 9

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2201251	THE SHORT STORY	3.0	2201111	
2201313	TECHNICAL AND PROFESSIONAL WRITING	3.0	2201117	
2201322	DISCOURSE ANALYSIS IN ENGLISH	3.0	2201221	
2201323	ENGLISH TRANSFORMATIONAL GRAMMAR	3.0	2201221	
2201335	METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE	3.0	2201224	
2201340	LITERATURE AND VISUAL ARTS	3.0	2201111	
2201343	POETRY	3.0	2201111	
2201344	COMPARATIVE LITERATURE	3.0	2201111	
2201345	LANGUAGE THROUGH LITERATURE	3.0	2201111	
2201346	CULTURAL STUDIES	3.0	2201111	
2201352	MODERN WORLD LITERATURE	3.0	2201111	
2201362	TRANSLATION 2 (ARABIC - ENGLISH)	3.0	2201361	
2201363	SPECIAL SUBJECT IN TRANSLATION	3.0	2201211	
2201371	WRITING IN THE FIELD OF JOURNALISM	3.0	2201211	
2201373	DEBATING AND DIALOGUE	3.0	2201116	
2201422	HISTORY OF THE ENGLISH LANGUAGE	3.0	2201224	
2201423	PSYCHOLINGUISTICS	3.0	2201224	
2201424	PHONOLOGY	3.0	2231222	
2201440	THE CONTEMPORARY ENGLISH NOVEL	3.0	2201341	
2201442	CHILDREN'S LITERATURE	3.0	2201111	
2201443	DIASPORIC LITERATURE	3.0	2201111	
2201451	ANCIENT AND CLASSICAL LITERATURE	3.0	2201111	
2201471	CREATIVE WRITING	3.0	2201211	
2201479	INTRODUCTION TO AMERICAN STUDIES	3.0	2201234	
2201481	SPECIAL SUBJECT IN ENGLISH LITERATURE	3.0	2201111	
2201482	SPECIAL SUBJECT IN ENGLISH LANGUAGE	3.0	2201224	

Main Group : General Requirements Hours : 15

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
1902098	COMPUTER SKILLS PLACEMENT TEST	0.0		
1932099	BASICS OF COMPUTING	3.0	1902098	
2200150	COMMUNITY SERVICE	0.0		
3201098	ARABIC PLACEMENT TEST	0.0		
3201099	BASICS OF ARABIC	3.0	3201098	
3201100	ARABIC LANGUAGE SKILLS	3.0	3201099	
3202098	ENGLISH PLACEMENT TEST	0.0		
3202099	BASICS OF ENGLISH	3.0	3202098	
3202100	ENGLISH LANGUAGE SKILLS	3.0	3202099	

Tab. 8: English Language and Literature: curriculum structure

Mechanisms for providing knowledge and application of scientific methods

The education process consists of lectures, projects, practice, seminars, presentations, and other similar works as described in each course syllabus. Each evaluation method and its weight is listed in the syllabus of the respective course.

The syllabi are similar in structure and scope to those in the Bachelor's programme "Applied English": The course learning outcomes are prepared based on Bloom's taxonomy and approved by the appropriate committees at the department, school and university. A list of the instructional methods and techniques utilised in the delivery of the content is included in the syllabus. The curriculum undergoes constant evaluation by respective committees in the Department of English Language and Literature, thus to make sure that the content and teaching methods are aligned and designed in the most effective manner. The Study Plan Committee and the Quality Assurance Committee revise the syllabi every year to ensure that the content is up to date and that the material is designed to meet the requirements of modern professionals and literary critics.

Organisation of students' learning experience

The programme concentrates on literature, language, translation, and culture by offering a variety of courses in each area. In accordance with the faculty's understanding of teaching, students should determine their respective main topics as independently as possible.

Thus, both compulsory and elective courses are offered which cover the different phases in the history of literary theory. The programme includes courses which aim to apprise students of the literary developments and works since the Middle Ages through to the 16th century and modern times. Prominent figures and critics in literature are given due attention in the programme. A whole course is designed to cover the works of Shakespeare. Additional courses are offered to show students how literary theory developed by familiarising them with literary courses such as American Literature since 1660 and American Literature since 1900. The same eras are covered in the British School of Literary Theory.

Assessment

Programme structure

The expert panel assesses the curriculum as well structured and logical. The subjects and modules are well defined and cover the relevant content and competences to meet the programme's prescribed objectives and learning outcomes. In the experts' opinion, the course arrangement generally considers the competencies and skills later required in the professional occupation in different areas.

Mechanisms for providing knowledge and application of scientific methods

A variety of teaching methods are used. The teaching methods are described in the syllabi, which also describe in detail which assessment forms are used during the semester. All in all, the curriculum and its concrete implementation in the courses seem to be well planned.

Organisation of students' learning experience

In the view of the panel, students have great flexibility in choosing modules and can thus follow a very individual study plan. It is clearly described what prior knowledge is required before taking a module.

The experts appreciate the internships offered in the programme.

Areas for improvement

According to the impression gained from the discussions with teachers and students, the quality of teaching is very much dependent on the personality of the individual teachers. A generally binding standard for good teaching has not been formulated. In view of the structured staff selection procedure, the university obviously has no problem finding good teaching staff, but a quality policy with explicit standards as well as further training offers for teaching staff would be sensible.

Recommendations

None.

3.2.3 French Language and Literature (B.A.)

Current status

Programme structure

The study programme “French Language and Literature (B.A.) is a four-year full-time programme with a total of 132 credit hours: 48 hours are general studies required by the university and the faculty. The specialisation in French Language and Literature comprises 84 hours (69 compulsory and 15 elective hours). The study plan incorporates four main areas: language, translation, literature and culture.

Within the language area, students get to develop skills and competency in the French language which allow them to successfully function in communicative situations. The bulk of the hours is given to basic skills of French, given that French is a foreign language to which students were rarely exposed in primary and secondary schools. Of the 69 obligatory hours, students of French Language and Literature study 9 hours in literature, 3 in the French culture and 6 hours in translation. 51 credit hours cover beginner and advanced language skills, as follows:

- Beginner skills: 12 hours
- Advanced skills: 27 hours
- Technical skills: 12 hours

From the elective group, students can choose to study courses in any of the four areas of the programme: language, translation, literature, and culture by selecting 5 courses (15 hours) from a pool of 13 courses in the three areas.

Table 9 shows the curriculum.

The University Of Jordan				Date : 11:16 2022/11/30	
Study Plans				Page Number : 1 \ 7	
Plan Year	2021	Plan Sem	FIRST		
DEGREE	B. A. / B. Sc.	Total Hours	132		
Faculty	FOREIGN LANGUAGES				
Department	FRENCH LANGUAGE AND LITERATURE				
Specialization	FRENCH LANG. & ITS LIT.				
Main Group : Obligatory University Requirements			Hours : 18		
Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements	
2220100	MILITARY SCIENCES	3.0			
3400100	NATIONAL CULTURE	3.0			
3400103	INTRODUCTION TO PHILOSOPHY AND CRITICAL THINKING	3.0	1932099,3410100		
3410100	ETHICS AND HUMAN VALUES	3.0			
3410101	ENTREPRENEURSHIP INNOVATION	3.0	1932099,3410100		
3410102	LIFE AND PRACTICAL SKILLS	3.0	1932099,3410100		
Main Group : Elective University Requirements			Hours : 9		
Sub Group : _			Min Limit : 3	Max Limit: 3	
Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements	
0400101	ISLAM AND CONTEMPORARY ISSUES	3.0			
2300101	ARAB-ISLAMIC CIVILIZATION	3.0			
2300102	JORDAN: HISTORY AND CIVILIZATION	3.0			
3400107	GREAT BOOKS	3.0			
3400108	JERUSALEM	3.0			
Sub Group : _			Min Limit : 3	Max Limit: 3	
Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements	
0310102	ENVIRONMENTAL CULTURE AND DEVELOPMENT	3.0			
0400102	ISLAMIC CULTURE	3.0			
0720100	HEALTH CULTURE	3.0			
1000102	LEGAL CULTURE	3.0			
1100100	PHYSICAL FITNESS CULTURE	3.0			
1900102	DIGITAL SKILLS	3.0			
Sub Group : _			Min Limit : 3	Max Limit: 3	
Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements	
1600100	ELECTRONIC COMMERCE	3.0			
1900101	SOCIAL MEDIA	3.0			
2000100	APPRECIATION OF ARTS	3.0			
3400106	SPECIAL SUBJECT	3.0			

Main Group :Obligatory Faculty Requirements Hours : 12

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
1942102	COMPUTER SKILLS FOR HUMANITIES	3.0	1932099	
2201102	INTRODUCTION TO LINGUISTICS	3.0		
2201103	STUDY AND RESEARCH SKILLS	3.0		
2201200	CROSS - CULTURAL INTERACTION	3.0		

Main Group :Elective Faculty Requirements Hours : 9

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2203101	GERMAN LANGUAGE FOR BEGINNERS (1)	3.0		
2203103	SPANISH LANGUAGE FOR BEGINNERS (1)	3.0		
2203105	ITALIAN LANGUAGE FOR BEGINNERS (1)	3.0		
2203107	POLISH LANGUAGE FOR BEGINNERS (1)	3.0		
2204107	CHINESE LANGUAGE FOR BEGINNERS (1)	3.0		
2204110	TURKISH LANGUAGE FOR BEGINNERS (1)	3.0		
2204112	JAPANESE LANGUAGE FOR BEGINNERS (1)	3.0		
2204113	HEBREW LANGUAGE FOR BEGINNERS	3.0		
2204126	KOREAN LANGUAGE FOR BEGINNERS (1)	3.0		
2204129	RUSSIAN LANGUAGE FOR BEGINNERS (1)	3.0		
2204151	INDIAN LANGUAGE FOR BEGINNERS (1)	3.0		

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2203102	GERMAN LANGUAGE FOR BEGINNERS (1)	3.0	2203101	
2203104	SPANISH LANGUAGE FOR BEGINNERS (1)	3.0	2203103	
2203106	ITALIAN LANGUAGE FOR BEGINNERS (1)	3.0	2203105	
2203108	POLISH LANGUAGE FOR BEGINNERS (1)	3.0	2203107	
2204108	CHINESE LANGUAGE FOR BEGINNERS (1)	3.0	2204107	
2204122	TURKISH LANGUAGE FOR BEGINNERS (1)	3.0	2204110	
2204124	JAPANESE LANGUAGE FOR BEGINNERS (1)	3.0	2204112	
2204125	HEBREW LANGUAGE FOR BEGINNERS (1)	3.0	2204113	
2204127	KOREAN LANGUAGE FOR BEGINNERS (1)	3.0	2204126	
2204139	RUSSIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204129	
2204152	INDIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204151	

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2203109	POLISH LANGUAGE FOR BEGINNERS (1)	3.0	2203108	
2203136	GERMAN LANGUAGE FOR BEGINNERS (1)	3.0	2203102	
2203137	SPANISH LANGUAGE FOR BEGINNERS (1)	3.0	2203104	
2203143	ITALIAN LANGUAGE FOR BEGINNERS (1)	3.0	2203106	
2204131	HEBREW LANGUAGE FOR BEGINNERS (1)	3.0	2204125	
2204132	KOREAN LANGUAGE FOR BEGINNERS (1)	3.0	2204127	
2204133	TURKISH LANGUAGE FOR BEGINNERS (1)	3.0	2204122	
2204134	JAPANESE LANGUAGE FOR BEGINNERS (1)	3.0	2204124	
2204149	RUSSIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204139	
2204150	CHINESE LANGUAGE FOR BEGINNERS (1)	3.0	2204108	
2204153	INDIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204152	

Main Group :Obligatory Specialization Requirements Hours : 69

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2202103	FRENCH FOR SPECIALIZATION 1	6.0		
2202104	FRENCH FOR SPECIALIZATION 1	6.0	2202103	
2202106	LANGUAGE SKILLS (FRENCH 1)	3.0	2202103	
2202322	FRENCH LITERATURE 1	3.0	2232321	
2232105	LANGUAGE SKILLS (FRENCH 1)	3.0		
2232211	FRENCH GRAMMAR 1	3.0	2202104	
2232212	WRITING (FRENCH 1)	3.0	2202104	
2232214	FRENCH GRAMMAR 1	3.0	2232211	
2232215	WRITING (FRENCH 1)	3.0	2232212	
2232217	ORAL SHILLS (FRENCH)	3.0	2202098, 2202099	
2232218	FRENCH FOR SPECIALIZATION 1	3.0	2202104	
2232311	TRANSLATION (FRENCH 1)	3.0	2232214	
2232312	TRANSLATION (FRENCH 1)	3.0	2232311	
2232321	ANALYSIS OF LITERARY TEXTS(FRENCH)	3.0	2242216	
2232332	FRENCH SYNTAX	3.0	2232214	
2232421	FRENCH LITERATURE (1)	3.0	2232321	
2232422	FRENCH LITERATURE (1)	3.0	2232321	
2242213	LISTENING & READING COMPREHENSION (FRENCH 1)	3.0	2202098, 2202099	
2242216	LISTENING & READING COMPREHENSION (FRENCH 1)	3.0	2242213	
2242323	CONTEMPORARY FRENCH CULTURE 1	3.0	2242216	
2242331	FRENCH LINGUISTICS 1	3.0	2232332	

Main Group :Elective Specialization Requirements Hours : 15

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2202424	JORDAN THROUGH HISTORY (IN FRENCH)	3.0	2242216	
2202434	EVALUATION (FRENCH)	3.0	2242331	
2202435	HISTORY OF FRENCH LANGUAGE	3.0	2242331	
2202436	HISTORY OF TEACHING FOREIGN LANGUAGES (IN FRENCH)	3.0	2242331	
2232313	ADVANCED WRITING (FRENCH)	3.0	2232215	
2232314	COMMERCIAL FRENCH	3.0	2232215	
2232315	FRENCH FOR TOURISM	3.0	2232215	
2232325	CONTEMPORARY FRENCH CULTURE 1	3.0	2242323	
2232411	PRESENTATION AND DEBATING (FRENCH)	3.0	2232217	
2232425	SPECIAL SUBJECT IN FRENCH LITERATURE	3.0	2232321	
2232432	SPECIAL SUBJECT IN FRENCH LANGUAGE	3.0	2242331	
2232433	TEACHING FRENCH AS A FOREIGN LANGUAGE	3.0	2242331	
2242431	FRENCH LINGUISTICS 1	3.0	2242331	

Main Group :General Requirements		Hours : 21		
Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
1902098	COMPUTER SKILLS PLACEMENT TEST	0.0		
1932099	BASICS OF COMPUTING	3.0	1902098	
2200150	COMMUNITY SERVICE	0.0		
2202098	FRENCH PROFICIENCY TEST	0.0		
2202099	INTENSIVE FRENCH	6.0		
3201098	ARABIC PLACEMENT TEST	0.0		
3201099	BASICS OF ARABIC	3.0	3201098	
3201100	ARABIC LANGUAGE SKILLS	3.0	3201099	
3202098	ENGLISH PLACEMENT TEST	0.0		
3202099	BASICS OF ENGLISH	3.0	3202098	
3202100	ENGLISH LANGUAGE SKILLS	3.0	3202099	

Tab. 9: French Language and Literature: curriculum structure

Mechanisms for providing knowledge and application of scientific methods

The education process consists of lectures, projects, laboratory work (in case of using software), practice, seminars, presentations, and other similar works as de-scribed in each course syllabus. Each evaluation method and its weight is listed in the syllabus of the respective course.

The syllabi are similar in structure and scope to those in the Bachelor's programmes mentioned above: The course learning outcomes are prepared based on Bloom's taxonomy and approved by the appropriate committees at the department, school and university. A list of the instructional methods and techniques utilised in the delivery of the content is included in the syllabus. Teaching methods include, for example, explanation, presentation, imitation, role play and dialogue. Every semester, these methods are evaluated and improved depending on student input and the instructor's assessment of their efficacy.

Organisation of students' learning experience

The programme concentrates on literature, language, translation, and culture by offering a variety of courses in each area. In accordance with the faculty's understanding of teaching, students should determine their respective main topics as independently as possible.

Assessment

Programme structure

The expert panel assesses the curriculum as well structured and logical. The subjects and modules are well defined and cover the relevant content and competences to meet the programme's prescribed objectives and learning outcomes. In the experts' opinion, the course arrangement generally considers the competencies and skills later required in the professional occupation in different areas.

Mechanisms for providing knowledge and application of scientific methods

A variety of teaching methods are used. The teaching methods are described in the syllabi, which also describe in detail which assessment forms are used during the semester. All in all, the curriculum and its concrete implementation in the courses seem to be well planned.

Organisation of students' learning experience

In the view of the panel, students have great flexibility in choosing modules and can thus follow a very individual study plan. It is clearly described what prior knowledge is required before taking a module.

The experts appreciate the internships offered in the programme.

Areas for improvement

According to the impression gained from the discussions with teachers and students, the quality of teaching is very much dependent on the personality of the individual teachers. A generally binding standard for good teaching has not been formulated. In view of the structured staff selection procedure, the university obviously has no problem finding good teaching staff, but a quality policy with explicit standards as well as further training offers for teaching staff would be sensible.

Recommendations

None.

3.2.4 Spanish and English (B.A.)

Current status

Programme structure

The study programme "Spanish and English (B.A.)" is a four-year full-time programme with a total of 144 credit hours: 48 hours are general studies required by the university and the faculty. The specialisation requires 96 credit hours: 75 obligatory and 21 electives. The specialisation offered is equally English and Spanish. The study plan incorporates four main areas: language, translation, literature and culture. The curriculum provides ample opportunity for students to develop their particular skills through compulsory and elective courses. The programme structure is designed to promote gradual improvement and student autonomy from the first semester.

Table 10 shows the curriculum.

The University Of Jordan		Date : 11:17 2022/11/30		
Study Plans		Page Number : 1 \ 10		
Plan Year	2021	Plan Sem	FIRST	
DEGREE :	B. A. / B. Sc.	Total Hours :	144	
Faculty :	FOREIGN LANGUAGES			
Department :	EUROPEAN LANGUAGES			
Specialization :	SPANISH & ENGLISH (LANGUAGE & LIT)			
Main Group : Obligatory University Requirements		Hours : 18		
Course number	Course Name	Hours	Pre_ Request Course	Parallel Requirements
2220100	MILITARY SCIENCES	3.0		
3400100	NATIONAL CULTURE	3.0		
3400103	INTRODUCTION TO PHILOSOPHY AND CRITICAL THINKING	3.0	1932099,3410100	
3410100	ETHICS AND HUMAN VALUES	3.0		
3410101	ENTREPRENEURSHIP INNOVATION	3.0	1932099,3410100	
3410102	LIFE AND PRACTICAL SKILLS	3.0	1932099,3410100	
Main Group : Elective University Requirements		Hours : 9		
Sub Group : _		Min Limit : 3	Max Limit : 3	
Course number	Course Name	Hours	Pre_ Request Course	Parallel Requirements
0400101	ISLAM AND CONTEMPORARY ISSUES	3.0		
2300101	ARAB-ISLAMIC CIVILIZATION	3.0		
2300102	JORDAN: HISTORY AND CIVILIZATION	3.0		
3400107	GREAT BOOKS	3.0		
3400108	JERUSALEM	3.0		

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
0310102	ENVIRONMENTAL CULTURE AND DEVELOPMENT	3.0		
0400102	ISLAMIC CULTURE	3.0		
0720100	HEALTH CULTURE	3.0		
1000102	LEGAL CULTURE	3.0		
1100100	PHYSICAL FITNESS CULTURE	3.0		
1900102	DIGITAL SKILLS	3.0		

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
1600100	ELECTRONIC COMMERCE	3.0		
1900101	SOCIAL MEDIA	3.0		
2000100	APPRECIATION OF ARTS	3.0		
3400106	SPECIAL SUBJECT	3.0		

Main Group :Obligatory Faculty Requirements Hours : 12

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
1942102	COMPUTER SKILLS FOR HUMANITIES	3.0	1932099	
2201102	INTRODUCTION TO LINGUISTICS	3.0		
2201103	STUDY AND RESEARCH SKILLS	3.0		
2201200	CROSS - CULTURAL INTERACTION	3.0		

Main Group :Elective Faculty Requirements Hours : 9

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2202101	FRENCH LANGUAGE FOR BEGINNERS (1)	3.0		
2203101	GERMAN LANGUAGE FOR BEGINNERS (1)	3.0		
2203105	ITALIAN LANGUAGE FOR BEGINNERS (1)	3.0		
2203107	POLISH LANGUAGE FOR BEGINNERS (1)	3.0		
2204107	CHINESE LANGUAGE FOR BEGINNERS (1)	3.0		
2204110	TURKISH LANGUAGE FOR BEGINNERS (1)	3.0		
2204112	JAPANESE LANGUAGE FOR BEGINNERS (1)	3.0		
2204113	HEBREW LANGUAGE FOR BEGINNERS	3.0		
2204126	KOREAN LANGUAGE FOR BEGINNERS (1)	3.0		
2204129	RUSSIAN LANGUAGE FOR BEGINNERS (1)	3.0		
2204151	INDIAN LANGUAGE FOR BEGINNERS (1)	3.0		

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2202102	FRENCH LANGUAGE FOR BEGINNERS (1)	3.0	2202101	
2203102	GERMAN LANGUAGE FOR BEGINNERS (1)	3.0	2203101	
2203106	ITALIAN LANGUAGE FOR BEGINNERS (1)	3.0	2203105	
2203108	POLISH LANGUAGE FOR BEGINNERS (1)	3.0	2203107	
2204108	CHINESE LANGUAGE FOR BEGINNERS (1)	3.0	2204107	
2204122	TURKISH LANGUAGE FOR BEGINNERS (1)	3.0	2204110	
2204124	JAPANESE LANGUAGE FOR BEGINNERS (1)	3.0	2204112	
2204125	HEBREW LANGUAGE FOR BEGINNERS (1)	3.0	2204113	
2204127	KOREAN LANGUAGE FOR BEGINNERS (1)	3.0	2204126	
2204139	RUSSIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204129	
2204152	INDIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204151	

Sub Group : _ Min Limit : 3 Max Limit: 3

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2202107	FRENCH LANGUAGE FOR BEGINNERS (1)	3.0	2202102	
2203109	POLISH LANGUAGE FOR BEGINNERS (1)	3.0	2203108	
2203136	GERMAN LANGUAGE FOR BEGINNERS (1)	3.0	2203102	
2203143	ITALIAN LANGUAGE FOR BEGINNERS (1)	3.0	2203106	
2204131	HEBREW LANGUAGE FOR BEGINNERS (1)	3.0	2204125	
2204132	KOREAN LANGUAGE FOR BEGINNERS (1)	3.0	2204127	
2204133	TURKISH LANGUAGE FOR BEGINNERS (1)	3.0	2204122	
2204134	JAPANESE LANGUAGE FOR BEGINNERS (1)	3.0	2204124	
2204149	RUSSIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204139	
2204150	CHINESE LANGUAGE FOR BEGINNERS (1)	3.0	2204108	
2204153	INDIAN LANGUAGE FOR BEGINNERS (1)	3.0	2204152	

Main Group :Obligatory Specialization Requirements Hours : 75

Sub Group : _ Min Limit : 48 Max Limit: 48

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2203100	SPANISH FOR SPECIALIZATION 1	6.0		
2203201	LISTENING AND CONVERSATION / SPANISH	3.0	2203096,2203097	
2203202	GRAMMAR 1 / SPANISH	3.0	2233109	
2203203	PRONUNCIATION & SPEECH / SPANISH	3.0	2203201	
2203204	SPANISH WRITING	3.0	2203096,2203097	
2203301	INTRODUCTION TO SPANISH LITERATURE	3.0	2203204	
2203302	TRASLATION SPANISH - ARABIC 1	3.0	2203201	
2203303	GRAMMAR 1 / SPANISH	3.0	2203202	
2203341	SPANISH LITERATURE TILL THE END OF NINETEENTH CENTURY	3.0	2203301	
2203401	DEBATE AND READING / SPANISH	3.0	2203203	
2203402	CONTEMPORARY SPANISH LITERATURE	3.0	2203301	
2203403	SPECIAL TOPIC IN SPANISH LANGUAGE	3.0	2203202	
2203405	TRANSLATION ARABIC - SPANISH 1	3.0	2203302	
2233109	SPANISH FOR SPECIALIZATION 1	6.0	2203100	

Sub Group : _ Min Limit : 27 Max Limit: 27

Course number	Course Name	Hours	Pre_Request Course	Parallel Requirements
2201111	INTRODUCTION TO ENGLISH LITERATURE	3.0	3202100	
2201112	ORAL SKILLS	3.0		
2201116	READING AND LISTENING COMPREHENSION	3.0	2201112	
2201117	PARAGRAPH WRITING	3.0		
2201221	SYNTAX 1	3.0		
2201234	AMERICAN LITERATURE UNTIL 1911	3.0	2201111	
2201341	NOVEL 1	3.0	2201111	
2231231	ENGLISH LITERATURE UNTIL 1911	3.0	2201111	
2231441	CRITICISM AND LITERATURE THEORY	3.0	2201111	

Main Group : Elective Specialization Requirements Hours : 21
 Sub Group : _ Min Limit : 12 Max Limit: 12

Course number	Course Name	Hours	Pre_ Request Course	Parallel Requirements
2203305	SPANISH IN FIELD OF TOURISM	3.0	2203204	
2203306	SPANISH LANGUAGE IN ECONOMICS	3.0	2203204	
2203307	SPANISH IN THE FIELD OF MEDIA	3.0	2203204	
2203308	SPANISH LINGUISTICS	3.0	2203303	
2203400	CONTEMPORARY SPANISH THOUGHT	3.0	2203301	
2203406	METHODOLOGY OF TEACHING SPANISH AS A FOREIGN LANGUAGE	3.0	2203303	
2203407	SPANISH CIVILIZATION	3.0	2203204	
2203409	SPECIAL TOPIC IN LITERATURE / SPANISH	3.0	2203301	
2203410	LATIN-AMERICAN LITERATURE IN SPANISH	3.0	2203301	
2203412	CIVILIZATION AND CULTURE OF LATIN-AMERICAN COUNTRIES	3.0	2203301	
2233411	SPANISH NOVEL	3.0	2203301	

Sub Group : _ Min Limit : 9 Max Limit: 9

Course number	Course Name	Hours	Pre_ Request Course	Parallel Requirements
2201251	THE SHORT STORY	3.0	2201111	
2201313	TECHNICAL AND PROFESSIONAL WRITING	3.0	2201117	
2201322	DISCOURSE ANALYSIS IN ENGLISH	3.0	2201221	
2201323	ENGLISH TRANSFORMATIONAL GRAMMAR	3.0	2201221	
2201325	PRONUNCIATION AND SPEECH	3.0		
2201342	NOVEL T	3.0	2201341	
2201343	PEOTRY	3.0	2201111	
2201352	MODERN WORLD LITERATURE	3.0	2201111	
2201472	SEMINAR ON LITERATURE	3.0	2201111	
2201481	SPECIAL SUBJECT IN ENGLISH LITERATURE	3.0	2201111	

Main Group : General Requirements Hours : 21

Course number	Course Name	Hours	Pre_ Request Course	Parallel Requirements
1902098	COMPUTER SKILLS PLACEMENT TEST	0.0		
1932099	BASICS OF COMPUTING	3.0	1902098	
2200150	COMMUNITY SERVICE	0.0		
2203096	SPANISH PROFICIENCY TEST	0.0		
2203097	INTENSIVE SPANISH	6.0		
3201098	ARABIC PLACEMENT TEST	0.0		
3201099	BASICS OF ARABIC	3.0	3201098	
3201100	ARABIC LANGUAGE SKILLS	3.0	3201099	
3202098	ENGLISH PLACEMENT TEST	0.0		
3202099	BASICS OF ENGLISH	3.0	3202098	
3202100	ENGLISH LANGUAGE SKILLS	3.0	3202099	

Tab. 10: Spanish and English: curriculum structure

Mechanisms for providing knowledge and application of scientific methods

The education process consists of lectures, projects, laboratory work (in case of using software), practice, seminars, presentations, and other similar works as de-scribed in each course syllabus. Each evaluation method and its weight are listed in the syllabus of the respective course.

The syllabi are similar in structure and scope to those in the Bachelor's programmes mentioned above: The course learning outcomes are prepared based on Bloom's taxonomy and approved by the appropriate committees at the department, school and university. A list of the instructional methods and techniques utilised in the delivery of the content is included in the syllabus. Teaching methods include, for example, explanation, presentation, imitation, role play and dialogue. Every semester, these methods are evaluated and improved depending on student input and the instructor's assessment of their efficacy.

Organisation of students' learning experience

Within the language area, students get to develop skills and competency in both English and Spanish. The bulk of the hours is given to basic skills of Spanish, given that the Spanish language, unlike English, is a foreign language to which students were rarely exposed in primary and secondary schools. Of the 75 obligatory hours, students of Spanish and English study 42 hours in Spanish Language skills and literature and 33 hours in English language skills and literature. From the elective group, students

can choose to study courses in any of the two languages in areas of language, translation, culture/literature by selecting 7 courses (21 hours) from a pool of 21 courses in the two languages.

The programme concentrates on literature, language, translation, and culture by offering a variety of courses in each area. In accordance with the faculty's understanding of teaching, students should determine their respective main topics as independently as possible.

Assessment

Programme structure

The expert panel assesses the curriculum as well structured and logical. The subjects and modules are well defined and cover the relevant content and competences to meet the programme's prescribed objectives and learning outcomes. In the experts' opinion, the course arrangement generally considers the competencies and skills later required in the professional occupation in different areas.

Mechanisms for providing knowledge and application of scientific methods

A variety of teaching methods are used. The teaching methods are described in the syllabi, which also describe in detail which assessment forms are used during the semester. All in all, the curriculum and its concrete implementation in the courses seem to be well planned.

Organisation of students' learning experience

In the view of the panel, students have great flexibility in choosing modules and can thus follow a very individual study plan. It is clearly described what prior knowledge is required before taking a module.

Areas for improvement

According to the impression gained from the discussions with teachers and students, the quality of teaching is very much dependent on the personality of the individual teachers. A generally binding standard for good teaching has not been formulated. In view of the structured staff selection procedure, the university obviously has no problem finding good teaching staff, but a quality policy with explicit standards as well as further training offers for teaching staff would be sensible.

Recommendations

None.

3.3 Student assessment

The third criterion focuses on the organisation of student assessments. The expert panel has to evaluate how the assessment of intended learning outcomes is organised and whether the amount and requirements of assessments are adequate. They also have to decide whether the requirements of the thesis reflect the level of the degree.

Overall, it is assessed whether the assessment criteria are transparent and used in a consistent way. It is also evaluated if the staff undertaking assessments is adequately qualified. Last not least it should be verified if examination regulations exist and that they provide clear and fair regulations for student absence, illness and other mitigating conditions.

Current status

Organisation of assessment

All programmes follow the cumulative examination system where each course contributes to the final grade. Course grades consist of two forms of assessment: summative and formative. Each course usually consists of coursework and exams (midterm and final). Coursework comprises 30% of the course marks in blended and online courses and 20% in face-to-face courses. The formative and summative assessment methods include the following:

- Quizzes
- Assignments
- Projects
- Interviews
- Case studies
- Presentations
- Filed study
- Term papers
- Student portfolio

Regarding the exams, each course consists of a midterm exam which is out of 30%, and a final exam which is out of 40% in blended and online courses, but is out of 50% in face-to-face courses, depending on the way of teaching. All exams are written in all courses, except for some oral courses, and are held during the official exams period issued by the Admission and Registration Unit at the end of the semester.

All courses in all programmes include a variety of assessment techniques that address the intended learning outcomes. According to on-site interviews, attention is paid to an appropriate number of assessment techniques that do not overwhelm students.

The assessment criteria in courses across all programmes are clear and transparent as each assessment method is linked to the intended learning outcomes via a matrix in the syllabus that students can view at the beginning of the course. In addition, assessment methods are prepared along with a rubric to enhance perceptions of fairness and consistency in grading. Before beginning an assignment, students are fully informed of the requirements and the assessment standards that will be used to determine their grades.

The syllabus contains detailed description of the assessment tools used.

Table 11 shows an example.

No.	Course Learning Outcomes	Program Outcomes								Assessment Tools									
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10
1	Being able to understand different types of oral and written discourses in French.					X			X	X	X	X							X
2	Be able to recognize different types of discourse.		X	X		X				X	X	X							X
3	Being able to reformulate the information on a given document.	X			X		X			X	X	X							X
4	Being able to identify the important points in a new text document.			X		X				X	X	X							X

Tab. 11: Programme outcomes and assigned assessment tools (Source: Syllabus)

Amount and requirements of assessments

Examinations are taken in each course taken, usually through assignments to be completed during the course, a mid-term exam and a final exam. The examinations can be written or oral, depending on the course and the learning objective of the course.

Requirements of the final assessment

There is no overall final examination, only final examinations for the individual courses. The overall grade at the end of the programme is made up of all successfully passed individual courses.

Assessment criteria

Criteria and assessment specifications are accessible at any time via the syllabus. Table 12 shows an example of the rubric for an oral assessment (presentation).

Category	Excellent (2 points)	Good (1.5 points)	Marginal (1 points)	Needs Improvement (0.5 point)
Visual Appeal	There are no errors in spelling, grammar, and punctuation. Information is clear and concise on each slide. Visually appealing/engaging	There are some errors in spelling, grammar, and punctuation. Too much information on two or more slides. Significant visual appeal.	There are many errors in spelling, grammar, and punctuation. Too much information was contained on many slides. Minimal efforts were made to make slides appealing or too much going on.	There are many errors in spelling, grammar, and punctuation. The slides were difficult to read and too much information had been copied onto them. No visual appeal.
Content	The presentation was a concise summary of the topic	The presentation was a good summary of the topic. Most important	The presentation was informative, but several elements went	The presentation was a brief look at the topic, but

	with all questions answered. Comprehensive and complete coverage of information.	information covered, little irrelevant info.	unanswered. Much of the information is irrelevant; with coverage of some of the major points.	many questions were left unanswered. Most information is irrelevant and significant points left out.
Presentation Skills	Regular/constant eye contact. The audience was engaged, and the presenters held the audience's attention. Appropriate speaking volume & body language	Most members spoke to the majority of the audience with steady eye contact. The audience was engaged by the presentation. Most presenters spoke at a suitable volume.	Members focused on only part of the audience. Sporadic eye contact by more than one presenter. The audience was distracted. Speakers could be heard by only half of the audience. Body language was distracting.	Minimal eye contact by more than one member focusing on a small part of the audience. The audience was not engaged. The majority of presenters spoke too quickly or quietly making it difficult to understand. Inappropriate/disinterested body language.
Preparedness/ Participation	All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed	Slight domination of one presenter. Members helped each other. Very well prepared.	Significant controlling by some members with one minimally contributing. Primarily prepared but with some dependence on just reading off slides.	Unbalanced presentation or tension resulting from over-helping. Multiple group members not participating. Evident lack of preparation/rehearsal. Dependence on slides.

Tab. 12: Rubric for oral presentation (Source: Self-evaluation report)

Table 13 shows an example of the rubric for the written assessment (term-paper).

Topic	Exemplary (2.5 points)	Sufficient (1.5 points)	Developing (1 point)	Needs Improvement (0.5 point)
Organization	Information and ideas are presented in a	Information and ideas are presented in a	Information and ideas are presented in	Information and ideas are

(Sequencing of elements/ ideas)	logical sequence that flows naturally and is engaging to the audience.	logical sequence which is followed by the reader with little or no difficulty.	an order that the audience can follow with minimum difficulty.	poorly sequenced (the author jumps around). The audience has difficulty following the thread of thought.
Clarity (Thesis supported by relevant information and ideas)	The central purpose of the student work is clear and supporting ideas always are always well-focused. Details are relevant and enrich the work.	The central purpose of the student work is clear, and ideas are almost always focused in a way that supports the thesis. Relevant details illustrate the author's ideas.	The central purpose of the student work is identified. Ideas are generally focused in a way that supports the thesis.	The purpose of the student work is not well-defined. Central ideas are not focused to support the thesis. Thoughts appear disconnected.
Mechanics (Correctness of grammar and spelling)	There are no more than two misspelled words or grammatical errors in the document.	There are no more than three misspellings and/or grammatical errors per page and no more than five in the entire document. The readability of the work is minimally interrupted by errors.	There are no more than four misspellings and/or systematic grammatical errors per page or six or more in the entire document. Errors distract from the work.	There are five or more misspellings and/or systematic grammatical errors per page or eight or more in the entire document. The readability of the work is seriously hampered by errors.
Citations	Cites all data obtained from other sources. APA citation style is used in both the text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both the text and bibliography.	Cites some data obtained from other sources. The citation style is either inconsistent or incorrect.	Does not cite sources.

Tab. 13: Rubric for written assessment (Self-evaluation report)

Assessment qualification of staff

According to the self-evaluation report and the on-site interviews, the staff involved in the assessment process feels competent and obviously has the necessary education and training. All teachers must complete a training course and have a certificate from the Quality Assurance Center of the University of Jordan in which they get training on teaching and assessments.

Examination regulations and regulations for student absence, illness, etc.

The examination regulation is available for all students on the institution's webpage¹⁵. The Assistant Dean for Student Affairs regularly meets students at the start of each academic year to go over all rules, including those pertaining to exams, and inform them of their rights and responsibilities. If a student has an adequate justification, the University of Jordan will take into account their absence and allow them to take the exam.

Assessment

Organisation of assessment

The assessment system is transparent, clear and diversified. Responsibilities are clear to lecturers as well as to students.

Amount and requirements of assessments

The amount and requirements of assessments with regard to the intended learning outcomes are adequate. They are fully in line with international practice.

In the view of the experts, a sufficient range of assessment methods and tasks is used.

Requirements of the final assessment

As graduation is cumulative, there is no final assessment. The requirements for the intermediate and final examinations of the courses are described clearly and transparently from the experts' point of view.

Assessment criteria

The assessment criteria are exactly defined, and they are transparent for students as well as for staff. The students whom the experts talked to were well aware of the assessment criteria, they know what is expected and they know whom to contact in the case of problems or questions. The student-centred learning approach provides nearly optimal preparation to assessments.

Assessment qualification of staff

According to the interviews made during the site visit, the staff undertaking the assessments is adequately qualified. Besides, regular training for staff takes place. The con-

¹⁵ <https://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx> (accessed 31 March 2023)

nection between knowledge transfer and the evaluation of learning success is also addressed in recruitment procedures. Due to the faculty's focus on teaching language application skills, regular learning success checks are of great importance.

Examination regulations and regulations for student absence, illness, etc.

All examination regulations are available online. There are clear and objective regulations for student absence, illness and other mitigating circumstances.

Areas for improvement

The existing examination procedure, which cumulates the achievements throughout the course of study towards graduation, could be expanded in the direction of portfolio examinations: Portfolio assessment would involve students more actively in the learning process, allow them to take more control of their own learning, as well as encourage them to reflect on their progress throughout the course.

Recommendation

With regard to international compatibility, especially with Europe, there should also be the possibility of a final project/thesis at the end of the degree, at least as an option.

3.4 Organisation of the study programmes

Furthermore, the implementation of the programme has to be evaluated. The expert panel assess the appropriateness of entry qualifications and the regulations for the recognition of qualifications (i.e., Lisbon Convention). It has to be reviewed whether the organisation of the study process allows the programme to be carried out in such a way that the intended learning outcomes will be achieved and whether the organisation of the study process also takes the diversity of students and their needs into account. It is evaluated how the implementation of the programme is managed (roles and responsibilities) and even whether the workload of the programme is adequate with respect to the necessity to reach the intended learning outcomes in the scheduled time frame. The organisation of the student life cycle (i.e., all (organisational) relationships between the student and the institution from enrolment to graduation) is also part of this criterion. The experts check whether the care services and student advisory services are suitable and – in case of a cooperation with internal and external partners – how the cooperation is organised.

Current status

Entry qualifications

The required qualification for admission is the Tawjihi (General Secondary Education Certificate Examination) or its equivalent for international or parallel programme students:

- For competitive (regular) system (Tawjihi score over 95%)
- Grants system (for university employees and veterans' beneficiaries – Tawjihi score 88 %)
- International and parallel programme (also candidates compete over limited places, and tuition fees are much higher than the regular programme)

The entity in charge of determining the qualifications needed for admission is the Ministry of Higher Education which receives and processes students' Tawjihi results from the Ministry of Education. As for the parallel and international programmes, a certification equivalence is obtained from the Ministry of Education. Admission in these programmes is also administered on basis of competition over a certain number of places available in each programme.

Regulations for the recognition of qualifications

The qualification criterion for enrolling into the programme is strictly determined by the Tawjihi (General Secondary Education Certificate Examination) results of the last school year prior to undergraduate study.

Organisation of the study process

The primary reference in organising the academic process is the relevant department, which is responsible for setting up the course schedule which indicates the lecture times, venues, room capacity, modality of teaching (online, blended, face-to-face), determined according to the course type and requirements. Thereafter, the schedule is sent to the Unit of Admission and Registration to reserve the suitable classrooms and halls according to the departments' recommendations. As to the assignments and their connection with lectures and self-learning, the academic staff or instructor is responsible for assigning and indicating this workload in the syllabus.

Management of the study programme

Each programme has a study plan including major-related courses students must complete during each year (around 60% of the total credit hours of the entire plan) throughout the four-year period of study. Students enrols in courses with a specific workload of credit hours (between 12-18 credit hours for each semester). The academic year is divided into three semesters: first, second and summer semesters.

Student workload

The university ensures that the academic workload is compatible with students' capacity by following a prerequisite course requirement system, whereby students cannot subscribe in certain courses without having successfully completed the prerequisite courses which acquaints them with the basic skills needed for advanced courses. In addition, the registration system at the university is characterised with flexibility, proposing as it does, a wide range of mandatory and elective courses, from which students can choose based on their needs, preferences, interests, strengths, and levels. In addition, the same course is usually offered under different instructor names and at different times, which allows for more variety of choices.

Organisation of the student life cycle

According to the self-evaluation report, students play a key and active role in the educational process. In fact, the implemented system of teaching avoids dictating and traditional lecturing, and student evaluation depends primarily on assignments, projects, presentations, in class participation, and group discussions (making up 20 or 30 marks out of a total of 100 marks).

Student support system

There are numerous committees at department level, composed of faculty and student representatives. They meet regularly to discuss student needs and provide advising services to them. Chief among these committees are

- the academic advising committee, which assigns advising time to help students during the semester with registration issues and overcoming academic difficulties they may face
- the study plan committee which reviews study plans annually and offer recommendations for updating them (whenever needed), extracurricular activities committee
- the qualification exam committee which prepares students for the qualification exit exam help before graduation.

There are also periodical meetings held between the school's administration and students. The assistant dean for student affairs also plays a significant organisational role in receiving and administering forms related to the Admission and Registration Unit, in addition to liaising between students and the entities at the university.

At university level, there is a number of units and departments specialising in student care, advising, and counselling, which include:

1. Deanship of Student Affairs, including:
 - Mental Health Counselling and Disability Services Department
 - Healthcare Department
 - Career Advising Department
 - Student Committees and Services Department
 - Sports Activities Department
 - International Students Department
 - Student Disciplinary Affairs Department
2. The library, which offers educational and academic resources for students, in addition to being home to the American Corner where numerous cultural events are organised in coordination with the American Embassy in Amman.
3. Community Development and Service Center, which encourages students to get involved in community service and the Innovation and Entrepreneurship Center, which is concerned with promoting innovative and entrepreneur leadership skills among university students and staff.

At programme/ faculty level the following units for student support exist:

- Student advising committee offering support and advice with regards to students' academic affairs.
- Student Discipline affairs committee looking into the cases and problems that arise between students or students and teaching staff
- Assistant Dean for Student Affairs who plays a major role in student advising

Periodical meetings with students are held by the Dean and Assistant Dean for Student Affairs. A number of language cultural corners are provided by the various embassies (of countries whose languages are taught at the faculty) and co-supervised by the faculty's administration (Russian corner, Chinese corner, Italian corner, French corner, etc.).

All these services are organised hierarchically, starting with the Deanships, centres, units (at university level), moving down onto the school's deanship, then to the departments, then to the various committees, ending with student representatives. The Assistant Dean for Student Affairs plays a major role in engaging students with the various

entities that provide these services and guiding them as to making the best use of them.

Cooperation with internal and external partners

The faculty has internal partners from the local community, invited to participate in and attend the meetings of the school's board. There are also partners from various embassies and cultural centres, as well as other institutions and corporations, such as Amazon, which offers job and training opportunities for our students, especially in connection with the field training course (provided by the study programmes "Applied English (B.A.)" and "French and English (B.A.)"). The school also has partnership with the Francophone Agency in addition to Erasmus student exchange programs. Several memorandums of understanding and cooperation contracts with institutions in Belgium, France, Spain and Germany exist.

Embassies are considered our major partners in terms of supporting the language cultural corners which are equipped with resources and tools needed for organising the school's various cultural activities and events.

The faculty regularly organises career days in coordination with its various partners, where students can make contacts and arrange later internships or jobs.

Assessment

Entry qualifications

In the view of the experts, the entry qualification and regulations are appropriate and transparent. All information can be found on the university website.

Regulations for the recognition of qualifications

There is no formalised recognition practice but during the site visit, it was reported that on individual basis, prior qualifications from other universities are recognised.

Organisation of the study process and management of the study programme

According to the expert panel, the study process is well organised and clear. The roles, obligations and responsibilities in the management are clearly defined and appropriately structured, and the people involved the experts could talk to are highly motivated and professional. Besides, the university has established methods and means for student involvement, especially in giving feedback.

Student workload

Having heard the students, the expert panel believes that the workload of the programmes is manageable. From the discussions with students and the responsible teaching staff, it became clear that the university strives to keep the student workload feasible. However, there is no systematic monitoring of the student workload.

Organisation of the student life cycle

The experts note that there is excellent communication between students and teachers: learning groups are generally small. There seem to be many opportunities for formal as well as informal contact between teachers and students. The interviewed students were very positive regarding the good organisation and atmosphere of the study process.

Student support system

According to the interviews during the site visit, university care services and student advisory services are highly developed and both known and favoured by the students. Web information and communication services offered by the university play an important role and are frequently used.

Cooperation with external and internal partners

The internal cooperation with the other departments involved seems to function well. Besides, contacts to external partners exist: Some are personal contacts of individual teachers but the faculty as well as the university also make efforts to intensify contacts abroad.

Areas for improvement

The university could consider mobility windows for students to further promote internationalisation. It would also be desirable to intensify contacts between the study programmes and other universities.

The existing good contacts with potential employers could be used to improve the programme. For example, surveys of employers and alumni are already being conducted, but could be done more systematically and regularly. It would be particularly important to reflect on the results together with the respondents. From the experts' point of view, the study programmes could only benefit from this in terms of their topicality and professional applicability.

Recommendation

The student workload should be monitored in the questionnaires used at the end of the courses.

3.5 Resources

Central to the criterion "resources" is whether there are appropriate resource endowment and deployment in the involved faculties. The experts evaluate the existence of sustainable funding and financial management, whether the staff is adequately qualified and sufficient to ensure the intended learning outcomes and which strategies and processes for staff recruiting and staff development are used. The experts examine if the amount and quality of facilities and equipment (library, laboratories, teaching rooms, IT equipment, etc.) allow the provision of the programme and if the resources are adequate to reach the programme's objectives.

Current status

Financial management and funding

The faculty budget amounts to 1,548,210 JD. This budget is comprised of tuition based on the specialisation, number of credit hours and level of courses taken; irregular grants from national and international bodies; revenues received from on-campus operations that are self-supporting; and for-profit enterprises (such as on-campus kiosks and cafeterias). In line with the vision of the Ministry of Higher Education in Jordan, the university allocates part of its budget for offering grants, scholarships and loans to its students who are in financial need. The university tries to ensure the financial sustainability of the programmes by increasing local and international student enrolments, optimising the use of any available resources and making the best use of any financial aid the university receives.

Staff

The following table 14 outlines the numbers of full-time and part-time academic staff in the Applied English, English Language and Literature, French Language and Literature, and Spanish and English programs for 2022/2023, the second semester:

Applied English:	
- Full-time academic staff in the programme	25
- Part-time academic staff in the programme	11
English Language and Literature:	
- Full-time academic staff in the programme	16
- Part-time academic staff in the programme	7
French Language and Literature:	
- Full-time academic staff in the programme	12
- Part-time academic staff in the programme	2
Spanish and English:	
- Full-time academic staff in the programme	8
- Part-time academic staff in the programme	2

Tab. 14: Full-time / part-time staff (Source: Self-evaluation report)

The teaching faculty ranks in these programmes include Professor, Associate Professor, Assistant Professor, Instructor, and Lecturer. Most of the faculty members obtained academic degrees in the disciplines in which they teach from diverse internationally recognised universities. The credentials cover a broad range of disciplines and academic areas including but not limited to the following:

- American literature
- Literary criticism
- English literature
- French literature
- Methods of teaching French language
- Modern French literature
- Literary reading

- Applied English
- Translation
- Linguistics
- Phonetics
- Syntax

In teaching, teachers have the task of imparting theoretical and/or applied knowledge to students, supporting them in the learning process and in the application of knowledge, and encouraging them to develop their skills and aspirations for learning. All faculty members are also expected to engage in research and take part in creating new developments, thus contributing to the knowledge base of the academic fields. The university encourages its academic staff to carry out quality research by offering financial rewards for research output published in prestigious and leading databases. This stems from the university's increasing focus on faculty research as a way to enhance its profile and add to its prestige.

Several faculty members in the aforementioned programmes published quality research papers in Scopus and ISI-indexed journals and constantly partake in well-renowned local, regional, and international conferences.

Staff recruiting process

Full-time faculty member appointment is a staged process at the UJ.

It all starts with placing a job vacancy announcement on the university's website as well as in the official local newspapers including a full job description of the proposed position as well as a listing of employment conditions. Interested candidates for the job vacancy shall provide evidence in applications for education and academic qualifications, work experience, effective teaching, research publishing, promotion, scholarships, and administrative and community service which are all used as criteria when selecting candidates.

The preselected candidates are then invited to attend interviews on the basis of which the final selection is made. The successful candidate is then required to undergo a compulsory medical examination.

The president and the Board of Deans of the University then make the appointment at the recommendation of the department faculty, the head of the department, and the dean of the school in question after appropriate consultation. Appointments of part-time faculty members in these programs are made according to the candidates' areas of specialty and number of years of experience. The interested candidates are interviewed by a special committee in the department and those who successfully pass the interview are initially appointed on a temporary basis. If they prove to be qualified instructors, they are entitled to a part-time term appointment.

The UJ is fully aware of the significance of setting its staff up for success and, thus offers them professional training from the get-go and gives them all the technological tools and resources they need to excel in their jobs. Cross-departmental and cross-programme collaboration and training are encouraged to promote a truly cohesive work environment that helps bridge the gap between cultures and give both academic and administrative staff the opportunity to exchange knowledge and learn more about other parts of the business.

Facilities and IT equipment

The faculty houses five computer labs with an approximate capacity of 100 computers and nine language corners, some of which have books and computers. In addition,

there are eight classrooms fully equipped with smart boards and data shows as well as a couple of reading rooms.

Library

The library offers a wide variety of resources, services and benefits that are available to all faculty members and students for free and can be accessed online.

Media in the faculty library include the following:

- Books. 18,609
- References: 4,905
- Theses: 5,332
- Journals: 1,641
 - EBSCO: 1,314
 - Sage: 21
 - Science Direct: 30
 - Springer: 140
 - Taylor & Francis: 136
- Ebooks: 44,060
 - (Proquest ebooks): 27,770
 - EBSCO: 16,290 16,290
- Theses
 - Proquest 75,300

Assessment

Financial management and funding

From the submitted documents as well as the interviews with members of the financial management, the experts got the impression that the study programmes are professionally managed and sustainable.

The financial endowment of the study programmes seems to be appropriate.

During the site visit, two meetings were held with the university leadership, in which it became clear how important the language courses are at the university. UJ leadership as well as management seems to be open to many ideas for expanding the language programmes.

Staff and staff recruiting process

The staff involved in the study programme is, according to the expert panel, appropriate to provide high quality education to students. The administrative staff makes a very professional and competent impression. Altogether, the experts appreciated the dynamic and motivated staff members, both academic and administrative.

According to the experts, number and qualification of academic staff (full-time and part-time) are adequate to ensure the intended learning outcomes. The experts appreciate the university strategy to improve the teaching and assessment skills of staff.

The recruitment process is transparent and appropriate. The experts welcome the obviously careful selection procedure.

Facilities and IT equipment

The facilities of the university are appropriate for a higher education institute and meet international standards. The equipment the experts saw during the site visit is all modern and up-to-date and allows a high quality of teaching.

The experts noticed that access to the internet via eduroam is not available on the whole campus. This is a limitation for foreign exchange for incomings as well as for outgoings.

Library

The library provides access to relevant literature and journals. The experts appreciate the broad offer of electronic resources. The actual number of work places in the library and on campus appear to be sufficient (with exception of the somewhat few socket outlets for laptops in public areas).

Areas for improvement

It would be good for the university as a whole and for the learning atmosphere if students were more actively involved in the selection process for new teachers. Currently, they can attend the trial lectures but are not involved in the actual selection process. Although the evaluators are well aware that it is still quite unusual for universities in the Arab region to involve students directly in the recruitment of academic staff/faculty, experience in Europe shows that the university would only benefit!

Recommendations

Staff development should continue and incentives should be strengthened.

Access possibility to internet via Education Roaming (eduroam) should be established, both for international guests and for the university's own personnel.

The number of socket outlets in public areas should be increased.

3.6 Quality assurance

The criterion "quality assurance" focuses on the internal and external mechanisms used by the institution to monitor and improve the quality of the study programme: how the study programme is designed and implemented and how its improvement is organised.

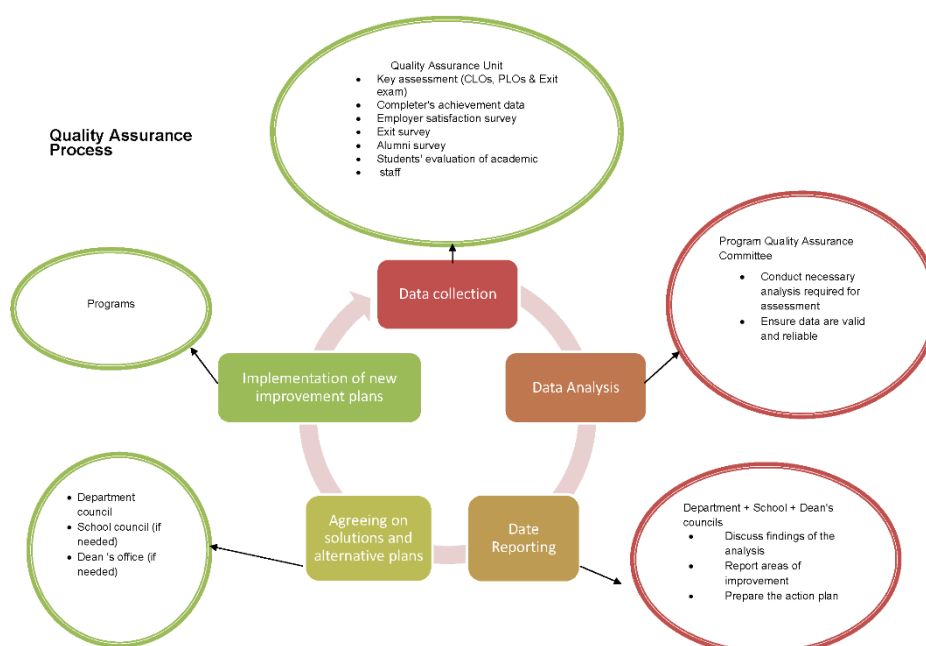
The experts evaluate the existing quality assurance concept of the programme and what kind of quality assurance processes and instruments are implemented, which indicators are used for monitoring the achievement of the programme's objectives and how the institution and the persons responsible for the programme collect, analyse and use relevant information about their activities. Moreover, the experts examine whether quality assurance is used regularly, systematically and effectively for quality enhancement and if quality feedback loops are closed. It is also evaluated how stakeholders (students, teachers, administration, employers) are involved in quality assurance and whether relevant programme information for students and prospective students is provided.

Current status

Quality assurance concept of UJ

The University of Jordan defines its quality assurance as a broad, complex and circular process in which many stakeholders are involved. The overarching goal is high-quality teaching with graduates who are successful for the future labour market. In order to achieve this, data is continuously collected and evaluated (examination results, drop-out figures, students who change their studies, feedback/surveys from employers, feedback/surveys with alumni).

Table 14 shows the quality circle with the involved bodies.



Tab. 15: Quality assurance process (Source: Self-evaluation report)

The central collecting unit is the Quality Assurance Unit where data is collected using various sources: surveys (e.g., employer satisfaction surveys, parents' satisfaction surveys, alumni surveys, etc.), assessment results on learning outcomes of programmes and courses, student feedback, etc. The collected data is analysed by the Quality Assurance Committee and summarised in a report. The department council, the school council, and dean's council regularly discuss the results of the analysis and the reports, identify weaknesses and draw up a corresponding action plan.

The action plan outlines actions, steps, and tasks needed to achieve the attainable goal of the quality assurance process which focuses on having an effective management system that can be implemented at all levels. So, the action plan to be designed during the councils' meetings shall consider the departments' programmes and their internship evaluations.

The implementation of actions and their effectiveness are monitored by the Department Assurance Committee (DAC) and School Quality Assurance Committee (SQAC). Continuous development takes place in this way.

According to the self-evaluation report, the quality assurance system in the Faculty of Foreign Languages is coherent and effective.

Quality indicators

The indicators mentioned in the discussions were: Exam grades, failure rate. Satisfaction, usability of the learning outcomes achieved, visibility of the faculty. A dedicated list of indicators is missing.

Quality assurance processes and instruments

Regular surveys and questionnaires of course participants, alumni and stakeholders are conducted and evaluated.

Involvement of stakeholders

Students, alumni and employers are surveyed, and the results are analysed in several places in the department.

Assessment

Quality assurance concept of UJ

The quality concept of the UJ is only described very roughly in the self-evaluation report. The on-site interviews provided more insight here, with reports of regular surveys and that programme adjustments had also been made in the past as a result of these.

The high fluency of the students the panel was able to talk to, as well as the conversations with teachers, employers and alumni, are evidence for the exponents that all four study programmes are well positioned and that the defined learning goals are obviously being achieved and are also usable for the later job market. It can be concluded that the faculty manages the study programmes effectively and ensures quality.

Quality assurance processes and instruments

The faculty monitors the study programmes by collecting and analysing data widely and constantly. The anonymity of collected data seems to be assured. Regular review processes take place.

Quality indicators

The experts believe that the statistical data collected on student performance, together with the survey results, form a reliable basis for evaluating the study programme and provide indications of weaknesses that need to be improved. Specific and firm quality indicators are not yet formulated.

Involvement of stakeholders

Several stakeholders (students, alumni, teachers, employers) contribute to quality assurance and to the further development of the programmes. However, their task does not go beyond that of supplying data. The expert panel doubts whether they will learn what has been done based on their suggestions or criticisms.

Areas for improvement

Both students and employers should be more actively involved in quality assurance processes: not only as data providers, but also in planning the resulting improvement measures.

Recommendations and conditions

The quality circle must be further elaborated and supplemented with quality indicators.

Improvements and changes made on the basis of previous feedback from students or other stakeholders should be published regularly.

The students should know the results of the evaluations they gave to the courses and to the study programme as a whole. Thereby, the evaluation and feedback process would be completed.

4. Final Assessment

Overall assessment

The expert panel confirms that the all four study programmes show clearly defined profiles, fully in line with the profile and the strategic goals of the University of Jordan. The programmes provide excellent language and communication skills that open up many career opportunities for graduates and provide excellent preparation for communication situations in international contexts. During the site visit the experts experienced the faculty presenting itself as a modern educational institution which offers quality education on an international level.

According to experts, the learning outcomes are concise, clear and aligned with the content. Employers and former graduates agree that the programme meets current needs. Regular curriculum updates and revisions are proof of high quality standards at UJ.

The expert panel assesses all four curricula as well structured and logical. In all courses, a broad variety of teaching methods is used. The connection between study and research is appropriate for Bachelor's programmes. All programmes correspond to the level of awarded qualification.

The assessment criteria are exactly defined, students know what to expect, and the student-centred learning approach provides nearly optimal preparation to assessments. The staff undertaking the assessments are adequately qualified, and regular training takes place.

All examination regulations are available online. There are clear and objective regulations for student absence, illness and other mitigating circumstances.

According to the expert panel, the study process is well organised and clear, and the people involved are highly motivated and professional. The interviewed students were very positive regarding good organisation and atmosphere of the study process. The students' workload in the programme seems to be appropriate. However, systematic monitoring of the workload does not take place.

The experts note that there is excellent communication between students and teachers: learning groups are small, there seem to be many formal as well as in-formal contacts between teachers and students.

The experts recognise that there are explicit criteria for staff recruitment and that the recruitment process itself is well developed and transparent, even supplemented by public test lectures of applicants. Generally, the panel feels that the staff involved in the study programme is without any doubts appropriate to provide high quality education to students: the qualification of the teaching staff is adequate in terms of the profile and the objectives of the programme. The relation between full-time and half-time staff is also appropriate. The panel appreciates the dynamic and motivated staff members, both academic and administrative.

The library and the facilities of the university meet international standards for higher education institutions. The experts got also the impression that the study programmes are professionally managed and sustainable, and the financial endowment seems to be appropriate. The experts appreciate the university leadership's explicit commitment to the language sector.

However, international mobility of staff and students could be increased, and the connectivity of the Bachelor's programme to international, especially European, study programmes could be increased by a capstone project.

The university could further consider mobility windows for students to promote internationalisation.

Contacts with potential employers could be more intensified: Surveys of employers and alumni could be done more systematically and regularly to improve the programme, employers and alumni could become active (not only data-providing) part of the regular programme revision.

The self-evaluation report describes the quality concept of the UJ very roughly, but the on-site interviews provided more oral insight into the concept. The description of the quality concept should be further elaborated.

According to the experts, the effectiveness of all four study programmes is undisputed and the implemented QA processes seem to work since the drop-out rate is low and the students' language competences are high.

Overall, the expert panel assesses all four study programmes as solid. The academic standards of the study programmes are met.

Results of the assessment

Assessment grades

No	Assessment criteria	Assessment
1	Programme profile	A
2	Curriculum	A
3	Student assessment	A
4	Organisation of the study programmes	A
5	Resources	A
6	Quality assurance <i>C 1 The quality circle must be further elaborated and supplemented with quality indicators.</i>	B

Assessment levels

Level	Assessment	Description
A	Passed.	The programme fulfils or exceeds all criteria. All activities are in line with the profile and objectives of the programme and provided at a high academic level.
B	Passed subject to conditions	The programme does not fulfil some relevant criteria. However, the institution should be able to remedy the shortcomings within nine months after the assessment.
C	Suspension of the accreditation procedure	The programme does not fulfil relevant criteria, but it is likely, that it will be able to remedy the shortcomings within 18 months after the assessment. The HEI may apply for a resumption of the accreditation procedure.
D	Failed	The programme does not fulfil relevant criteria, and is not expected to be able to meet all assessment criteria within 18 months' time.

5. Accreditation recommendation of the expert panel to the evalag Accreditation Commission

According to the expert panel, the study programmes “Applied English (B.A.)”, “English Language and Literature (B.A.)”, “French Language and Literature (B.A.)” and “Spanish and English (B.A.)” meet the **evalag** criteria for international programme accreditation. Therefore, the panel recommends them for accreditation and recommends awarding the **evalag** label for international programme accreditation.

The expert panel recommends that the following condition (C) and recommendations (R)¹⁶ be attached to the accreditation:

Programme profiles

- R 1 (All programmes:)** In order to increase the mobility of staff and students, incentives should be created and the number of scholarships increased.
- R 2 (All programmes:)** The programme profile and alignment should be reflected regularly in a formalised process together with alumni and employers.

Student assessment

- R 3 (All programmes:)** With regard to international compatibility, especially with Europe, there should also be the possibility of a final project/thesis at the end of the degree, at least as an option.

Organisation of the study programme

- R 4 (All programmes:)** The student workload should be monitored in the questionnaires used at the end of the courses.

¹⁶ Conditions are mandatory and must be fulfilled in nine months, recommendations should be considered but they are voluntary.

Resources

- R 5** (All programmes:) Staff development should continue and incentives should be strengthened.
- R 6** (All programmes:) Access possibility to internet via Education Roaming (eduroam) should be established, both for international guests and for UJ's own personnel.
- R 7** (All programmes:) The number of socket outlets in public areas should be increased.

Quality assurance

- C 1** (All programmes:) The quality circle must be further elaborated and supplemented with quality indicators.
- R 8** (All programmes:) Improvements and changes made on the basis of previous feedback from students or other stakeholders should be published regularly.
- R 9** (All programmes:) The students should know the results of the evaluations they gave to the courses and to the study programme as a whole. Thereby, the evaluation and feedback process would be completed.

6. Accreditation decision of the evalag Accreditation Commission

In its meeting on 29 June 2023, the **evalag** Accreditation Commission unanimously decides to accredit the study programmes "Applied English (B.A.)", "English Language and Literature (B.A.)", "French Language and Literature (B.A.)" and "Spanish and English (B.A.)" with the condition (C) and recommendations (R) mentioned in chapter 5.

Annex: Site visit schedule

6 March 2023 – Day of arrival and preparations

	Arrival of the panel
	Transfer from the airport to the hotel
Evening	Internal meeting of expert panel at the hotel, review of site visit plan

7 March 2023 – Site visit and meetings

08:00-09:00	Internal meeting of expert panel at the hotel
	Transfer to university
09:15-09:30	Welcome of the expert panel at the university
09:30-10:30	Meeting with <ul style="list-style-type: none"> • Deans • Heads of Departments • Heads of study programmes
10:30-10:45	Internal meeting of expert panel
11:00-12:00	Meeting with teaching staff (full-time, part-time)
12:00-12:30	Meeting with university leadership
12:30-13:00	Internal meeting of expert panel
13:00-14:00	Lunch break
14:00-15:30	Campus Tour: Classrooms, Library, Registrar, ICT Coordination Office, Student Clubs and Activities Office, Labs ...
15:30-16:00	Internal meeting of expert panel
16:00-17:30	Meeting with students
17:30-18:00	Internal meeting of expert panel: Wrapping up the day
Evening	Dinner with university representatives

8 March 2023 – Site visit and meetings

08:00-09:00	Internal meeting of expert panel at the hotel
	Transfer to university
09:15-10:15	Meeting with study services <ul style="list-style-type: none"> • Dean of Students • Career Planning and Alumni Office • Registrar • Library ...
10:15-10:30	Internal meeting of expert panel

10:30-11:15	Meeting with Quality Management
11:15-11:30	Internal meeting of expert panel
11:30-12:30	Meeting with alumni and employers
13:30-14:00	Closing meeting with university leadership
13:30-15:30	Internal meeting of expert panel
15:30-16:00	Closing meeting with Deans, Heads of Departments, Heads of study programmes, Quality Assurance
	Departure