



International evaluation and accreditation

EVALUATION AND ACCREDITATION DOCUMENTS

Bachelor of Arts in English Language

College of Arts
King Saud University
Riyadh, Kingdom of Saudi Arabia

APRIL 2020

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High Council for evaluation of research and higher education

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EVALUATION REPORT

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College of Arts
King Saud University
Riyadh, Kingdom of Saudi Arabia

OCTÖBER 2019



The King Saud University has mandated the Hcéres to perform the evaluation of its BA in English Language programme. The evaluation is based on the “External Evaluation Standards” of foreign study programmes, adopted by the Hcéres Board on October 4th, 2016. These standards are available on the Hcéres website (hceres.fr).

For the Hcéres¹ :

Nelly Dupin, Acting President

On behalf of the experts committee² :

Julien Zarifian,
President of the committee

In accordance with the decree n°2014-1365, November 14th, 2014,

¹ The president of Hcéres "contresigne les rapports d'évaluation établis par les comités d'experts et signés par leur président." (Article 8, alinéa 5) — "countersigns the assessment reports made by the experts' committees and signed by their president" (article 8, alinea 5).

² The evaluation reports "sont signés par le président du comité". (Article 11, alinéa 2) — "are signed by the president of the committee" (article 11, alinea 2).

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I. STUDY PROGRAMME IDENTITY SHEET

1. University/institution: King Saud University
2. Component, faculty or department concerned: College of Arts
3. Programme's title: BA in English Language
4. Training/speciality: English
5. Year of creation and context: 1957 (creation of the Department of English Language and Literature); Programme updated in January 2019.
6. Site(s) where the programme is taught (Town and campus): Riyadh, Saudi Arabia, Male and Female campuses
7. Programme director:
 - a. Alhamid, Amal
 - b. Assistant Professor, Dr.
 - c. Applied Linguistics

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

8. No international previous accreditation.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

9. The BA can count on the 98 teachers of the Department (40 for the Male campus and 58 for the Female campus). That includes, for the year 2018/2019, 4 Professors (3 males, 1 female), 8 Associate Professors (5 males, 3 females), 31 Assistant Professors (13 males, 18 females), 16 Lecturers (1 male, 15 female), 32 Teaching Assistants (12 males, 20 females) of Saudi nationality, in addition to 2 (1 male and 1 female) non-Saudi Associate Professors and 5 non-Saudi Assistant Professors (males only).
10. The male campus is older than the current female one (which was built and opened in 2013). Both are perfectly designed and adapted, and well equipped. The female campus counts 54 teacher offices (for a total of 58 teachers), all computer-equipped, and 2 staff offices, in addition to 1 writing center, 1 English Club "headquarters", one Language Lab. The male campus has 30 teacher offices (for a total of 40 teachers), all computer-equipped, and 3 staff offices, in addition to 1 Language Lab. Both campuses are perfectly connected to the internet and students have computers and printers at their disposal (1 computer for every 5 students and 1 printer for every 177 students for the female campus; 1 computer every 2 students and 1 printer every 45 students for the male campus).

STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 4 YEARS

Year	Admitted students		Graduate students		
	M	F	M	F	
2018	26	70	14	105	
2017	20	53	51	89	
2016	37	74	41	76	
2015	8	110	48	76	
2014	52	86	34	17	

The figures relating to students registration show that the number of registered students has been considerably fluctuating. The disparity between the number of male students and female students is quite considerable too.

II.ON-SITE VISIT DESCRIPTION

COMPOSITION OF THE EXPERTS PANEL

- Dr Julien Zarifian, Associate Professor, University of Cergy-Pontoise (President)
- Dr Gloria Awad, Associate Professor, University of Artois
- Ms Mizgin Demir, student, University of Rouen
- Dr Annick Rivens, Professor, University of Lille
- Dr Sébastien Rouquette, Professor, University of Clermont-Auvergne.

Hcéres was represented by Dr Anne Vial-Logeay, science advisor.

ON-SITE VISIT DESCRIPTION

- Date of the visit: September 29-31, 2019
- Summary of the proceedings: The two campuses (male and female) were visited, in addition to the male common first year campus. Meetings with professors, staff, students, and alumni were organized. The visit lasted three days. A meeting of the Hcéres team only took place at the end of day of the visit. The meetings and visits relating to the BA in English Language took place on the second day of the visit (Monday, September 30, 2019).
- Organisation of the visit: On September 30, 2019, after visiting the campus and the classrooms, offices, and equipment of the Department of English, the experts had a meeting and respectively one-hour discussions with, separately, students, alumni, and professors.
- Cooperation of study programme and institution to be accredited: Excellent. The Hcéres experts were taken in charge by a few KSU professors on the male and female campuses. The KSU team of professors perfectly organized the visit and did their best to satisfy the requests of the Hcéres team, providing extra information when required and organizing the expected meetings.
- People met: During the three above-mentioned meetings, the experts met between 5 and 10 students, alumni, and professors, respectively, and on the female campus an extra meeting was organized with the students in charge of a large variety of students' associations.

III. PRESENTATION OF THE STUDY PROGRAMME

1 – PRESENTATION OF THE STUDY PROGRAMME

The Bachelor's Degree in English Language of King Saud University (the leading public university located in Riyadh, Saudi Arabia), is delivered by the Department of English Language and Literature of the College of Arts. It is delivered to both male and female students, and the teaching takes place both on the male and female campuses. This BA aims at providing students with theoretical and practical knowledge and understanding of English language, but also literature and linguistics. It seeks to develop students' language and communication skills in English, knowledge and skills on English literature, and critical and creative thinking. The job market is particularly open and favorable in Saudi Arabia, and students may seek and find a job immediately after the BA in any field of the private and public sectors that requires a high level in English and of the culture of the English-speaking countries. They can also pursue their studies with a Master's Degree in teaching, applied linguistics, translation, research in linguistics or literature (potentially followed by a PhD), or possibly other fields. The Department of English Language and Literature of King Saud University, which offers BA, but also MA and PhD degrees, was created in 1957 and has been the forerunner and one of the leaders in English Language and Literature teaching in Saudi Arabia. The BA in English Language of King Saud University is not the only programme in English Language and Literature in Saudi Arabia, five others exist in the kingdom (one in Riyadh at Imam Mohammed ibn Saud Islamic University, and four in other cities of the Kingdom, in Jeddah at King Abdulaziz University, in Mekka at Umm Al-Qura University, in Damman at Imam Abdulrahman bin Faisal University, and in Shaqra at Shaqra University). They all vary in the number of credit hours, courses proposed, and do not all require that the students conduct a project or a practicum.

2 - PRESENTATION OF THE PROGRAMME'S SELF-EVALUATION APPROACH

The self-evaluation process was taken seriously by the in charge staff. The self-evaluation report is a 32 page-long document, to which are added 45 annexes. Each section and subsection is carefully filled out and includes, most of the time, both data and qualitative analysis. Most of the time, the information is relevant and corresponds perfectly to the themes addressed in the section or subsection. However, one observes that in a few cases, this may vary, and the contents are more "general", less specific, and tend to include broad comments or information dealing with King Saud University in general. This is what happens with subsection Standard 1-2, for example, involving the important field of the outcomes, for the students, in terms of job and further studies opportunities. One also observes that the report does not try to hide the possible weaknesses of the program and is very explicit and honest about, for instance, the lack of relationships with businesses or international partnership.

IV. EVALUATION REPORT

1 – AIMS OF THE STUDY PROGRAMME

The goals of the programme are clearly stated and correspond to what one can expect from a BA in English. The first goals relate to providing students with broad theoretical and practical knowledge and deep understanding of English language, literature, and linguistics; developing students' language and communication skills through employing a theory and technology enhanced approach to teaching listening, speaking, reading, grammar, and writing; and cultivating students' critical and creative thinking skills and fostering their research capabilities. The other goals involve conducting theoretical, empirical, practical, and comparative research on English language, literature, and linguistics; tapping the intersection and mutual benefits between English language/linguistics and modern technological applications; interacting and creating partnership with the public and private sectors through conducting studies and offering consultations in the areas of English language teaching and learning, linguistics, and literary/cultural studies; contributing to and enriching the local community through faculty participation in teaching, writing, translating, lecturing, and the media; and promoting critical understanding of Western thought and the cultures of the English-speaking world, and opening avenues for fruitful intercultural dialogue with English-speaking nations and peoples. However, the link between these goals and job opportunities for the students after they obtain their degree is not presented in the report. The job openings are hardly mentioned, and that is problematic. However, it seems that they involve mostly jobs or Master's Degrees in teaching, applied linguistics, translation, and research in linguistics or literature. As the job market is favourable in Saudi Arabia, the study of English leading to a good command of this language also allows students to find jobs in sectors as diverse as marketing, the military, and the media. The meetings during the on-site visit have permitted to get a clearer view of the topic.

2 – POSITION OF THE STUDY PROGRAMME

The programme's ambition is to be national and regional leader in the teaching, training, and research of English language, literature, and linguistics. The Department of English Language & Literature at King Saud University is proud to be the forerunner of English language teaching in Saudi Arabia. The fact that King Saud University is the most famous university in the country and that the Department of English is part of the prestigious College of Arts, the historical nucleus of higher education in the country, is an important element too. There are five other BA in English Language in Saudi Arabia, which may differ from the one at King Saud University, but we do not really know to what extent. The link between the study programme and research is materialized by a few courses involving research, and the fact that students can work on an academic paper (that can, if it is of great quality, be present at the English and Literature Department annual seminar). The fact that many professors are leading Saudi researchers in their field, and that the College of Arts publishes an academic journal, the Journal of Arts, whose offices are located next to the Department of English's ones, helps making the link between research and teaching more concrete. However, the partnerships with businesses, associations, cultural or industrial partners, and foreign institutions, of the Department of English Language and Literature, are absolutely non existing. Although the report indicates that the programme benefits from partnerships developed at the level of King Saud University, and that the Department is working on potential collaborations, not having established any specific partnership at that stage is problematic, and does not illustrate a clearly established opening toward the society and the world.

3 – STUDY PROGRAMME TEACHING STRUCTURE

The architecture of the courses is coherent and well thought. The common first year focuses on general courses in different fields (mainly in the Humanities). The focus on English comes mostly after the first semester common first year. The courses involve mostly different types of courses on the English language, English linguistics, and literature in English. But it is interesting to note that there are in general only a couple of courses proposed in literature, every semester. Moreover, we observe that there is apparently only one course in American literature, and no courses in literature other than British or American (except for a course dealing with "world literature"). Finally, it is noticeable that no courses in history or civilization, or even dealing with the culture of English-speaking countries are proposed. Although these themes are probably addressed in the literature courses, one can regret that culture and history are not dealt with separately. Indeed, it is difficult to study the language and literature of people without any serious and in-depth study of the historical and contemporary experiences of this people (and vice versa). In a different field, the opportunities for "specialization" only come in the fourth year and even mainly in the last semester of the fourth year. This is

regrettable as it does place students in an active and reflective position regarding their curriculum. This is also regrettable because it does not allow them to give any specific "identity" or "color" to their experience.

The students, whose number varies from sixty to more than 150 per year, depending on the year, are supervised by quite an impressive number of teachers (98 teachers; 40 for the male campus and 58 for the female campus). The female campus comprises less research teachers and full professors than the male campus. The teaching and study conditions are very good. Classes are in small groups (ten to twenty students), and the teaching equipment is fully adapted, both in terms of quantity and quality. E-learning is possible and promoted, there are two language labs, tutoring is offered, several academic and student councils, an "English Club" (with publication of a magazine managed by the students, on the female campus). Students are required to complete a mandatory 12-week / two days a week internship, in a company or institution of their choice (mostly schools, English language institutions, hospitals, and private companies). This internship, and especially the fact that it is mandatory, is the good thing. However, it can be considered that the format of only two days per week with the host company or institution is not the best. Indeed, a full immersion (four to five days a week) into the company would be more beneficial to the student.

Little information is provided on how the students are recruited by the programme, and there is little follow-up of alumni, which is regrettable. However, it is to note that there is currently an attempt to establish an Alumni network, and an "Alumni Committee" is mentioned in the report, which is positive. This Alumni Committee is even integrated to the programme's activities, as it sets up an annual event titled "The Job Seekers Tool Kit". The goal of this event is to prepare level fourth year students for the job market by providing them with a number of services that help ease the transition from college student to prospective employee.

4 – PROGRAMME MANAGEMENT

The pedagogical team meets on a regular and rather frequent basis, and, through the Department Council, discusses and votes on administrative and academic issues such as programme development and assessment. At the beginning of each semester, Course Coordination Meetings are organized. The supervision of each course is well thought and well managed, as every course is assigned to two coordinators from both the male and female campuses, who are responsible for carrying out at least two meetings with the instructors of the course. Assessment and grading methods are agreed upon between coordinators and instructors for each course, and established in a consistent way during the whole BA, and every course is evaluated by the students, thanks to an online anonymous course evaluation questionnaire, at the end of every semester. The different points raised in these questionnaires are presented and discussed in department council meetings, which is a positive thing.

The students are well supported and supervised during their time in the programme. They can benefit from a tutoring system. There is also a Student Council in charge of representing students and their voice at the department level. Tutoring and Student Councils exist on both campuses but their implementation is more vigorous on the female campus. There is also a Student Orientation held at the beginning of each semester, and the students have the possibility to transfer from another department to the Department of English Language and Literature.

The number of students has varied quite much these past few years (from about sixty to more than 150 per year, depending on the year). Female students outnumber male students, but the variations in enrolment by gender can be important too, which is potentially problematic and a bit awkward. The graduation figures available are the ones of 2014, but the success rate for female students is higher than for male students (out of 35 male students, 12 graduated, whereas out of 49 female students, 34 graduated), which also leads to questions on the reason(s) of such a disparity between female and male students.

V. CONCLUSION

The Bachelor's Degree in English Language of King Saud University, delivered by the Department of English Language and Literature of the College of Arts, is delivered to both male and female students. Relying on a solid and diversified teaching team, this programme aims at providing students with theoretical and practical knowledge and understanding of English language, literature, and linguistics. After the BA, students can find a job in many different fields or pursue their studies with a Master's Degree, mostly in teaching, applied linguistics, translation, research in linguistics or literature (potentially followed by a PhD). The programme's ambition is to be national and regional leader in the teaching, training, and research of English language, literature, and linguistics, although the measures undertaken to reach this goal, and distinguish the programme from other programmes of the same type are really emphasized.

The link between the study programme and research is patent but one can regret that the partnerships with businesses, associations, cultural or industrial partners, and foreign institutions, of the Department of English Language and Literature, are non-existing.

The teaching structure of the programme is coherent and well thought, and based on students' progression. One may only regret that no courses in history or civilization, or even dealing with the culture of English-speaking countries are proposed, specifically. The students are supervised by quite an impressive number of teachers and the teaching and study conditions are very good, on both campuses. One regrets that so little information is provided on how the students are recruited by the programme, and there is little follow-up of alumni, although there is currently an attempt to establish an Alumni network.

The management of the study programme is serious and well tried and tested.

The self-evaluation was taken seriously by the in charge staff and the on-site visit was very fruitful.

STRENGTHS

- Strong and diversified team of Professors
- Well-equipped campuses
- Strong link between teaching and research, especially for a BA
- Several bodies and initiatives set up to support and assist the students
- Student dynamism through variety of students' associations (particularly visible on the female campus).

WEAKNESSES

- No international specific partnerships
- No courses in history or civilization of the English speaking world
- No sufficient or visible thinking on the outcomes in terms of job opportunities
- No manifest specialization or "specificity" that could help build a specific identity to the programme.

RECOMMENDATIONS

- A real reflection on internationalization of the programme should be started, with the aim of building specific partnerships with foreign institutions (of the English-speaking world but also with universities outside the English-speaking world which have solid programme in English Studies), in order to provide opportunities for students to spend semesters abroad.
- In order to foster the knowledge of English and of the English-speaking world and multiply the job outcomes for the students, the teaching team should consider introducing some courses directly dealing with the histories and cultures of English-speaking countries. This could be done either through the introduction of two chronological history courses dealing with the political, social, and cultural history of the United-Kingdom and the United States, or with the introduction of a few thematic courses dealing with specific aspects of the political, social, and cultural history of these two countries.
- A reflection should be started or restarted on the link between the programme and the job market, in order to make it either stronger or more concrete and visible.

VI.COMMENTS OF THE INSTITUTION

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كلية الآداب
مكتب العميد

January 1, 2020

Dear Ms. Nelly Dupin,

We appreciate your efforts in the evaluation of the College of Arts' five academic programmes (1- *BA in English Language*, 2- *MA in English Literature*, 3- *MA in Applied Linguistics*, 4- *BA in Mass Communication*, and 5- *MA in Mass Communication*). We would like to express our sincere gratitude to the Expert Committee that visited and provided insight into the stance of our evaluated programmes. In response to the committee's evaluation reports, we believe that most of the highlights and recommendations provided will contribute to improving the programmes' quality, and thus improve the overall quality and efficiency of our graduates. The programmes will consider the content of the reports for future improvements.

Nevertheless, there are other points mentioned in the reports that we may have different views about or require clarification. These are as follows:

1- *BA in English Language*

Although the programme does not currently offer a Western culture focused course, Western critical thought and ideologies are studied in the ENG 362 Criticism course. This course is designed to introduce students to major schools of thought from Classical Greek criticism to the Modern and Postmodern. In the course, students are introduced to these schools chronologically, and are required to apply the frameworks to literary texts to cement their understanding of the differences and changes that occurred through history. The programme also offers an elective course about the history of the English language, ENG 421, which provides an overview of how historical events in England led to changes in the language throughout different periods. It brings focus to the political, social and intellectual factors that determine these changes.



2- MA in English Literature

The report points out concerns over the small number of students joining the programme. It is true that the number of students is low, however, the number has gradually increased over time. The programme also has both male and female students, even though the majority on the programme are female. It is believed that this reality reflects the fact that humanities in general is less attractive to students and that the number of male literature students is less than females in most universities.

The report suggests to include history courses in the study plan. Indeed, history is important for literature students. Although the programme does not have any dedicated history courses, students are given enough historical context to each literature course throughout the programme.

As for job opportunities and partnerships, the Saudi 2030 Vision is anticipating more opportunities for the graduates in different national and cultural domains. Our graduates are well-rounded in cultural issues and qualified to work in areas outside of teaching and translation. Under the umbrella of King Abdullah Institute for Research and Consulting, our staff and students have the opportunity to partner with various business entities in the country (<https://kai.ksu.edu.sa/en>).

Another point in the report is the job market and competition with the College of Translation. We believe our graduates maintain special characteristics to make them different than graduates from the College of Translation. Translation is one skill our students can perform besides their strong background in Western literature and cultures and humanities. Therefore, we do not see ourselves in direct competition with the College of Translation, whose curriculum focuses on the techniques, theory and practice of translation. Our graduates gain employment with foreign organisations working inside the country and with international organisations in a number of different fields (as highlighted in the report).

3- MA in Applied Linguistics

The report discusses the nature of the study plan as being too general and that graduates may not become "specialized enough". In response, it can be said that applied linguistics is by nature an interdisciplinary field focused on a range of topics, all of which serve the purpose of investigating real-life language issues. Courses offered in the programme seek to provide students with an abundance of information about the field of applied linguistics, but this is not



to the detriment of choosing an area of specialty. Students on both tracks can thus focus on a specific area of applied linguistics in courses like ENG 579 (Seminar), ENG 501 (Trends in Applied Linguistics), ENG 599 (Research Project), and ENG 600 (Thesis). In addition, the programme aims to prepare students to join Ph.D. programmes nationally and internationally. Therefore, having studied a wide range of areas in more depth will help to facilitate any decision making on what Ph.D. programme they will join. That said, the experts' argument is worth considering during the next programme modification.

Furthermore, the report argues that the name of the programme does not refer to English studies since it is taught in English and under the umbrella of the Department of English Language and Literature. Here, the name does not refer to English studies because English is only the medium of instruction, which is apparent in the title of the courses offered that do not refer to any language. The issues discussed in the courses refer to linguistic phenomena, which apply to all languages. For example, in the Language Policy and Planning course students are introduced to theories and frameworks governing language policy creation, interpretation and appropriation. These theories apply to all language policies worldwide. Another example is the Lexicography course that teaches and trains students into building mono- as well as *bilingual* corpora and dictionaries. Therefore, one of the gained learning outcomes is the ability to build dictionaries in Arabic, English, French or in any other language spoken (or learned in the future). In addition, it is common practice to offer Applied Linguistics programmes with similar titles without reference to any language while studying the linguistic phenomena of various languages.

It is further mentioned that "the thesis track attracts only a few students". It should be noted that students are admitted to the non-thesis track and only distinguished students are allowed to switch to the thesis track. This is due to the nature of this track, which requires proficiency in academic writing and strong determination.


4- *BA in Mass Communication*

The "lack" of a "scientific laboratory" has been stated as a concern by the experts. In response, the Aljazeera Research Chair for International Journalism is associated with the department and serve in offering opportunities for conducting research individually and collaboratively. In addition, the university encourages and funds research groups in Mass Communication as well as in other fields. These research groups promote the participation of student researchers with the aim to encourage knowledge and research expertise from professors to be passed on

to students. These groups, along with the research chair and the quality facilities offered by the department, college and university, can offer the advantage of scientific experience at both the student and staff levels. Therefore, all of this may compensate for the “lack” of a scientific laboratory at the department.

5- MA in Mass Communication

The report similarly highlights “the lack” of a scientific laboratory that can benefit the department. The response provided above (section 4) applies here and should suffice.

Finally, based on the five evaluation reports pertaining to the five academic programmes mentioned at the beginning of this letter, the College of Arts respectfully requests that the French High Council for Evaluation of Research and Higher Education (HCERES) proceeds with the accreditation process and informs us of their decisions. 

Yours sincerely,

Professor Naif bin Thunaiyan Al Saud

Professor of Mass Communication

Dean of the College of Arts, KSU

Dr. Suliman Mohammed Alnasser

Associate Professor of Applied Linguistics

College of Arts Vice Dean for Development & Quality

ACCREDITATION DECISION

Bachelor of Arts in English Language

College of Arts
King Saud University
Riyadh, Kingdom of Saudi Arabia

APRIL 2020

SCOPE OF THE ACCREDITATION GRANTED BY HCERES

HCERES has built its evaluation process based on a set of objectives that higher education institution study programmes must pursue to ensure recognised quality within France and Europe. These objectives are divided up into four fields among which are the accreditation criteria.

As for the "External Evaluation Standards", the accreditation criteria have been specifically designed for foreign programmes. The accreditation criteria were adopted by the Board on June 2016 and are available on the HCERES website (hceres.fr).

The accreditation committee, meeting his accreditation decision, has wholly taken into account the final evaluation report of the study programme. This accreditation decision is the result of a collegial and reasoned process.

The accreditation decision issued by HCERES shall not grant any rights whatsoever, whether in France or abroad. The decision on training programme accreditation confers an accreditation label and does not infer recognition of the accredited qualifications. The HCERES accreditation process therefore has no impact on the qualifications recognition process in France.

FULFILLMENT OF ACCREDITATION CRITERIA

FIELD 1: AIMS OF THE STUDY PROGRAMME

Accreditation criterion

The objectives of the study programme with regard to knowledge and skills to be acquired are clearly defined and communicated. Students and other stakeholders are aware of outcomes in terms of job opportunities and further studies.

Assessment of criterion

The main academic goal of the Bachelor of Arts (BA) in English Language is to allow students to acquire a deep understanding and theoretical knowledge of the English language, but also linguistics and literature. It also aims to develop their critical and creative thinking ability. These objectives are clearly stated and correspond to what one can expect from this type of programme. However, the job and further studies openings are not very much discussed in the reports provided. They involve mostly jobs or Master's Degrees in teaching, applied linguistics, translation, and research in linguistics or literature.

- ***The academic objectives of the programme are well presented and coherent with the nature of the programme***
- ***The link between the academic thread of the programme and its outcomes in terms of job or MA opportunities should be made clearer***

FIELD 2: POSITION OF THE STUDY PROGRAMME

Accreditation criterion

The study programme has set a comprehensive positioning suited to its objectives and including a clear link with research, scholarly partnerships and/or with the economic and social world, national and/or international partnerships.

Assessment of criterion

The BA in English Language's ambition is to be national leader and regional leader in the teaching, training, and research of English language, literature, and linguistics. There are five other BA in English Language in Saudi Arabia, which may differ from the one at King Saud University, but we do not really know to what extent, from the documents provided. The link between the study programme and research is very well materialized by a few courses involving research, and by the fact that students can work on an academic paper (that can, if it is of great quality, be presented at the English and Literature Department annual seminar). The fact that many professors are leading Saudi researchers in their field, and that the College of Arts publishes an academic journal, the *Journal of Arts*, whose offices are located next to the Department of English's ones, helps making the link between research and teaching more concrete, and is an asset. In contrast, partnerships with businesses, associations, cultural or industrial partners, and – more significantly for a BA in foreign languages – foreign institutions, of the Department of English Language and Literature, are absolutely non existing.

- ***The programme is well established in the national academic landscape, and a leader in their field***
- ***The articulation between the different programmes and the research is strong as evidenced by many factors***
- ***No specific international partnership exists, and that is a problem***

FIELD 3: STUDY PROGRAMME TEACHING STRUCTURE

Accreditation criterion

The study programme includes a set of teaching units that are coherent, gradual and adapted to all kind of students. The study programme allows students to acquire additional skills that are useful for employment or further study.

Internships and projects are included in the study programme curriculum. So are Information and Communication Technologies in Education (ICTE) and education innovations. The study programme prepares students for the international environment.

Assessment of criterion

The courses of the BA in English Language involve different types of courses on the English language, English linguistics, and literature in English, proposed according to a progressive pattern, which is a positive point. However, one observes that there is apparently only one course in American literature, and no courses in literature other than British or American (except for a course involving "world literature"). Moreover, and more significantly, it is noticeable that no courses in history or civilization, or even dealing with the culture(s) of English-speaking countries are proposed. Although these themes are addressed in the literature courses, it is regrettable that culture and history are not dealt with separately, as it is difficult to fully address literature and intellectual production without a serious look at history (and vice versa). In a different field, the opportunities for specialization only come in the fourth year and even mainly in the last semester of the fourth year. As far as the teaching and study conditions are concerned, they are very good and even quite remarkable, both on the female and male campuses. Classes are in small groups (ten to twenty students), and the teaching equipment is fully adapted and modern. E-learning is possible and promoted, there are two language labs, tutoring is offered, several academic and student councils, an "English Club" (with, and this noteworthy, the publication of a magazine managed by the students, on the female campus). Students are required to complete a mandatory 12-week internship, which a positive thing. However, one regrets that the internship is only two days per week, which is not the best configuration for professional training.

- ***Students' studying conditions are remarkable, and students, especially female ones proved being particularly involved and dynamic***
- ***The structure of the programme is progressive but courses in history of English-speaking countries should be included to the curriculum***
- ***Specialization could come earlier in the programme and "colorized" in a more significant way***

FIELD 4: STUDY PROGRAMME MANAGEMENT

Accreditation criterion

The study programme is implemented by a formally identified and operational teaching team including stakeholder and student participation. It is carried out by an educational team which benefits from clear and up-to-date data. Methods for checking knowledge are explicitly stated and communicated to students. Teaching and practical professional units are expressed in terms of skills.

Anti-fraud measures have been implemented.

Assessment of criterion

The students of the BA in English Language, whose number varies from sixty to more than 150 per year, depending on the year, are supervised by an impressive number of teachers (98 teachers; forty for the male campus and 58 for the female campus; the female campus comprises less research teachers and full professors than the male campus). The supervision and management of the programme are taken seriously and well established. The pedagogical team meets on a regular and frequent basis, and, through the Department Council discusses and votes on administrative and academic issues. At the beginning of each semester, Course Coordination Meetings are organized. Assessment and grading methods are agreed upon between coordinators and instructors for each course, and established in a consistent way during the whole

BA. Students are well informed of this, and this is a positive point, and every course is evaluated by the students, thanks to an anonymous course evaluation questionnaire, at the end of every semester. The number of students has varied quite much these past few years (from about 60 to more than 150 per year, depending on the year). Female students outnumber male students, but the variations in enrolment by gender can be important too. There are only graduation figures for 2014, but the success rate for female students is higher than for male students.

- ***The teaching team is strong and diversified, and the programme is well managed***
- ***Enrollment tolls and success rates (in general as well as per gender) vary in extreme way from a year to another, without consistent explanation***

FINAL DECISION

Considering the accreditation criteria analysis detailed above, the accreditation committee issues the following decision:

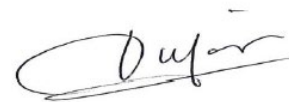
“Five-year unreserved accreditation decision”

and draws attention to the following points:

- A real reflection on internationalization of the programme should be started, with the aim of building specific partnerships with foreign institutions (of the English-speaking world but also with universities outside the English-speaking world which have solid programme in English Studies), in order to provide opportunities for students to spend semesters abroad.
- In order to foster the knowledge of English and of the English-speaking world and multiply the job outcomes for the students, the teaching team should consider introducing some courses directly dealing with the histories and cultures of English-speaking countries. This could be done either through the introduction of two chronological history courses dealing with the political, social, and cultural history of the United-Kingdom and the United States, or with the introduction of a few thematic courses dealing with specific aspects of the political, social, and cultural history of these two countries.
- A reflection should be started or restarted on the link between the programme and the job market, in order to make it either stronger or more concrete and visible.

SIGNATURE

For HCERES and on behalf of



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Nelly DUPIN,

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Date: Paris, April 15th, 2020



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