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COLLEGE OF ARTS - ADMINISTRATION BLDG

# FIELD TRAINING GUIDEBOOK

## English Language Program

First Edition 2025

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# Introduction

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Field training is an essential part of preparing students for the realities of professional life. It provides a practical bridge between academic learning and real-world application, helping students develop the skills, knowledge, and attitudes needed to succeed after graduation.

This guidebook has been carefully designed to support students throughout their field training journey. It outlines the key requirements, expectations, procedures, and support systems to ensure that every trainee can make the most of this critical experience.

Whether you are just beginning to explore training opportunities or preparing to complete your final report, this guide offers the information you need to navigate the process smoothly. We encourage you to engage fully in your field training experience, using it as a platform for growth, reflection, and professional development.

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# Field Training Key Terms & Definitions

	Term	Definition
1	<b>Field Training</b>	A <b>field training</b> course is a structured academic course that provides students with practical, hands-on experience in a real-world work environment related to their field of study. It is designed to bridge the gap between theoretical knowledge and professional practice, allowing students to apply classroom learning in practical settings, develop job-specific skills, and prepare for future employment. The course typically involves supervised training at an external organization and may include task-based learning, observation, reporting, and reflection.
2	<b>Field Training Unit</b>	A <b>college-level</b> office responsible for organizing, coordinating, and supervising students' field training experiences, ensuring they meet academic and professional standards.
3	<b>Trainee</b>	A <b>trainee</b> is a student enrolled in the field training course. The trainee applies theoretical knowledge, completes assigned tasks, and develops skills relevant to their academic specialization and future career.
4	<b>Training Entity</b>	A <b>training entity</b> refers to the external organization, company, institution, or agency that hosts the student during the field training period.
5	<b>Field Supervisor</b>	The <b>field supervisor</b> is a representative from the training entity who oversees and guides the trainee's performance on-site.
6	<b>Academic Supervisor</b>	The <b>academic supervisor</b> is a faculty member or academic advisor from the student's university who supports and monitors the trainee's progress.
7	<b>Site Visit</b>	A <b>scheduled trip</b> to a specific location where training is conducted. The visit is conducted by an academic supervisor to monitor and assess a student's progress, performance, and learning environment during their field training placement.
8	<b>Portfolio</b>	A <b>portfolio</b> is a collection of documents and materials that showcase a trainee's learning, achievements, and experiences during the field training period.
9	<b>Commencement</b>	<b>Commencement</b> refers to the official beginning or start of field training period.

# English Language Program Mission & Goals

## Mission

To prepare competent graduates in the fields of English language, literature and translation to meet the requirements of the job market and boost research that serves the community.

## Goals

The program set several long-term goals as follows;

- 1.To deliver an academic English language program that follows established quality standards to meet the requirements of the job market.
- 2.To enrich cross-cultural dialogue and enhance national identity.
- 3.To foster scientific research in the fields of literature, linguistics and translation.
- 4.To contribute to sustainable societal collaborations.

## The Objective of Field Training

Field training aims to bridge academic learning with real-world professional practice by achieving the following objectives:

1	<b>Application of Knowledge:</b> Enable students to apply the theoretical knowledge and skills acquired during university studies in a professional work environment, connecting academic concepts to practical tasks.
2	<b>Career Preparation and Exploration:</b> Provide students with firsthand experience in professional settings, allowing them to explore career interests, understand workplace dynamics, and deal with real-world challenges and pressures they may face in the job market.
3	<b>Skill Development and Enhancement:</b> Help students develop new skills and abilities, refine existing competencies, and familiarize themselves with workplace tools, systems, and operational procedures.

# The Objectives of Field Training

(Continued)

4

## **Independent Learning and Innovation:**

Foster independent learning, creativity, critical thinking, and innovation by encouraging students to broaden their perspectives, adjust their attitudes, and engage in problem-solving within their fields.

5

## **Professional Growth and Workplace Adaptation:**

Cultivate respect for workplace regulations, promote responsibility, and strengthen students' confidence and adaptability to different work environments.

6

## **Evaluation and Capability Building:**

Identify trainees' strengths and areas for improvement to support their professional and personal growth, better preparing them for future career opportunities.

7

## **Employment Opportunities Alignment:**

Align students' training experiences with job market needs, increasing their chances of securing employment, potentially within the entities where they completed their field training.

# Field Training Course Learning Outcomes

## Skills

**S.1**

Apply critical thinking, problem-solving and decision-making skills in performance of tasks in different professional contexts.

**S.3**

Utilize information and communication technology skills effectively in relevant professional settings.

## Values

**V.1**

Work effectively in groups to perform professional tasks.

**V.2**

Demonstrate self-discipline and ethical standards in different professional settings.

# Field Training Registration

## A. Criteria for choosing the field training entity

To ensure a beneficial and structured field training experience, students must select a training entity that meets the following criteria:

**1**

The training entity must provide opportunities for students to practice English language skills and their specialization (Linguistics, Literature, or Translation).

**2**

The entity must assign a Field Training Supervisor to oversee and assess the student's progress.

**3**

The training entity must be located in the Eastern Province (including but not limited to Dammam, Khobar, Dhahran, Jubail, Safwa, Ras Tanura, Qatif).

**4**

The student must complete the training period as per the agreed-upon schedule.

**5**

The entity must provide a professional environment that adheres to ethical and educational standards.

# Field Training Registration

## (Continued)

### B. How to choose a suitable field training entity

#### **Option 1: Through the Field Training Unit Support**

Students can choose a training entity with the help of the College Field Training Unit by:

1

Reviewing the '**criteria for choosing a field training entity**' provided by the Department of English (refer to [Form 1 - Declaration Form: Criteria for Choosing Field Training Entities](#))

2

Selecting a field training opportunity available on the IAU Field Training Portal or an entity with the help of the department that aligns with criteria for choosing a field training entity.

3

Completing all required forms, including the Training Registration Form ([Form 2: Field Training Registration Form](#)), and receive formal approval prior to starting training.

# Field Training Registration

(Continued)

## B. How to choose a suitable field training entity

### **Option 2: Through Individual Search by the Student**

Students who wish to find their own training opportunities independently must:

- 1** Choose a suitable entity that **meets the Field Training Criteria** specified by the Department of English (refer to the criteria in section A above)
- 2** Ensure also the entity has:
  - a. A clear organizational structure and mission.
  - b. Appropriate safety standards and operational procedures.
  - c. A commitment to professional training and mentorship.
  - d. Available resources, equipment, and a structured training system.
- 3** Submit the selected entity for **approval by the College Field Training Unit** before beginning training.
- 4** Complete all required forms, including the Training Registration Form ([Form 2: Field Training Registration Form](#)), and receive formal approval prior to starting training.

# Field Training Registration

## (Continued)

### C. Steps to field training registration

You must:

- 1 Register during the course registration period in the PeopleSoft System.
- 2 After choosing a field training entity, get your training entity approved by submitting the required registration forms ([Form 1 - Declaration Form: Criteria for Choosing Field Training Entities](#)) and ([Form 2- Field Training Registration Form](#))
- 3 Attend the orientation session with the training coordinator.
- 4 Attend introductory lectures (if provided).

## Field Training Hours

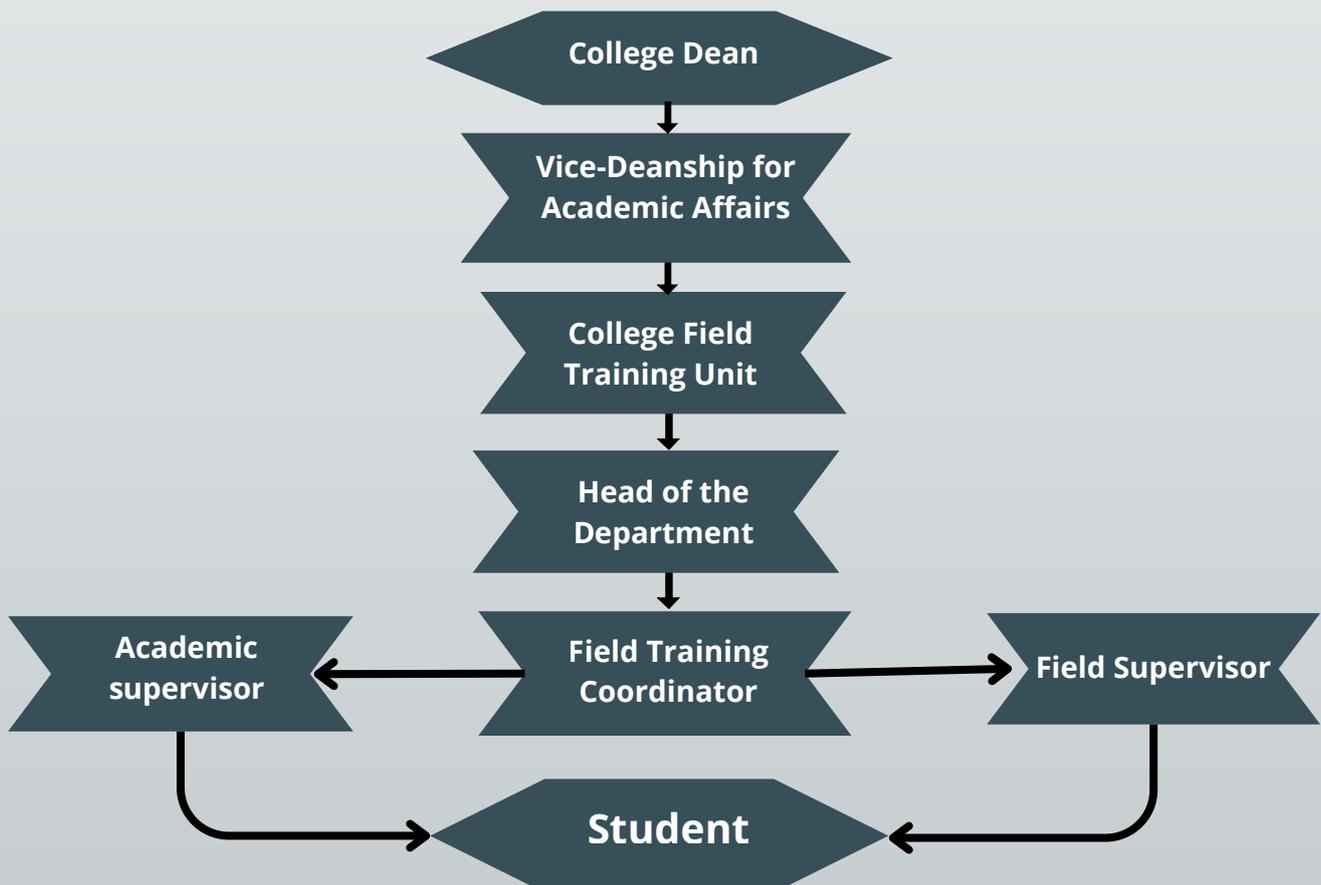
Field training takes place in the second semester/ level 8.

FT Course Credit Hours	Duration of Course	Duration of Training
4 Credit hours	16 Weeks	Student is expected to train for 12 hours a week (2 days a week)
12 contact hours per week		8 weeks

## Division of Marks and Assessment Tasks

	Assessment Tasks	Assigned Marks
<b>a</b>	<p><b>Student Field Training Portfolio (30%)</b> It will include the following:</p> <ol style="list-style-type: none"> <li>1. Work activities and attendance log form</li> <li>2. All evidence of the field training accomplished tasks/ reports, etc.</li> <li>3. Feedback reports received from work supervisor(s)</li> <li>4. Student Self-reflection form</li> <li>5. Field training Final report (20%)</li> </ol>	50%
<b>b</b>	Field Training Final Presentation	20%
<b>c</b>	Field Supervisor Evaluation Form	30%

## Field Training Work Flowchart



# Roles & Responsibilities

## A. Responsibilities of the field training unit at College of Arts

- Coordinate the field training registration process with the relevant departments and prepare an orientation session to introduce the field training process, its requirements, and procedures.
- Supervise the field training experience—from registration and orientation to the submission of the student portfolio and final report.
- Provide field training opportunities and allocate them to students based on specific criteria.
- Oversee the process of assigning students to various training entities.
- Address and resolve field training issues, including any problems students may encounter, in collaboration with academic supervisors and training entities.
- Monitor student progress throughout the training period with the support of the respective academic departments.
- Prepare a comprehensive final report on the field training program, highlighting strengths, weaknesses, risks, and areas for improvement.

## B. Responsibilities of the Student (Trainee)

- Maintain professionalism in all interactions with the training entity's employees.
- Comply with the training entity's rules and regulations.
- Complete the Field Training period of 8 weeks.
- Adhere to the official working hours of the training entity.
- Complete assigned tasks in a timely manner.
- Follow the training entity's dress code.

# Roles & Responsibilities

## (Continued)

### C. Responsibilities of the Field Supervisor (at the Field Training Entity)

- Introduce the student to the field training entity, including its objectives, policies, and procedures, while providing a supportive and healthy environment that enables the student to perform their duties effectively.
- Assist the academic supervisor in developing the student's work plan for the field training.
- Assign tasks to the student that are directly related to their field of specialization.
- Supervise and monitor the student's daily work, offering the necessary guidance and instructions.
- Evaluate the student's performance (using Form (6) Field Supervisor Evaluation Rubric) and issue a field training certificate or training confirmation letter.

### D. Responsibilities of the Academic Supervisor (at IAU)

- Maintain professionalism in all interactions with the training entity's employees.
- Comply with the training entity's rules and regulations.
- Complete the Field Training period of 8 weeks.
- Adhere to the official working hours of the training entity.
- Complete assigned tasks in a timely manner.
- Follow the training entity's dress code

# Field Training Timeline: Three Main Phases Students Go Through

Phase	Week	Trainee Tasks
(1) Before Field Training	Week 1-3	<p><b>The trainee must do following:</b></p> <ol style="list-style-type: none"> <li>1. Register for field training course by accessing the system during the registration period and review the specification, conditions, and required terms (<a href="#">Form 1 - Declaration Form: Criteria for Choosing Field Training Entities</a>)</li> <li>2. Complete the academic and administrative procedures, such as obtaining a training agency approval (registration with the agency) (<a href="#">Form 2- Field Training Registration Form</a>)</li> <li>3. Attend an orientation meeting with the training coordinator.</li> <li>4. Attend introductory lectures provided by the college or the student affairs office.</li> <li>5. Complete the required surveys.</li> </ol>
(2) During Field Training	Week 4-11	<p><b>The trainee must do the following :</b></p> <ol style="list-style-type: none"> <li>1. Fill out the electronic training form during the first week of training, linking it with the instructor (<a href="#">Form 3 Field Training Commencement Form</a>).</li> <li>2. Submit periodic (weekly) progress reports electronically.</li> <li>3. Show commitment to the agreed-upon training hours and complete the whole training program period in the training entity.</li> <li>4. Adhere to the requirements of the student field training portfolio.</li> </ol>
(3) After Field Training	Week 12-16	<p><b>After completing the training, the trainee must complete the following:</b></p> <ol style="list-style-type: none"> <li>1. Request a field training certificate or training confirmation letter from the training entity to be submitted to the College Student Affairs Vice Deanship.</li> <li>2. Submit the student portfolio and the field training final report.</li> <li>3. Prepare a final presentation according to the final presentation requirements. The student must adhere to the presentation evaluation rubric.</li> <li>4. Complete the required surveys.</li> </ol>

# Guidelines for Completing Course Requirements

This section includes **guidelines** for completing the following required tasks:

- A. Field training portfolio guidelines
- B. Field training final report guidelines
- C. Field training final presentation guidelines

## A. Field Training Portfolio Guidelines

Students undergoing field training must regularly submit required documents of their portfolio according to the following guidelines:

1. **Administrative forms:** In this folder, students should upload all relevant forms such as the registration form, commencement form, etc.
2. **Weekly Log:** This folder includes subfolders for each week of the training. Each week, students must submit/upload the following documents:
  - a. Weekly Field Training Attendance Sheet & Work Activity Log Form
  - b. Samples of accomplished work - skills gained (soft, technical, etc. skills) - Field Supervisor and peer/team feedback, if available.
3. **End of Training Forms:** In this folder, students should upload the following forms:
  - a. Self-Reflection Evaluation Form: Towards the end of training, student must fill and upload the self-evaluation rubric.
  - b. Field Training Portfolio Forms Checklist: Fill and upload checklist form.
4. **Appendix:** In this folder, students should upload any extra documents such as certificate of appreciation, workshops certificates, etc.

## B. Field Training Final Report Guidelines

Students undergoing field training must submit a report about their training experience according to the following guidelines:

1. There is no specific template for the report, and the students are free to choose any format, but consistency in the format must be maintained throughout all aspects of the report.
2. The evaluation criteria (rubric) for the report will be provided by the academic supervisor.

3. The report should present student's personal experience of the field training and their reflections about the tasks they were assigned. The report must demonstrate to the reader that the student has gained a practical understanding of the field training experience by providing specific examples. Students must highlight the lessons learned during this experience.
4. The report must demonstrate careful attention to language use, including proper grammar, sentence structure, spelling, and punctuation. A report containing numerous typographical or linguistic errors will not be accepted.
5. The report must be submitted to the academic supervisor on time.
6. **The report must include the following sections:**

### Final Report Required Sections

1	<b>Cover Page</b>	Includes the title of the report, the student's name, ID, academic degree, department, and academic year.
2	<b>Acknowledgments (Optional)</b>	This is an optional section where the student expresses gratitude to anyone who provided help or advice during the training period.
3	<b>Table of Contents</b>	Includes a list of main and subheadings in the same order as the pages of the report.
4	<b>List of Abbreviations</b>	Contains all the abbreviations used in the report along with their full meanings, if applicable.
5	<b>Introduction</b>	This part of the report aims to provide an overview of the training and includes the following information: <ol style="list-style-type: none"> <li>a. <b>Training Entity:</b> A clear and concise description of the training entity, the nature of the work, the roles the student is being trained for, and the departments involved.</li> <li>b. <b>Student's Tasks:</b> A detailed description of the student's tasks and responsibilities.</li> </ol>

6	<p style="text-align: center;"><b>Training Experience &amp; Skills</b></p>	<p>This part should provide an overview of the training experience and skills developed. You should address the following questions in your discussion (as a paragraph format).</p> <ul style="list-style-type: none"> <li>• <b>Skills and Competencies Developed</b> <ul style="list-style-type: none"> <li>a. What specific technical, interpersonal, and organizational skills, or any other skills, were essential for successfully completing the tasks assigned during your training? Explain with examples.</li> <li>b. How did you adapt your existing skills to meet the demands of the job, and what challenges did you face in applying them? Explain with examples.</li> </ul> </li> <li>• <b>Learning and Growth</b> <ul style="list-style-type: none"> <li>a. Reflecting on your field training, what skills did you acquire that you had not previously learned in your academic coursework?</li> <li>b. How did the real-world application of these new skills differ from theoretical knowledge gained in the classroom? Explain with examples.</li> <li>c. Did the training experience help you identify areas where you can apply your academic learning in a professional setting? If so, how?</li> </ul> </li> </ul>
7	<p style="text-align: center;"><b>Conclusion:</b></p>	<ul style="list-style-type: none"> <li>a. <b>Recap:</b> Summarize your training experience, including pros and cons of the experience, areas of improvement as well as any other suggestions related to the field training.</li> <li>b. <b>Future Directions:</b> Consider how this experience has influenced your future goals and the career path you plan to pursue.</li> </ul>
8	<p style="text-align: center;"><b>References:</b></p>	<p>A list of all references used in the report with appropriate documentation for each reference, if applicable.</p>

## C. Field Training Final Presentation Guidelines

1. Students are expected to present their training experience to a group of faculty members, as part of the course evaluation. These presentations typically last between 10 to 20 minutes. Presentations would be followed by questions.
2. Students have the freedom to choose any format for their presentations.
3. Final presentations given by students will be evaluated by a faculty member (academic supervisor) based on a specific rubric.
4. The presentation must include the following main sections:

Final Presentation Main Sections		
<b>1</b>	<b>Introduction (Training Entity Background)</b>	A clear and concise description of the training entity and its field/nature of work, the roles the student is being trained for.
<b>2</b>	<b>Job Description</b>	A detailed description of the student's tasks and responsibilities. Include specific examples.
<b>3</b>	<b>Job Skills</b>	<ul style="list-style-type: none"> <li>• Required skills to complete tasks.</li> <li>• Challenges faced in completing tasks, and how they were overcome. Include specific examples.</li> <li>• Additional skills to build for better work performance. Include specific examples</li> </ul>
<b>4</b>	<b>Future Directions</b>	<ul style="list-style-type: none"> <li>• Consider key lessons learned during the training period.</li> <li>• Consider how this experience has influenced your future goals and the career path you plan to pursue.</li> </ul>

# Entity Sectors and Possible Professional Roles

The following table provides a wide range of sectors and professional roles that may be relevant to students of English Language program, allowing them to explore various training/career paths.

Sector	Possible Professional Roles	Tentative Role Descriptions for Student Guidance (Overview of Potential Responsibilities)
<b>Education</b>	<ul style="list-style-type: none"> <li>• ESL Teacher Assistant (English as a Second Language)</li> <li>• Language Tutor</li> <li>• Educational Coordinator Assistant</li> <li>• English Language Teaching Assistant/ Classroom Support</li> <li>• Curriculum/Educational Content Developer Assistant</li> <li>• Language Club/ Workshop Organizer Assistant</li> <li>• Academic Assistant/ Language Editor Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Support English as a Second Language (ESL) instructors in preparing class materials, classroom instruction, grammar correction, reading/writing exercises, or managing student activities.</li> </ul>
<b>Publishing</b>	<ul style="list-style-type: none"> <li>• Copywriter</li> <li>• Editor</li> <li>• Proofreader</li> <li>• Content Writer</li> </ul>	<ul style="list-style-type: none"> <li>• Review and refine written content, ensuring its error-free before they go to print or are published online. You'll check grammar, spelling, punctuation, and formatting while learning to work with style guides and editorial standards.</li> <li>• Support the creation of engaging written content for various formats.</li> </ul>
<b>Culture, Media &amp; Communications</b>	<ul style="list-style-type: none"> <li>• Content Creator Assistant</li> <li>• Social Media Manager Assistant</li> <li>• Public Relations Assistant</li> <li>• Media Editor Assistant</li> <li>• Communication &amp; Outreach Assistant</li> <li>• Scriptwriting / Podcast Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Assist in writing blogs, cultural articles, social media posts, or editing multimedia scripts in English.</li> <li>• Support in preparing press releases, newsletters, internal communication, and event announcements in English.</li> </ul>
<b>Translation &amp; Interpretation</b>	<ul style="list-style-type: none"> <li>• Translator Assistant</li> <li>• Interpreter Assistant</li> <li>• Localization Assistant</li> <li>• Editorial / Localization Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Translate documents, letters, brochures, and reports from Arabic to English and vice versa.</li> <li>• Proofread translated texts, adapt content for English-speaking audiences, and ensure cultural accuracy.</li> <li>• Assist professionals in meetings, workshops, or events to assist in oral interpretation (under supervision).</li> </ul>

# Entity Sectors and Possible Professional Roles

## (Continued)

Sector	Possible Professional Roles	Tentative Role Descriptions for Student Guidance (Overview of Potential Responsibilities)
<b>Corporate Sector</b>	<ul style="list-style-type: none"> <li>• Corporate Communication Assistant</li> <li>• Technical Writer</li> <li>• Marketing Copywriter</li> <li>• Translator</li> <li>• Marketing &amp; Content Assistant</li> <li>• Administrative / HR Support Assistant (English-Focused)</li> </ul>	<ul style="list-style-type: none"> <li>• Assist with internal communication (messages), reports, content editing, and public announcement; help with branding and employee newsletter in English.</li> </ul>
<b>Non-Profit &amp; NGOs</b>	<ul style="list-style-type: none"> <li>• Program Coordinator Assistant</li> <li>• Communication Officer Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Support the planning, organization, and implementation of community-focused projects.</li> <li>• Assist in creating content, managing social media, updating websites, and preparing reports or newsletters to engage stakeholders and raise awareness.</li> </ul>
<b>Tourism &amp; Hospitality</b>	<ul style="list-style-type: none"> <li>• Tour Guide</li> <li>• Customer Service Representative</li> <li>• Travel Writer</li> <li>• Guest Relations Assistant</li> <li>• Tourism Content Translator / Writer Assistant</li> <li>• Cultural Guide Assistant / Museum Docent (English) Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Assist in guiding foreign visitors at museums, heritage sites, or cultural events by offering English-language information.</li> <li>• Translate travel materials, heritage site descriptions, signage, or cultural brochures for English-speaking tourists.</li> </ul>
<b>Technology &amp; IT</b>	<ul style="list-style-type: none"> <li>• User Documentation Assistant</li> <li>• Content Developer</li> </ul>	<ul style="list-style-type: none"> <li>• Assist in organizing and formatting user-friendly documentation such as manuals, help guides, and FAQs.</li> <li>• Assist in creating digital learning materials, website content, or interactive resources.</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>• Medical Translator / Interpreter Assistant</li> <li>• Public Relations &amp; Health Communications Assistant</li> <li>• Patient Education Support Assistant</li> <li>• Administrative Assistant (Language-Focused)</li> </ul>	<ul style="list-style-type: none"> <li>• Translate patient general documents or hospital materials; assist in bilingual communication (patient education material) (written or verbal).</li> <li>• Help draft and write health awareness articles (health campaign content), write memos or press releases.</li> </ul>

# Field Training Frequently Asked Questions (FAQs) with Answers

## • General Information

1

**Q1: Is field training mandatory for all students?**

**A:** Yes, field training is a required academic course for graduation. It is part of the study plan for the English Language Program.

2

**Q2: How long is the field training and how many credit hours does it carry?**

**A:** The English Language program's field training course is worth 4 academic credit hours and lasts for 16 weeks. The field training period at the training entity typically lasts for 8 weeks (12 contact hours per week / 2 days per week).

3

**Q3: What is the role of the field supervisor?**

**A:** The field supervisor helps students adjust to the training environment by introducing them to the organization's structure, tasks, and work system, guiding them through practical activities, supervising their daily performance, and providing feedback to support their professional growth and ensure they meet the training goals

4

**Q4: What is the role of the academic supervisor?**

**A:** The academic supervisor plays a key role in guiding and supporting students throughout their field training experience. They provide a detailed orientation about the course objectives, structure, and requirements, and introduce students to the Field Training portfolio, explaining how it impacts their evaluation. They visit training sites to monitor students' progress and hold meetings when needed. The academic supervisor also helps students resolve any challenges they face during training.

# Field Training Frequently Asked Questions (FAQs) with Answers

## • Before Training

5

**Q5: When can I start my field training?**

**A:** You can start after meeting (completing) all prerequisite courses and registering the field training course during the official course registration period in the PeopleSoft system.

6

**Q6: What happens if I do not register for the field training course in the PeopleSoft system?**

**A:** If a student fails to register for the field training course during the designated registration period in the PeopleSoft system, they will not be considered enrolled in the course. As a result, they will not be assigned to a training entity or allowed to complete the field training requirements, which delays their graduation.

7

**Q7: What do I need to do before starting my field training?**

**A:** You must:

- a. Register during the course registration period.
- b. Get your training entity approved by submitting the required forms.
- c. Attend the orientation session with the training coordinator.
- d. Review and sign the required training forms (refer to training timeline).

# Field Training Frequently Asked Questions (FAQs) with Answers

- **During Training**

8

**Q8: What happens if I am absent or face issues during training?**

**A:** If you are absent, you must immediately inform both your field supervisor and academic supervisor and clearly explain the reason. Frequent unexcused absences, tardiness, or failure to follow the training rules may lead to warnings, grade deductions, or even failing the course. If you face any problems during training, you should promptly communicate with your academic supervisor through available means. Ignoring these responsibilities can result in official disciplinary actions.

9

**Q9: Can I change my training site after starting the field training?**

**A:** No, students are not allowed to change their training entity once they begin the field training. Changing your training entity is **ONLY** allowed under exceptional circumstances (such as major problems at the training site) and must be officially approved by the Field Training Coordinator and the department. You must submit a written request explaining the reasons for the change.

# Field Training Frequently Asked Questions (FAQs) with Answers

## • After Training

10

**Q10: What do I need to submit during and after training?****A:** You will submit the following:

- During training: Weekly reports and updates via logbook and portfolio.
- After training: portfolio, final report, and final presentation.

11

**Q11: What should the final report include?****A:** It should include a summary of your experience, tasks performed, skills learned, challenges faced, and your reflections (refer to the final report guidelines).

12

**Q12: What happens if I do not submit my final report?****A:** The final report is a key requirement for evaluating your training. If you fail to submit it on time:

- Your grade will be negatively affected.
- You may fail the course.
- Late submission without valid reasons could lead to academic penalties.
- It is your responsibility to submit all required documents before the stated deadlines

13

**Q13: What happens if my final report is plagiarized?****A:** Submitting a plagiarized final report is considered an academic dishonesty violation. If plagiarism is detected:

- You will be held accountable according to university regulations for academic misconduct.
- You may automatically fail the field training course.
- Further disciplinary actions could be taken by the College of Arts based on the severity of the case.

# Field Training Frequently Asked Questions (FAQs) with Answers

## • After Training (continued)

14

**Q14: What happens after I complete my training?****A:** You must:

- Request and submit a field training certificate or training confirmation letter from the training entity.
- Submit your final report and student portfolio.
- Prepare and deliver a final presentation (refer to the final presentation guidelines).
- Complete the final surveys.

15

**Q15: Who evaluates my training performance?****A:** Evaluation is done by:

- Your field supervisor
- Your academic supervisor

16

**Q16: What is the student portfolio and why is it important?****A:** The portfolio is a structured record of your experience.

It includes your weekly attendance and work reports, reflections, and supporting documents. It's a major part of your final evaluation (refer to the portfolio requirements in the guidebook).

17

**Q17: What happens if I fail the field training course?****A:** Failing the field training course can happen if a student:

- Is absent frequently without valid excuses.
- Fails to complete the required hours or tasks.
- Performs poorly according to the evaluation of both the academic and field supervisors.
- Violates the professional ethics or rules of the training organization.
- Does not submit the required reports on time.
- In such cases, the student will have to retake the entire field training course according to the college's academic regulations.

# Field Training Forms and Evaluation Rubrics

This section includes the following forms:

---

## **-Forms to be completed before the start of field training:**

- Form (1) Declaration: Criteria for Choosing Field Training Entity Form
- Form (2) Field Training Registration Form
- Form (3) Field Training Commencement Form

## **-Forms to be completed during the field training:**

- Form (4) Attendance & Work Activity Log Form
- Form (5) Field Training Portfolio Forms Checklist Form
- Form (7) Student Self-Reflection Form

## **-Field Training Assessment Rubrics:**

- Form (6) Field Supervisor Evaluation Rubric
  - Form (8) Academic Supervisor Evaluation Rubric
  - Form (9) Field Training Final Presentation Evaluation Rubric
-

Form (1)

## Declaration Form

### Criteria for Choosing Field Training Entities

---

Student Name:

---

Student ID:

---

Academic Supervisor:

---

(Potential) Training Entity:

---

To ensure a beneficial and structured field training experience, students must select a training entity that meets the following criteria:

1. The training entity must provide opportunities for students to practice English language skills and their specialization (Linguistics, Literature, or Translation).
2. The entity must assign a Field Training Supervisor to oversee and assess the student's progress.
3. The training entity must be located in the Eastern Province (including but not limited to Dammam, Khobar, Dhahran, Jubail, Safwa, Ras Tanura, Qatif).
4. The student must complete the training period as per the agreed-upon schedule.
5. The entity must provide a professional environment that adheres to ethical and educational standards.

By signing below, I acknowledge that I have reviewed and ensured that my selected training entity meets the above criteria. I understand that failure to comply with these requirements may result in non-approval of my field training placement. Note that the targeted field training entities include schools, charity organizations, ministries, public and private sectors, translation centres.

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



وكالة الشؤون الأكاديمية - وحدة التدريب الميداني

نموذج (٢)

## خطاب التسجيل في جهة التدريب الميداني

حفظهم الله-

السادة / .....

السلام عليكم ورحمة الله وبركاته،، وبعد

بعد التحية والتقدير ... انطلاقاً من التعاون القائم بين كلية الآداب بجامعة الإمام عبد الرحمن بن فيصل ومختلف القطاعات لتمكين وتوطين الكوادر الوطنية الشابة ، من خلال تدريب طالبات "مرحلة البكالوريوس" وتأهيلهن لسوق العمل، وذلك من ضمن متطلبات مقرر "تدريب ميداني" ولأهمية التنسيق المبكر، نأمل من سعادتكم الموافقة على تدريب الطالبة وفق البيانات المحددة أدناه ابتداءً من تاريخ ...../...../..... هـ الموافق ...../...../..... م.

إسم الطالبة	
الرقم الأكاديمي	
رقم الهوية	
رقم الجوال	
عدد أيام التدريب	..... يوم في الأسبوع
ساعات التدريب	..... ساعة موزعة على ..... أسبوع بمعدل ..... ساعات أسبوعياً

المشرف الأكاديمي للطالب	
التوقيع	
البريد الإلكتروني	

في حالة الموافقة على تدريب الطالبة، يرجى تعبئة البيانات أدناه:

جهة التدريب	
المشرف على الطالب لدى جهة التدريب	
تاريخ بدء التدريب الميداني	
توقيع المسؤول المختص	

وتفضلوا بقبول فائق التقدير ،،،

عميدة كلية الآداب



د. مشاعل بنت علي العكلي

للتواصل إيميل: [ca.ftu@iau.edu.sa](mailto:ca.ftu@iau.edu.sa)

Form (3)

## Field Training Commencement Form

Information to be provided by <u>student</u>	
Training Start Date	
Student Name	
Student ID	
Major	
Training role	
Mobile Phone	
E-mail	

Information to be provided by <u>Field Training Supervisor</u>	
Training Entity Name	
Field Supervisor Name	
Position	
Mobile Phone	
E-mail	
Address	

Student Signature:		Field Supervisor Signature:	
Date:		Date:	



Form ( 5 )

## Field Training Portfolio Forms Checklist

---

Student Name:

---

Student ID:

---

Academic Supervisor:

---

Training Entity:

---

The portfolio should include the following sections. Check off each item before submission:

- Field Training Registration Form
- Weekly Field Training Attendance Sheet & Work Activity Log Forms  
*(Note: The number of the submitted weekly forms must match the number of the total number of field training weeks)*
- Field Training Portfolio Forms Checklist [This template]
- Field Training Supervisor Evaluation Form
- Field Training Final Presentation Evaluation Form
- Field Training Written Final Report
- Student Self-Reflection Form
- Academic Supervisor Evaluation Form

By signing below, I confirm that my portfolio includes all the required sections.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Field Supervisor Evaluation Form

Please indicate your level of agreement with the following statements by adding a check mark in the appropriate check box.							
Field Training Supervisor Evaluation Criteria (30 marks)		Strongly Agree 2 marks	Agree 1.5 marks	Neutral 1 mark	Disagree 0.5 mark	Strongly Disagree 0 mark	Notes
<b>1</b>	<b>Work Quality, Learning &amp; Development (10 marks) (S.1)</b>						
a	Delivers high-quality and well-prepared work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b	Actively seeks and applies new knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c	Applies critical thinking in performing work duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d	Demonstrates creativity in problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e	Shows decision-making in real work scenarios or project execution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2</b>	<b>Digital Skills (4 marks) (S.3)</b>						
a	Demonstrate effective use of digital tools in completing work tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b	Uses communication platforms (emails, reports, presentations, etc.) professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3</b>	<b>Teamwork &amp; Communication (6 marks) (V.1)</b>						
a	Works effectively and cooperatively with team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b	Builds positive relationship with supervisor and co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c	Communicates clearly and professionally, both orally and in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4</b>	<b>Professionalism &amp; Ethics (10 marks) (V.2)</b>						
a	Maintains a consistent record of attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b	Arrives on time and meets deadlines; shows strong time management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c	Adhere to institutional regulations, policies, and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d	Demonstrate ethical awareness, integrity, and accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e	Maintain a high level of professionalism in conduct, communication with others, and appearance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Total</b>		_____ / 30 marks					

Do you recommend hiring the student?

Yes

No

Comments if any:

Form (7)

## Student Self-Reflection Form

### Student Information

Student Name:
Student ID:
Major:
Name of Field Training Entity:
Start Date of Training:
End Date of Training:

Please add a check mark (✓) in the box if each task of the following has been completed.			
<b>Field Training Self-reflection Evaluation</b> (A checklist to be filled by the student)		✓	Notes
<b>1</b>	<b>Professional Development</b>	✓	
a	I applied the knowledge and skills learned.	<input type="checkbox"/>	
b	I developed technical and professional skills.	<input type="checkbox"/>	
c	I showed initiative and took responsibility in my tasks.	<input type="checkbox"/>	
<b>2</b>	<b>Work Performance &amp; Contributions</b>	✓	
a	I completed my assigned work tasks on time.	<input type="checkbox"/>	
b	I contributed to projects and meetings.	<input type="checkbox"/>	
c	My work samples reflect my best effort and learning.	<input type="checkbox"/>	
d	I was punctual and consistent in my attendance.	<input type="checkbox"/>	
e	I utilized appropriate technological tools and resources to enhance learning and task completion.	<input type="checkbox"/>	
<b>3</b>	<b>Communication &amp; Collaboration</b>	✓	
a	I communicated effectively with my supervisor and colleagues.	<input type="checkbox"/>	
b	I participated in team discussions/ group work.	<input type="checkbox"/>	
c	I was open to different perspectives and feedback.	<input type="checkbox"/>	
<b>4</b>	<b>Personal Growth &amp; Learning</b>	✓	
a	I overcame challenges successfully by implementing practical solutions.	<input type="checkbox"/>	
b	I learned skills and lessons which I will apply into future work.	<input type="checkbox"/>	
c	This experience has helped me clarify my career goals.	<input type="checkbox"/>	
d	My confidence was developed effectively.	<input type="checkbox"/>	
<b>5</b>	<b>Portfolio, Final Report Completion</b>	✓	
a	I completed the field training portfolio and final report according to the task instructions.	<input type="checkbox"/>	

Note: This checklist must be completed by the student and submitted along with the portfolio components at the end of the term.

## Academic Supervisor Evaluation Form

Student Portfolio and Final Report

### Student Information

Student Name:	_____
Student ID:	_____
Major:	_____
Name of Field Training Entity:	_____
Start Date of Training:	_____
Training Duration (number of weeks)	_____

- This form is divided into two parts: student portfolio and final report.

Please indicate your level of agreement with the following statements by adding a check mark in the appropriate check box.							
• <b>Part I: Student Portfolio Evaluation Criteria</b> (30 marks) (S.1)		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Notes
		3 marks	2.5 marks	1.5 marks	1 mark	0 mark	
<b>1</b>	<b>Portfolio Completion &amp; Organization (6 marks)</b>						
a	All required documents are included.	<input type="checkbox"/>					
b	Files are clearly organized, logically structured, and easy to follow.	<input type="checkbox"/>					
<b>2</b>	<b>Content Clarity &amp; Quality (6 marks)</b>						
a	Tasks are documented clearly with analysis, identified challenges, and reasoning behind actions.	<input type="checkbox"/>					
b	Provides examples of problem-solving challenges faced and explains effective solutions applied during training.	<input type="checkbox"/>					
<b>3</b>	<b>Student Contribution &amp; Engagement (6 marks)</b>						
a	Reflects on skills gained and personal growth throughout the training.	<input type="checkbox"/>					
b	Clearly shows student's contribution and involvement in real work tasks.	<input type="checkbox"/>					
<b>4</b>	<b>Feedback Implementation &amp; Reflection (3 marks)</b>						
a	Demonstrate how supervisor feedback was effectively implemented and how it helped improve work performance.	<input type="checkbox"/>					
<b>5</b>	<b>Reporting &amp; Logs (3 marks)</b>						
a	Includes accurate and complete attendance records and weekly work reports, highlighting training tasks, outcomes, and accomplishments.	<input type="checkbox"/>					
<b>6</b>	<b>Portfolio Delivery &amp; Communication (6 marks)</b>						
a	Use clear, professional, and grammatically correct language throughout the portfolio.	<input type="checkbox"/>					
b	Is submitted by the assigned deadline.	<input type="checkbox"/>					
<b>Total</b>		_____/ 30 marks					

## Academic Supervisor Evaluation Form

### Student Portfolio and Final Report

Please indicate your level of agreement with the following statements by adding a check mark in the appropriate check box.							
<b>Part II: Field Training Final Report Evaluation Criteria (20 marks) (S.1)</b>		Strongly Agree 2 marks	Agree 1.5 marks	Neutral 1 mark	Disagree 0.5 mark	Strongly Disagree 0 mark	Notes
<b>1</b>	<b>Report Submission, Structure &amp; Organization (6 marks)</b>						
a	Is submitted by the assigned deadline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b	Report is logically structured, and ideas are presented in a coherent and easy to follow manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c	Follows required guidelines (theme, layout, and components).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2</b>	<b>Language Clarity &amp; Communication (2 marks)</b>						
a	Language is clear, grammatically correct, and professional throughout the report and ideas are communicated effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3</b>	<b>Content &amp; Learning Reflection (4 marks)</b>						
a	Content provides a comprehensive overview of the training experience, including a summary of the training entity, tasks performed, skills acquired, key achievements, relevant visuals (if applicable), and references.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b	Content reflects on the personal growth, challenges faced, and lessons learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4</b>	<b>Cognitive Skills (4 marks)</b>						
a	Analyses challenges encountered and explains how decisions were made and lessons learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b	Demonstrates clearly how challenges/ problems were addressed and solved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5</b>	<b>Academic Knowledge Application (2 marks)</b>						
a	Demonstrates how academic learning was applied in the workplace and connected to field tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>6</b>	<b>Conclusions &amp; Recommendations (2 marks)</b>						
a	Provides thoughtful conclusions and practical suggestions based on analysis and experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Total</b>		_____/ 20 marks					

**Total Student Portfolio and Final Report Marks: \_\_\_\_\_ / 50 marks**

Academic Supervisor Name	
e-mail	
Date	
Signature	

## Field Training Final Presentation Evaluation Form

### Student Information

Student Name:
Student ID:
Major:
Name of Field Training Entity:
Start Date of Training:
Training Duration (Number of Weeks)

Please indicate your level of agreement with the following statements by adding a check mark in the appropriate check box.							Notes
Final Presentation Evaluation Criteria (20 marks)	Strongly Agree 2 marks	Agree 1.5 marks	Neutral 1 mark	Disagree 0.5 mark	Strongly Disagree 0 mark		
<b>1 Content Quality &amp; Organization (6 marks) (S.1)</b>							
a	Present a clear, logical, and comprehensive analysis of the field training experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b	Provides examples of field training experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c	Uses proper language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2 Cognitive Skills (6 marks) (S.1)</b>							
a	Effectively discuss real challenges faced during the field training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b	Explains decisions made and justifies chosen solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c	Demonstrate critical thinking by reflecting on lessons learned during field training and making thoughtful recommendations for future improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3 Engagement &amp; Responsiveness (2 marks) (S.1)</b>							
a	Show ability to respond critically to audience questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4 Digital Skills (6 marks) (S.3)</b>							
a	Utilize digital tools effectively to present field training experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b	Use relevant and high-quality visuals (tables/ images/ charts/ graphs... etc.) to enhance understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c	Consistent, and easy-to-follow presentation layout.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Total</b>		_____ / 20 marks					

Academic Supervisor Name	
Date	
Signature	



# Field Training Guidebook English Language Program

First Edition 2025

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