



# Course Specification

## (Bachelor)

Course Title: **English Language 1**

Course Code: **ELS1001**

Program: **General Track**

Department: **Department of English Language Skills**

College: **English Language Institute**

Institution: **University of Tabuk**

Version: **1**

Last Revision Date: **July 2025**





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## A. General information about the course:

### 1. Course Identification

1. Credit hours: ( 2 )

#### 2. Course type

A.  University  College  Department  Track  Others

B.  Required  Elective

3. Level/year at which this course is offered: (Level 1)

#### 4. Course General Description:

ELS1001 is an English as a Foreign Language (EFL) Pre-A1 to A1 CEFR level 'General English' integrated course. The course uses both traditional and online content to introduce students to the basic building blocks of the English language. Using a carefully scaffolded curriculum, students build towards basic literacy through both summative and alternative assessment techniques.

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

N/A

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

N/A

#### 7. Course Main Objective(s):

1. Develop foundational language skills
2. Build basic literacy and comprehension
3. Foster learner responsibility and autonomy

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	150hours	100%
2	E-learning		
3	Hybrid		
4	Distance learning		



### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures*	150
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
<b>Total</b>		<b>150</b>

\*

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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Identify the main idea in short, simple listening content about personal and everyday topics.	<b>K1</b>	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs)
1.2	Identify the detailed information in short, simple listening content about personal and everyday topics.	<b>K2</b>	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs)
1.3	Identify the main idea of a simple reading passage covering every day and personal themes.	<b>K3</b>	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs)



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.4	Identify the detailed information in a simple reading passage covering every day and personal themes.	<b>K3</b>	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs)
<b>2.0</b>	<b>Skills</b>			
2.1	Communicate personal interests using simple sentences.	<b>S1</b>	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs) Rubric
2.2	Write short, simple sentences or a very basic paragraph about familiar people, places, and everyday activities.	<b>S2</b>	Student Centered, Present-Practice-Produce (PPP)	Writing Rubric
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Show responsibility by completing short tasks within due dates.	<b>V1</b>	Classroom management and LMS follow-up	Establish set due dates throughout the module/semester



## C. Course Content

No	List of Topics*	Contact Hours
1.	<p><b>Week 1</b></p> <p><b>Unit 1 – Please Spell That</b></p> <p><b>Grammar:</b> Singular and plural nouns, pronouns, indefinite articles</p> <p><b>Vocabulary:</b> Alphabet, classroom supplies, numbers.</p> <p><b>Communication Skills (Sp&amp;Wr):</b> Practice conversions on names and spelling, write about the classroom, write about phone numbers.</p> <p><b>Reading and Listening:</b> Read numbers and a class supplies list, listen for directions</p> <p><b>Unit 2 – How are you feeling?</b></p> <p><b>Grammar:</b> Adjectives, negative statements with 'be' in the simple present, in + place</p> <p><b>Vocabulary:</b> Feeling words</p> <p><b>Communication Skills (Sp&amp;Wr):</b> How are you feeling? Completing a form.</p> <p><b>Reading and Listening:</b> Read a registration form, listen for personal information.</p>	10 hours
2.	<p><b>Week 2 - Unit 3 - What time is it?</b></p> <p><b>Grammar:</b> It's + time, prepositions of location and time, yes/no questions with 'be', and short answers in the simple present.</p> <p><b>Vocabulary:</b> Time words and expressions, places in the community</p> <p><b>Communication Skills (Sp&amp;Wr):</b> ask about times and places, write about a typical day.</p> <p><b>Reading and Listening:</b> Read a work schedule, bus schedule, listen for times and places, listen for modes of transportation</p> <p><b>Unit 5 - How much is it?</b></p> <p><b>Grammar:</b> 'How much' questions, demonstratives</p> <p><b>Vocabulary:</b> Money words, Clothing words, Shopping words.</p> <p><b>Communication Skills (Sp&amp;Wr):</b> asking about prices in a store, write about shopping, Using capital letters</p> <p><b>Reading and Listening:</b> Read about ways to pay, listen to money amounts and prices, clothing items, and payment methods</p>	10 hours





3.	<p><b>Week 3</b></p> <p><b>Unit 6 - That's My Son</b></p> <p><b>Grammar:</b> Irregular plurals, Possessive adjectives, Simple present, affirmative statements, Information questions</p> <p><b>Vocabulary:</b> Family members, Family and friends.</p> <p><b>Communication Skills (Sp&amp;Wr):</b> Introduce with titles and last names, practice conversation about families and friends, write about family and friends</p> <p><b>Reading and Listening:</b> read a school note, listen for titles, family members, and heights</p> <p><b>Unit 7 - Do you need Apples?</b></p> <p><b>Grammar:</b> Simple present negative statements, Simple present 'yes/no' questions and short answers, count and noncount nouns, Quantity words with noncount nouns</p> <p><b>Vocabulary:</b> Food, Fruit and vegetables, Food groups, containers, Grocery store.</p> <p><b>Communication Skills (Sp&amp;Wr):</b> Talk about 'Food Preferences', asking for help in a store, Write about 'Food Preferences'</p> <p><b>Reading and Listening:</b> Read supermarket jobs ads and a shopping list, listen for food groups, prices, and containers</p>	10 hours
4.	<p><b>Week 4</b></p> <p><b>Unit 8 - What's the matter?</b></p> <p><b>Grammar:</b> Have and has; simple present statements and 'yes/no' questions, Frequency expressions</p> <p><b>Vocabulary:</b> Body parts, Health problems, symptoms and injuries, illnesses and medical conditions, medical care</p> <p><b>Communication Skills (Sp&amp;Wr):</b> Giving and following directions, making a doctor's appointment</p> <p><b>Reading and Listening:</b> Read an email, read medicine labels, listen for appointment times, health problems, days and times in a calendar</p> <p><b>Unit 9 - What Size?</b></p> <p><b>Grammar:</b> Present continuous affirmative statements, Present continuous 'yes/no' questions, 'How much' questions, It's + weather condition, Adjective + noun</p> <p><b>Vocabulary:</b> Colors and clothes, weather conditions, describing clothes, and dress codes</p>	10 hours





	<p><b>Communication Skills (Sp&amp;Wr):</b> Talk about favorite colors, shopping for clothes, Write about clothes</p> <p><b>Reading and Listening:</b> Read about dress codes and whether conditions, Listen for clothes and colors, weather conditions, sizes, and prices</p>	
5.	<p><b>Week 5</b></p> <p><b>Unit 10 - This is My Home</b></p> <p><b>Grammar:</b> Possessive ('s), Prepositions of location</p> <p><b>Vocabulary:</b> The home, Things in the home or apartment, types of houses, different places to live</p> <p><b>Communication Skills (Sp&amp;Wr):</b> Talk about safety at work and at home, asking about home for rent, write about a home</p> <p><b>Reading and Listening:</b> Read housing ads, listen for rooms in a home, listen for large numbers, listen for types in housing</p> <p><b>Unit 11 - Where's the bank?</b></p> <p><b>Grammar:</b> Present continuous verbs, Present continuous questions</p> <p><b>Vocabulary:</b> Community, Places in the community, Emergencies, natural disasters, City streets</p> <p><b>Communication Skills (Sp&amp;Wr):</b> Talk about weekly destinations, locations. Write about locations of friends and family</p> <p><b>Reading and Listening:</b> Read a city service website, Listen for places and actions, places in the community.</p>	10 hours
6	<p><b>Week 6</b></p> <p><b>Unit 1 - Say Hello</b></p> <p><b>Grammar:</b> Imperatives (affirmative), Simple present statements with 'be', Contractions, Subject pronouns, Who and what questions with 'be'</p> <p><b>Vocabulary:</b> The classroom, Commands/Directions, Meeting and greeting</p> <p><b>Communication Skills (Sp&amp;Wr):</b> Talk about people and things in classroom, Common greetings and instructions, Write sentences about personal information.</p> <p><b>Reading and Listening:</b> read a school registration form and different methods of studying English,</p>	10 hours





7	<p><b><u>Week 7</u></b></p> <p><b>Unit 2 - Can I help you?</b></p> <p><b>Grammar:</b> Yes/No questions with 'be', Adjectives, Sequences with 'be': be + noun, 'be' form + place, 'be' + adjective, Questions with 'or'</p> <p><b>Vocabulary:</b> Days, dates, and times, the calendar</p> <p><b>Communication Skills (Sp&amp;Wr):</b> Give and ask about personal information, ask for help at work, using 'Commas' in dates</p> <p><b>Reading and Listening:</b> Read basic information about a student, read a text where people are from the USA, listen in order to determine someone's identity. Listen in order to complete a registration form.</p>	10 hours
8	<p><b><u>Week 8</u></b></p> <p><b>Unit 3 - People in our lives</b></p> <p><b>Grammar:</b> 'a' or 'an': possessive adjectives, possessives with 's, information questions and answers with possessives, time prepositions</p> <p><b>vocabulary:</b> family members, describing people, physical description</p> <p><b>Communication Skills (Sp&amp;Wr):</b> Ask and answer questions about classmates, talk about times and dates, practice making outgoing voicemail messages, write about a family member or a friend</p> <p><b>Reading and Listening:</b> Read about a family member or a friend. Read about small and large families, Listen for information about people, dates, and times.</p>	10 hours
9	<p><b><u>Week 9</u></b></p> <p><b>Unit 4 - At Home</b></p> <p><b>Grammar:</b> Present Continuous, Present Continuous 'yes/no' questions</p> <p><b>Vocabulary:</b> Rooms in the home, Furniture, Every day activities, Housework</p> <p><b>Communication Skills (Sp&amp;Wr):</b> Agree or disagree with someone, asking questions about a situation, writing a paragraph about a day at home, using names in a story.</p> <p><b>Reading and Listening:</b> Read about ways to save money at home, determining one's location, and identifying emergencies.</p>	10 hours
10	<p><b><u>Week 10</u></b></p> <p><b>Unit 5 - In the neighborhood</b></p> <p><b>Grammar:</b> Prepositions of location, 'There is' and 'there are', Question and answers with 'there is' and 'there are', ask 'How many' and answer</p>	





	<p><b>Vocabulary:</b> community, places/things in the neighborhood, descriptions of locations, basic transportation</p> <p><b>Communication Skills (Sp&amp;Wr):</b> Ask questions about neighborhood, ask for and give directions.</p> <p><b>Reading and Listening:</b> Read about preparing for emergencies, Previewing illustrations, photos, and charts for information</p>	<b>10 hours</b>
<b>11</b>	<p><b>Week 11</b></p> <p><b>Unit 6 - Daily Routines</b></p> <p><b>Grammar:</b> time expressions, statements with simple present: affirmative, negative, contractions, information questions with simple present, singular and plural subjects and object pronouns.</p> <p><b>Vocabulary:</b> daily routines, ways to relax, work routines, office machines and equipment</p> <p><b>Communication Skills (Sp&amp;Wr):</b> talk about a daily routine, practice offering and requesting help, write a schedule using time expressions,</p> <p><b>Reading and Listening:</b> read an article about daily routine, listen for information about work schedules.</p>	<b>10 hours</b>
<b>12</b>	<p><b>Week 12- Unit 7 - Shop and Spend</b></p> <p><b>Grammar:</b> Simple present 'yes/no' questions and short answers, simple present 'have, want, need', how much/how many with the simple present.</p> <p><b>Vocabulary:</b> Shopping words, Money and methods of payment, everyday Clothing</p> <p><b>Communication Skills (Sp&amp;Wr):</b> talk about things that are nearby or far away, request specific clothing from the salesperson, write about shopping, using 'but' to connect sentences,</p> <p><b>Reading and Listening:</b> Read about shopping at a mall, listen for sizing and clothing prices</p>	<b>10 hours</b>
<b>13</b>	<p><b>Week 13 - Unit 9: Your Health</b></p> <p><b>Grammar:</b> 'have to', questions and answers with 'have to', 'on' or 'at', irregular plurals</p> <p><b>Vocabulary:</b> parts of the body, illness and injury, medical instructions and advice, medical care</p> <p><b>Communication Skills (Sp&amp;Wr):</b> ask and answer questions about your day, make an appointment, write about a doctor's appointment, write a paragraph about being healthy</p>	<b>10 hours</b>





	<b>Reading and Listening:</b> Read an article about how to be healthy, listen for medical advice, and listen for information to complete an appointment card	
14	<p><b>Week 14 - Unit 10 - Getting a job</b></p> <p><b>Grammar:</b> The simple past with 'be': affirmative and negative forms and contractions, 'Yes/No' questions with the simple past, 'And/too' and 'but', 'Can' and 'Can't'</p> <p><b>Vocabulary:</b> Job titles, Items on a job application, Job relationships / Skills, Interview skills</p> <p><b>Communication Skills (Sp&amp;Wr):</b> Read an article about what makes a great employee, placing personal information in an email</p> <p><b>Reading and Listening:</b> Ask and answer Yes/No questions, questions about the past, interview questions, and write about work histories</p>	10 hours
15	<p><b>Week 15 - Unit 11 - Safety First</b></p> <p><b>Grammar:</b> 'Should' and 'shouldn't': affirmative and negative forms and contractions, information questions with 'should', 'yes/no' questions with 'should'</p> <p><b>Vocabulary:</b> Safety, Traffic signs and rules, Emergency procedures, Workplace safety equipment</p> <p><b>Communication Skills (Sp&amp;Wr):</b> information question with 'should', Describe an emergency, write about personal habits, write classroom rules, using 'however' and 'but' when writing</p> <p><b>Reading and Listening:</b> Read an article about 'car safety', using frequency verbs in a text, listen for information about safety checklist</p>	10 hours
<b>Total</b>		<b>150hours</b>

\*A detailed table with lists of themes and detailed language descriptors are included at the end of the form.

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Module Exam 1, 2, and 3	5, 10, 15	70%
2.	Quizzes	4, 9, 14	15%
3.	Autonomous Skills	1 through 15	10%
4.	e-Content	1 through 15	5%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).



## E. Learning Resources and Facilities

### 1. References and Learning Resources

<b>Essential References</b>	Oxford University Press Step Forward Intro Course Book Oxford University Press Step Forward Intro Workbook Oxford University Press Step Forward Level 1 Course Book Oxford University Press Step Forward Level 1 Workbook
<b>Supportive References</b>	N/A
<b>Electronic Materials</b>	<b>Oxford University Press Step Forward Level 1 online content</b> <b>Quill.org</b>
<b>Other Learning Materials</b>	<b>Selected worksheets (instructor's discretion)</b>

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<b>Classroom</b> <b>Computer labs (placement tests)</b>
<b>Technology equipment</b> (projector, smart board, software)	<b>Projector</b> <b>Whiteboard</b>
<b>Other equipment</b> (depending on the nature of the specialty)	<b>N/A</b>

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Observation Committee Members	Classroom observation
Effectiveness of Students assessment	Assessment Committee/Unit	Summative assessment data analysis
Quality of learning resources	Curriculum Committee/Unit	1. Student questionnaires 2. Coordinator/Instructor questionnaires
The extent to which CLOs have been achieved	1. Curriculum Committee/Unit 2. Individual instructors responsible for the course	1. Student questionnaires 2. Course Report
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

**Assessment Methods** (Direct, Indirect)





## G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	JULY 2025

