



Course Specification

(Bachelor)

Course Title: **English Language 2**

Course Code: **ELS1002**

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 2)

4. Course General Description:

ELS1002 is an English as a Foreign Language (EFL) A2 CEFR level 'General English' integrated course. The course uses both traditional and online content to build students' English language literacy. The development of students' language skills are continually assessed and evaluated through the use of a combination of summative and alternative assessment techniques.

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

ELS1001

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

N/A

7. Course Main Objective(s):

1. Strengthen foundational language skills
2. Develop comprehension skills
3. Promote learner engagement, responsibility and autonomy

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	150hrs	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)	
Total		150

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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the main idea in short listening content about common and familiar topics.	K1	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs) Rubric
1.2	Identify the detailed information in short listening content about common and familiar topics.	K2	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs)
1.3	Identify the main idea of reading passages covering common and familiar themes.	K3	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs) Rubric
1.4	Identify the detailed information in reading passages covering common and familiar themes.	K3	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
2.0	Skills			
2.1	Communicate likes and dislikes about common and familiar topics and give short reasons.	S1	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs)
2.2	Write a short paragraph giving likes, dislikes, and a clear opinion about a familiar topic.	S2	Student Centered, Present-Practice-Produce (PPP)	Writing Rubric
3.0	Values, autonomy, and responsibility			
3.1	Show responsibility by completing short tasks within due dates.	V1	Classroom management and LMS follow-up	Establish set due dates throughout the module/semester



C. Course Content

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

No	List of Topics	Contact Hours
1.	<p><u>Week 1</u> Unit 1 – Learning to learn Vocabulary: Classroom words; Ways to learn English; Learning tools; Personal Information; Days and Dates Grammar: The simple present with ‘want to’, ‘like to’, and ‘need to; information questions with simple present; yes/no questions with simple present; statements with this, that, these, and those. Communication Skills (Sp&Wr): Request a certification; talk about education and job training; write an independent paragraph about learning styles Reading and listening: Read about learning a new language, read about adult education, interpret course listing, listen to a conversation about studying for an exam, listen for introductions</p>	10 hours
2.	<p><u>Week 2</u> Unit 2 – Getting Together Vocabulary: Feelings, weather, the calendar, directions, and maps Grammar: Prepositions of time, the future with ‘will’, information questions with ‘will’, prepositions of location, time expression Communication Skills (Sp&Wr): Talk about how the weather affects feelings, discuss times and dates of future events, ‘give’, get’, and ‘clarify’ directions, write about favorite seasons, and use a topic sentence Reading and listening: Read about future events, read about small talk, and read a party invitation, listen for events and times on a calendar, listen for directions</p>	10 hours



3.	<p><u>Week 3</u> Unit 3 – Moving Out Vocabulary: Household problems and repairs, housing advertisement, different places to live Grammar: The comparative, questions and answers with ‘which’, adverbs of agreement with comparatives, yes/no with ‘be + allowed’ Communication Skills: (Sp&Wr) Talk about household repairs, ask about regulations on apartments and at work, write about your dream home, ways to find an apartment, and introduce the last point in a list with ‘finally’ Reading and listening: Read about a current home and a dream home, identify the purpose of a text, listen for features in a home, and listen for information about apartments</p>	10 hours
4.	<p><u>Week 4</u> Unit 4 A – Looking for Work Vocabulary: Job application, job interview, job skills, Grammar: The simple past of regular verbs, information questions with regular verbs in the simple past Communication Skills (Sp&Wr): Talk about jobs, education, and work experience Reading and listening: read about changing careers, listen for information about job ads</p>	10 hours
5.	<p><u>Week 5</u> Unit 4 B – Looking for Work Vocabulary: career planning, jobs, and occupations Grammar: adverbs of manner Communication Skills (Sp&Wr): ask and respond to interview questions, write about a job interview, write about past events Reading and listening: Read a job ad, read about working and studying part-time, listen for job skills</p>	10 hours



6.	<p><u>Week 6</u> Unit 5 – On the Job</p> <p>Vocabulary: Pay stub and the workplace, job skills, search, and safety</p> <p>Grammar: ‘might’ and ‘might not’, ‘should’ and ‘shouldn’t’; making requests with ‘can’ and ‘could’</p> <p>Communication Skills: Talk about workplace equipment and regulations, clarify job instructions, request a schedule change, talk about performance evaluation, write about rules at work or school</p> <p>Reading and listening: Read a pay stub, read about workplace rules, read about job performance, skills, and attitudes, read a performance evaluation, listen for appropriate work behavior, and job instructions</p>	10 hours
7.	<p><u>Week 7</u> Unit 6 – On the Phone</p> <p>Vocabulary: phone bills and using phones, Office skills</p> <p>Grammar: The present continuous, contrasting the present continuous and the present simple, information questions, yes/no questions, verbs with direct and indirect objects</p> <p>Communication Skills: Talk about phone usage, calling in sick, leave and take phone messages, apologize and make excuses, talk about volunteering, write about an absence note, and use formal greetings</p> <p>Reading and listening: Read a phone bill, phone messages, community services, listen for information in phone messages, listen for people’s activities in the present</p>	10 hours



8.

Week 8

Unit 7 – What’s the Dinner?

Vocabulary: Food containers and measurements, a grocery store

Grammar: Count and noncount nouns, questions with ‘How many’ and ‘How much’, quantity words with noncount nouns, review ‘there is/are’

Communication Skills: Talk about food containers, saving money at the supermarket, quantities, offer and ask for help, write about saving money, write a recipe; use a topic sentence

Reading and listening: Read about comparison shopping, a recipe card, read about food and health, listen for ways to save money in a supermarket, listen for quantities, listen for the location of supermarket items

10 hours

9.

Week 9

Unit 8 – Stay Safe and Well

Vocabulary: Illnesses and symptoms, medications, first aid

Grammar: The simple past of irregular verbs, yes/no questions with the simple past of irregular verbs, WH-questions with the simple past of irregular verbs, review ‘have to’ and ‘has to’

Communication Skills: Talk about illnesses and symptoms, accidents and injuries, talk to a pharmacist about prescription information, clarify instructions, write about a medical visit, summarize a review

Reading and listening: Read a review of dental health providers, prescription label, listen for health problems and medications, listen for the parts of the prescription label

10 hours





10.	<p><u>Week 10</u></p> <p>Unit 9 A – Money Matters</p> <p>Vocabulary: Banking and ATM words Grammar: Purpose and reasons with ‘to’, and ‘because’; adjectives with ‘too’ and ‘not enough’ Communication Skills: Talk about ATMs and payment preferences, shopping for a major purchase; write about shopping for a major purchase Reading and listening: Read bank statements, personal checks, and bills</p>	10 hours
11.	<p><u>Week 11</u></p> <p>Unit 9 B – Money Matters</p> <p>Vocabulary: Shopping words Grammar: ‘would like’ with nouns and verbs Communication Skills: talk about reasons for buying things, returning, and exchanging items; write reasons for buying things, using sequence words Reading and listening: read receipts and return forms, read about protecting credit cards</p>	10 hours
12.	<p><u>Week 12</u></p> <p>Unit 10 – Steps to Citizenship</p> <p>Vocabulary: Citizenship words; government officials Grammar: ‘Must’ and ‘Must not’, ‘must’ with adverbs of frequency; comparing ‘must’ and ‘should’ Communication Skills: Talk about community participation, ask and answer questions about ID problems, and make polite commands Reading and listening: Read about community participation, traffic rules, read about the branches of the U.S. government and term limits, listen for office regulations, listen for the ID problems</p>	10 hours
13.		



	<p><u>Week 13</u></p> <p>Unit 11 – Deal with Difficulties</p> <p>Vocabulary: Crimes, emergencies, and natural disasters</p> <p>Grammar: The past continuous, compare the past continuous and the past simple, information questions in the past, yes/no questions in the past, there was/were</p> <p>Communication Skills: Talk about natural disasters and emergencies, practice making an emergency call, ask for help, write about emergency/safety procedures</p> <p>Reading and listening: Read about a fire at home/flood, read about emergency safety procedures, read an emergency kit checklist, listen for information about accidents and emergencies</p>	<p>10 hours</p>
14.	<p><u>Week 14</u></p> <p>Unit 12 A – Take the Day Off</p> <p>Vocabulary: Recreational activities, entertainment, places to go</p> <p>Grammar: The superlative, using the comparative and the superlative</p> <p>Communication Skills: Talk about recreational activities, weekend plans, ask for and give opinions, write about weekend plans</p> <p>Reading and listening: Weekend activities</p>	<p>10 hours</p>
15.	<p><u>Week 15</u></p> <p>Unit 12 B – Take the Day Off</p> <p>Vocabulary: winter and water sports, individual/team sport</p> <p>Grammar: agreeing and disagreeing</p> <p>Communication Skills: agree and disagree with opinions, write about opinions about sports</p> <p>Reading and listening: Places to visit in the U.S.</p>	<p>10 hours</p>
Total		150





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

Essential References	Oxford University Press Step Forward Level 2 Course Book Oxford University Press Step Forward Level 2 Workbook
Supportive References	N/A
Electronic Materials	Oxford University Press Step Forward Level 2 online content Quill.org
Other Learning Materials	Selected worksheets (instructor's discretion)

2. Required Facilities and equipment

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

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching		
Effectiveness of Students assessment		
Quality of learning resources		
The extent to which CLOs have been achieved		
Other		



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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	JULY 2025

