



Course Specification

(Bachelor)

Course Title: English Language 1
Course Code: ELS1101
Program: Engineering 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: (3)					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input type="checkbox"/> Department	<input checked="" type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
3. Level/year at which this course is offered: (Level 1)					
4. Course General Description:					
<p>ELS1101 is an English as a Foreign Language (EFL) A1 CEFR level split-skills course (L&S, R&W) that includes a task-based ESP individual project. The course uses a blended medium curriculum with online, video, audio, as well as traditional course books and student support materials. ELS1101 uses speaking project milestones and picture-based writing to introduce students to academic language.</p>					
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):					
<ol style="list-style-type: none"> 1. Develop comprehension skills 2. Build speaking and writing skills 3. Foster academic responsibility 					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	225	100%
2	E-learning		
3	Hybrid		
4	Distance learning		



3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures*	225
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		225

**Classroom contact hours are student centered interactive sessions, as opposed to a lecture style teacher centered classroom.*





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 and detailed information regarding personal and everyday themes and topics.	K1	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs)
1.2	Identify the main idea of a simple reading passage covering simple academic themes.	K2	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs)
1.3	Identify specific, detailed information within a simple reading passage covering simple academic themes.	K3	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs), Open-ended questions
2.0	Skills			
2.1	Describe an educational interest within your field of study, including likes, and dislikes.	S1	Student Centered, Task-Based Learning (TBL)	Project milestone and speaking rubrics
2.2	Write a short, simple paragraph describing common everyday things, places, and people.	S2	Student Centered, Test-teach-Test (TTT)	Free writing assessed through a rubric
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate academic reasonability by adhering to due dates and academic guidelines.	V1	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>Week 1 Unit 1 – Meeting People Grammar: Like, subject pronouns, be verbs, interrogative pronouns Vocabulary: Activities, countries, and cities Writing: Write a paragraph describing a picture, write full and complete sentences about.... Reading: People and their majors Listening: Personal information Speaking: Describe a university schedule, project: introductions</p>	15 hours
2.	<p>Week 2 Unit 1 – Meeting People Grammar: Subject personal pronouns, contractions Vocabulary: Numbers, careers Writing: Write a paragraph describing a picture, write full and complete sentences about.... (Continued) Reading: Read an online social profile. Listening: Conversation with subject pronouns and contractions Speaking: Describe a university schedule, project: introductions</p>	15 hours
3.	<p>Week 3 Unit 2 – University Life Grammar: There + be verb + noun, there is/isn't, subjects, verbs and objects Vocabulary: Places on campus, school subjects Writing: Write a paragraph describing a picture, write full and complete sentences about.... (Continued) Reading: Read about places on campus Listening: University majors Speaking: Describe a university schedule, project: introductions and reasons</p>	15 hours
4.	<p>Week 4 Unit 2 – University Life Grammar: Questions with when, Is there/Are there questions Vocabulary: school supplies, days of the week Writing: Write a paragraph describing a picture, write full and complete sentences about.... (Continued) Reading: Read conversations with there is/are Listening: Conversation about a university schedule Speaking: Describe a university schedule, project: introductions and reasons</p>	15 hours





5.	<p>Week 5 Unit 3 – The world we live in Grammar: Questions with where and when, like and don't like Vocabulary: Food and taste, verbs for activities Writing: Write a paragraph describing a picture, write full and complete sentences about.... (Continued) Reading: Food likes and dislikes Speaking: Describe a university schedule, project: introductions and reasons Listening: Activities</p>	15 hours
6.	<p>Week 6 Unit 3 – The world we live in Grammar: Singular and plural, verbs used with can Vocabulary: Months and seasons of the year, countries, and their citizens Writing: Write a paragraph describing a picture, write full and complete sentences about.... (Continued) Reading: Read about food and their descriptions Speaking: Describe a university schedule, project: introductions and reasons Listening: Conversation on places and activities</p>	15 hours
7.	<p>Week 7 Unit 4 – Careers Grammar: a/an with single countable nouns, are you questions Vocabulary: Occupations, character traits Writing: Write a paragraph describing a picture, write an email Reading: Read a resume and its content Speaking: Describing occupations and their associated skills, project: introductions, reason and explanation on topic's importance Listening: Job skills</p>	15 hours
8.	<p>Week 8 Unit 4 – Careers Grammar: What are you good at?, questions with what do/does Vocabulary: verbs for job activities Writing: Write a paragraph describing a picture, write an email Reading: Occupations and their skills Speaking: Describing occupations and their associated skills, project: introductions, reason and explanation on topic's importance Listening: Conversation on professions and responsibilities</p>	15 hours
9.	<p>Week 9 Unit 5 – Health and Wellness Grammar: Sentences with 'can', go and do</p>	





	<p>Vocabulary: Illnesses, sports and activities Writing: Write a paragraph describing a picture, write an email Reading: Read a survey and report on hobbies Speaking: Describing occupations and their associated skills, project: introductions, reason and explanation on topic's importance Listening: Illnesses; What's the problem?</p>	
10.	<p>Week 10 Unit 5 – Health and Wellness Grammar: How often, adverbs of frequency Vocabulary: remedies Writing: Write a paragraph describing a picture, write an email Reading: Read about outdoor activities Speaking: Describing occupations and their associated skills, project: introductions, reason and explanation on topic's importance Listening: Remedies - how to treat illnesses</p>	15 hours
11.	<p>Week 11 Unit 6 – Around the town Grammar: Is there/are there, questions about time Vocabulary: Time phrases, places in town Writing: Write a paragraph describing a picture, write an email Reading: Visiting a new city Speaking: Describing occupations and their associated skills, project: introductions, reason and explanation on topic's importance Listening: What is the time?</p>	15 hours
12.	<p>Week 12 Unit 6 – Around the town Grammar: Questions with when, a/an + place Vocabulary: Daily routines, location words Writing: Write a paragraph describing a picture, write an email Reading: Visiting a new city Speaking: Describing occupations and their associated skills, project: introductions, reason and explanation on topic's importance Listening: Conversation on time and activities</p>	15 hours
13.	<p>Week 13 Unit 7 – Spending and saving Grammar: this and that (questions and answers), need to stop +ing Vocabulary: ways to save money, objects Writing: Write a paragraph describing a picture, write an email describing a city/place Reading: Read about spendings and savings Listening: Conversation on asking about price.</p>	15 hours





	Speaking: Daily routines referencing time of day, project: relating topic to KSA	
14.	Week 14 Unit 7 – Spending and saving Grammar: these and those (questions and answers); need to stop +ing Vocabulary: ways to save money, objects (continued) Writing: Write a paragraph describing a picture, write an email describing a city/place Reading: Read a savings plan Speaking: Daily routines referencing time of day, project: relating topic to KSA	15 hours
15.	Week 15 Unit 8 – Family and Home Grammar: Descriptive sentences with adjectives, have and be, prepositions Vocabulary: Family members, household objects Writing: Write a paragraph describing a picture, write an email describing a city/place Reading: Things in the house and their places Speaking: Daily routines referencing time of day, project: relating topic to KSA Listening: Conversation on describing family members	15 hours

Total		225

*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.	Reading and Writing Module Exam 1, 2, and 3	5, 10, 15	35%
2.	Listening and Speaking Module Exam 1, 2, and 3	5, 10, 15	35%
3.	Project Milestone 1, 2, and 3	4, 9, 14	5%
4.	Picture Based Writing	4, 9, 14	5%
5.	Listening and Speaking Quiz	4, 9, 14	7.5%
6.	Reading and Writing Quiz	4, 9, 14	7.5%
7.	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	<ol style="list-style-type: none"> 1. Pearson Press Academic Progress Listening and Speaking Level 1 Course Book 2. Pearson Press Academic Progress Reading and Writing Level 1 Course Book 3. ELS1101 Student Companion 1
Supportive References	N/A
Electronic Materials	<ol style="list-style-type: none"> 1. Pearson Press Academic Progress Listening and Speaking Level 1 online content 2. Pearson Press Academic Progress Reading and Writing Level 1 online content 3. 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 Open area for project rehearsals 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	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	3. Student questionnaires 4. Course Report

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	JULY 2025

