



Course Specification

(Bachelor)

Course Title: **English Language 2**

Course Code: **ELS1102**

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. University College Department Track Others

B. Required Elective

3. Level/year at which this course is offered: (Level 2)

4. Course General Description:

ELS1102 is an English as a Foreign Language (EFL) A2 CEFR level split-skills course (L&S, R&W) that includes a task-based ESP group project. The course uses a blended medium curriculum with online, video, audio, as well as traditional course books and student support materials. ELS1102 uses speaking project milestones and picture-based writing to build students' academic language.

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

ELS1101

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

N/A

7. Course Main Objective(s):

1. Develop comprehension skills
2. Strengthen academic 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	225hrs	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 common themes and simple academic topics.	K1	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs)
1.2	Differentiate between the main idea and detailed information within a simple reading passage covering simple academic themes.	K2	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs)
2.0	Skills			
2.1	Explain likes and dislikes on the topic of an educational interest within the students' field of study.	S1	Student Centered, Task-Based Learning (TBL)	Project milestone and speaking rubrics
2.2	Express through a paragraph, likes, dislikes, and a clearly stated opinion.	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
3.2	Act responsibly as a member of a team through collaboration and academic contribution.	V2	Student Centered, Task-Based Learning (TBL)	Project milestone and speaking rubrics





C. Course Content

No	List of Topics	Contact Hours
1.	<p>Week 1 Unit 1 – Free Time Grammar: Simple Present, prepositions of time, a/an for singular verbs Vocabulary: Hobbies, free time Writing: Write a biography, write a paragraph describing a picture of... Reading: Favourite Pastimes Speaking: Your favourite hobbies and pastimes, project: group introductions Listening: Free time</p>	15 hours
2.	<p>Week 2 Unit 1 – Free Time Grammar: sentence composition, present simple questions Vocabulary: free time activities Writing: Write a biography, write a paragraph describing a picture of... Reading: Favourite Pastimes in the MENA region Speaking: Your favourite hobbies and pastimes, project: group introductions Listening: Unusual hobbies</p>	15 hours
3.	<p>Week 3 Unit 2 – Start-up world Grammar: simple past with regular verbs Vocabulary: start-up vocabulary, Writing: Write a biography, write a paragraph describing a picture of... Reading: Online shopping Speaking: Your favourite hobbies and pastimes, project: group introductions Listening: Conversation on famous companies</p>	15 hours
4.	<p>Week 4 Unit 2 – Start-up world Grammar: would and could, simple past with 'did' Vocabulary: business and industry Writing: Write a biography, write a paragraph describing a picture of... Reading: The Careem Story Speaking: Your favourite hobbies and pastimes, project: group introductions Listening: Middle Eastern Entrepreneurs</p>	15 hours
5.	<p>Week 5 Unit 3 – World records Grammar: Superlative adjectives</p>	15 hours





	<p>Vocabulary: nouns and adjectives Writing: Write a biography, write a paragraph describing a picture of... Reading: A Saudi World Record Speaking: Your favourite hobbies and pastimes, project: group introductions and reasons Listening: World records</p>	
6.	<p>Week 6 Unit 3 – World records Grammar: Ordinal numbers Vocabulary: Quantities with per, units of measurement Writing: Write a biography, write a paragraph describing a picture of... Reading: Past and present athletes in the Middle East Speaking: Your favourite hobbies and pastimes, project: group introductions and reasons Listening: World records: The Burj Khalifa</p>	15 hours
7.	<p>Week 7 Unit 4 – Famous and influential people Grammar: superlatives + to, personal pronouns for subject & object Vocabulary: careers, Writing: Write a paragraph describing a picture, and write a pros and cons paragraph Reading: Two creative Arabs Speaking: Express and support your opinion, project: introductions, reason and public performance Listening: Famous people and their jobs</p>	15 hours
8.	<p>Week 8 Unit 4 – Famous and influential people Grammar: There is/there are, possessive forms of a noun Vocabulary: jobs Writing: Write a paragraph describing a picture, write a pros and cons paragraph Reading: Two adventurous Arabs Speaking: Express and support your opinion, project: introductions, reason and public performance Listening: Conversation with signposting phrases</p>	15 hours
9.	<p>Week 9 Unit 5 – Social Media Grammar: Comparatives and Superlatives Vocabulary: Media and the Internet Writing: Write a paragraph describing a picture, write a pros and cons paragraph Reading: Social Networking: Pros and Cons</p>	15 hours





	<p>Speaking: Express and support your opinion, project: introductions, reason, and public performance</p> <p>Listening: TV Report</p>	
10.	<p>Week 10 Unit 5 – Social Media Grammar: Imperatives; must and should, frequency adverbs, countable and uncountable nouns Vocabulary: Cyberbullying, Netiquette Writing: Write a paragraph describing a picture, write a pros and cons paragraph Reading: Report on MENA social media usage Speaking: Express and support your opinion, project: introductions, reason and public performance Listening: Social media and mental health</p>	15 hours
11.	<p>Week 11 Unit 6 – The Deep Sea Grammar: Present Continuous, articles Vocabulary: Animals Writing: Write a paragraph describing a picture, write a pros and cons paragraph Reading: The Deepsea Challenger Speaking: Express and support your opinion, project: introductions, reason and public performance Listening: Conversation with WH questions; completing a logbook</p>	15 hours
12.	<p>Week 12 Unit 6 – The Deep Sea Grammar: be; have; comparing as .. as Vocabulary: Sea animals Writing: Write a paragraph describing a picture, write a pros and cons paragraph Reading: Deepsea creatures, question types Speaking: Express and support your opinion, project: introductions, reason and public performance Listening: Conversation; distinguishing facts and non-facts</p>	15 hours
13.	<p>Week 13 Unit 7 – Pop culture Grammar: Present simple for past negatives Vocabulary: traditional Arab culture and values Writing: Write a paragraph describing a picture, write a descriptive paragraph Reading: Graffiti World Record in Dubai</p>	15 hours





	<p>Speaking: Describe an experience with food, project: public speaking performance</p> <p>Listening: Using a graphic organizer</p>	
14.	<p>Week 14 Unit 7 – Pop culture Grammar: Will, going to, present continuous Vocabulary: pop culture Writing: Write a paragraph describing a picture, write a descriptive paragraph Reading: Pop culture and gaming in KSA Speaking: Describe an experience with food, project: public speaking performance Listening: Board games vs video games</p>	15 hours
15.	<p>Week 15 Unit 8 – Food from around the world Grammar: WH questions Vocabulary: International dishes Writing: Write a paragraph describing a picture, write a descriptive paragraph Reading: Types of dishes, Robin’s Restaurant Review Speaking: Describe an experience with food, project: public speaking performance Listening: Food from different countries</p>	15 hours

Total		225

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 2 Course Book 2. Pearson Press Academic Progress Reading and Writing Level 2 Course Book 3. ELS1102 Student Companion 2
Supportive References	N/A
Electronic Materials	<ol style="list-style-type: none"> 1. Pearson Press Academic Progress Listening and Speaking Level 2 online content 2. Pearson Press Academic Progress Reading and Writing Level 2 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	1. Student questionnaires 2. 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

