



Course Specification

(Bachelor)

Course Title: **English Language 4**

Course Code: **ELS1104**

Program: **Healthcare Track**

Department: **Department of English Language Skills**

College: **English Language Institute**

Institution: **University of Tabuk**

Version: **2**

Last Revision Date: **July 2025**





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A. General information about the course:

1. Course Identification

1. Credit hours: (4)

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:

ELS1104 is an English as a Foreign Language (EFL) B2 CEFR level course especially designed to integrate medical ESP and academic task-based content. The course uses a blended medium curriculum with online, video, audio, as well as a traditional course book and student support materials. ELS1104 introduces students to themes and terminology specific to 'Medical Ethics', with a focus on the practical application of listening, speaking, reading, and writing skills. Activities include academic essay writing, speaking, group ESP projects, video-based ESP reflections, and module-based quizzes to reinforce vocabulary and content comprehension.

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

ELS1103

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

N/A

7. Course Main Objective(s):

1. Develop academic listening and reading proficiency
2. Enhance professional communication skills
3. Strengthen academic and technical writing abilities
4. Cultivate ethical awareness, academic responsibility, and collaboration

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	300hrs	100%
2	E-learning		
3	Hybrid		
4	Distance learning		



3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures*	300
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		300

*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 from listening content with academic themes and topics.	K1	Student Centered, Present-Practice-Produce (PPP)	Multiple Choice Questions (MCQs)
2.0	Skills			
2.1	Create and present a short talk on a subject directly relating to the healthcare field of study.	S1	Student Centered, Task Based Learning (TBL)	Project milestone and speaking rubrics
2.2	Synthesize main points and related detailed information from expanded academic reading passages with common or similar themes.	S2	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
2.3	Create technical writing and academic essays that express clearly stated positions, as well as contrasting ideas and themes.	S3	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 rubrics
3.3	Reflect on the ethical ramification on select ESP themes and topics.	V2	Task Based Learning (TBL)	Speaking Reflection Rubric

C. Course Content

No	List of Topics	Contact Hours
1.	<p>Week 1</p> <p>Unit 1 – Social Sciences</p> <p>Grammar: Restrictive clauses</p> <p>Vocabulary: Using a dictionary</p> <p>Writing: Organizing and developing an analysis essay</p> <p>Reading: We can all be role models – previewing and predicting</p> <p>Speaking: Reflection on doctor-patient relationship video, project: personal & topic introductions; suggesting solutions to the Saudi health system.</p> <p>Listening: Ethics: doctor-patient relationship</p>	20 hours
2.	<p>Week 2</p> <p>Unit 1 – Social Sciences</p> <p>Grammar: Restrictive clauses (continued)</p> <p>Vocabulary: ESP terminology (doctor-patient relationship)</p> <p>Writing: Write an analysis essay (continued)</p> <p>Reading: Everyday Heroes; Previewing and predicting</p>	20 hours





	<p>Speaking: Reflection on doctor-patient relationship video, project: personal & topic introductions; suggesting solutions to the Saudi health system.</p> <p>Listening: Ethics: Doctor-patient relationship</p>	
3.	<p>Week 3 Unit 2 – Environmental Studies Grammar: Definite and indefinite articles Vocabulary: Word forms Writing: Write an analysis essay (continued) Reading: Cities preparing for rising sea levels; highlighting & annotating Speaking: suggesting solutions to the Saudi health system; project: personal & topic introductions Listening: Ethics: Professionalism</p>	20 hours
4.	<p>Week 4 Unit 2 – Environmental Studies Grammar: Definite and indefinite articles Vocabulary: ESP terminology (Professionalism) Writing: Write an analysis essay (continued) Reading: Sustainable buildings; highlighting & annotating Speaking: Suggesting solutions to the Saudi health system; project: personal & topic introductions Listening: Ethics: Professionalism (Continued)</p>	20 hours
5.	<p>Week 5 Unit 3 – Psychology Grammar: Past perfect Vocabulary: Prefixes and suffixes Writing: Write an analysis essay (continued) Reading: Fitting in Vs Belonging; Making inferences Speaking: Suggesting solutions to the Saudi health system; project: personal & topic introductions Listening: Ethics: Confidentiality and Privacy</p>	20 hours
6.	<p>Week 6 Unit 3 – Psychology Grammar: Past perfect continuous Vocabulary: ESP terminology (Confidentiality & Privacy) Writing: Write an analysis essay (Final draft) Reading: We all need friends; Making inferences Speaking: Suggesting solutions to the Saudi health system; project: personal & topic introductions; reflection Listening: Ethics: Confidentiality and Privacy (Continued)</p>	20 hours





7.	<p>Week 7 Unit 4 – Technology Grammar: Subordinators and transitions Vocabulary: Using a dictionary to distinguish between homonyms Writing: Write a compare and contrast essay Reading: Five innovative technologies; Understanding comparisons Speaking: Restating the argument and solution to show agreement/disagreement; project: Introductions and explanation of topic content Listening: Ethics: Patient autonomy</p>	20 hours
8.	<p>Week 8 Unit 4 – Technology Grammar: Subordinators and transitions Vocabulary: ESP terminology (patient autonomy) Writing: Write a compare and contrast essay (Continued) Reading: Pulling water out of air desert; Understanding comparisons Speaking: Restating the argument and solution to show agreement/disagreement; project: Introductions and explanation of topic content Listening: Ethics: Patient autonomy (continued)</p>	20 hours
9.	<p>Week 9 Unit 5 – Health Sciences Grammar: Agents with Passive voice Vocabulary: Cause and effect collocations Writing: Write a compare and contrast essay (Continued) Reading: Eating well; Recognizing bias Speaking: Restating the argument and solution to show agreement/disagreement; project: Introductions and explanation of topic content Listening: Ethics: Non-maleficence</p>	20 hours
10.	<p>Week 10 Unit 5 – Health Sciences Grammar: Agents with Passive voice Vocabulary: ESP terminology (non-maleficence) Writing: Write a compare and contrast essay (Continued) Reading: Your DNA and what you eat; Recognizing bias Speaking: Restating the argument and solution to show agreement/disagreement; project: Introductions and explanation of topic content Listening: Ethics: Non-maleficence (continued)</p>	20 hours
11.	<p>Week 11 Unit 6 – Biological sciences</p>	20 hours





	<p>Grammar: Reported speech with the present tense Vocabulary: Collocations with nouns Writing: Write a compare and contrast essay (Continued) Reading: Connectomes; using an outline Speaking: Restating the argument and solution to show agreement/disagreement; project: Introductions and explanation of topic content Listening: Ethics: Beneficence</p>	
12.	<p>Week 12 Unit 6 – Biological sciences Grammar: Reported speech with shifting tenses Vocabulary: ESP terminology (beneficence) Writing: Write a compare and contrast essay (Final Draft) Reading: Can the body control the brain; using an outline Speaking: Restating the argument and solution to show agreement/disagreement; project: Introductions and explanation of topic content; reflection Listening: Ethics: Beneficence (continued)</p>	20 hours
13.	<p>Week 13 Unit 7 – International relations Grammar: Adverb phrases of reason Vocabulary: Word roots Writing: Write a persuasive essay Reading: International agreements/disagreements; recognizing facts and opinions Speaking: Possible future trends in medicine; project: Introductions, explanation of topic content and conclusion Listening: Ethics: Justice</p>	20 hours
14.	<p>Week 14 Unit 7 – International relations Grammar: Adverb phrases of reason (continued) Vocabulary: ESP terminology (Justice) Writing: Write a persuasive essay (continued) Reading: Desalination of ocean water; recognizing facts and opinions Speaking: Possible future trends in medicine; project: Introductions, explanation of topic content and conclusion Listening: Ethics: Justice</p>	20 hours
15.	<p>Week 15 Unit 8 – Engineering Grammar: Adverb clauses of concession Vocabulary: ESP terminology (Consent); collocations with prepositions</p>	20 hours





<p>Writing: Write a persuasive essay (Final Draft)</p> <p>Reading: The Tacoma Narrows Bridge collapse; Identifying counterarguments and refutations</p> <p>Speaking: Possible future trends in medicine; project: Introductions, explanation of topic content and conclusion; reflection</p> <p>Listening: Ethics: Consent</p>	
Total	300

*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 Exams 1, 2, 3	5, 10, 15	70%
2.	Reflections 1, 2, 3	4, 9, 14	6%
3.	Quizzes 1, 2, 3	4, 9, 14	9%
4.	Project Milestones 1, 2, 3	4, 9, 14	6%
5.	Autonomous Skills	1 through 15	9%

*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"> Oxford University Press QSkills 4th Sp. Ed. Reading and Writing Level 4 course book ELS1104 Student Companion 4
Supportive References	N/A
Electronic Materials	<ol style="list-style-type: none"> Oxford University Press QSkills 4th Sp. Ed. Reading and Writing Level 4 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 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

