



Course Specification

(Bachelor)

Course Title: *English Language 2*

Course Code: *ELIH1102*

Program: *First-year program for the bachelor's in the following Health Colleges:*

College of Medicine

College of Applied Medical Sciences

College of Dentistry

College of Public Health Informatics

College of Pharmacy

College of Nursing

Department: *English Language Institute*

College: *English Language Institute*

Institution: *Umm Al-Qura University*

Version: *1*

Last Revision Date: *08 April 2025*

Ministry Of Education Umm Al-Qura University	وزارة التعليم جامعة أم القرى
University Vice Presidency For Academic Affairs English language Institute	وكالة الجامعة للشؤون الأكاديمية معهد اللغة الإنجليزية



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	4
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	5
G. Specification Approval	6



A. General information about the course:

1. Course Identification

1. Credit hours: (4 hours)

2. Course type

A. University College Department Track Others
B. Required Elective

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

4. Course General Description:

English Language 2 is a single-level, English for General Purposes (EGP) course. All students who are admitted to Bachelor in the Health Colleges are required to take this course in the second semester of the first year of their program. The course is offered in 15 weeks with a 12-hour-per-week teaching plan covering the four language skills. It intends to develop students' knowledge and ability of English language in all major skills which include reading, writing, listening, and speaking, as well as in sub-skills including grammar, vocabulary, and pronunciation.

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

English Language 1 (ELIH1101)

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

N/A

7. Course Main Objective(s):

The goal of this course is to help students to master the English language at B1+ level (high-intermediate). B1+ is the third level of English on the CEFR scale.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	8 hours per week	60%
2	E-learning	4 hours per week	40%
3	Hybrid <ul style="list-style-type: none"> ● Traditional classroom ● E-learning 	-	-



No	Mode of Instruction	Contact Hours	Percentage
4	Distance learning	0	0

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	(12 hours) X (15 weeks)
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	0
5.	Others (specify)	0
Total		180 hours

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	Illustrate the complex use of B1+ grammar and vocabulary in various forms of texts (general and academic contexts).	K1	- Grammar exercises	Grammar and Vocabulary MCQs at exams (periodic exams and final exams)
1.2	Distinguish different forms of spoken language; stress/pattern/intonation/linkers/pauses /fillers and connected speech.	K1	-Speaking practice in pairs and groups -Individual oral presentations -Aural/oral activities.	Speaking assessment





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.3	Distinguish different written genre; sentence and paragraph structure, content, mechanism of writing.	K1	-Writing exercises -Practice in pairs or group work -Individual writing	-Writing assessment -Writing final exam
2.0	Skills			
2.1	Apply the skills of skimming, scanning, and guessing from context to take notes, summarize and infer meaning from texts.	S1	-Reading comprehension activities -Note taking	Periodic exams and the final exam (reading comprehension questions)
2.2	Compose coherent, cohesive texts using the skills of brainstorming, critical thinking and outlining.	S1	-Writing activities that include mind map, note-taking, summarizing and paraphrasing	Utilizing rubrics in continuous writing assessment and final writing task
2.3	Use language to communicate with people effectively in oral presentations, group discussions, debates, expressing opinions and short talks.	S3	-Speaking practice (pair/ group work) -Individual speaking practice	-Group discussions - Presentations and debates -Utilizing rubrics in the speaking assessment task
2.4	Identify main and supporting ideas in listening activities and take notes of details on familiar topics.	S1	-Listening activities	Periodic exams
3.0	Values, autonomy, and responsibility			
3.1	Express interest in seeking	V2	-Active learning	-Self-learning platform



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	opportunities for lifelong learning and problem-solving.		-Online self - learning (LMS) -Habit formation through project work	feedback (Cambridge one online learning management system) - Workbook - Online practice
3.2	Develop interpersonal and cross-cultural communication strategies for substantial progress in future careers.	V4	-Pair work and group work -Community building through project work and networking	-Presentations -Group discussions -Project work -Homework -Classroom assessment

C. Course Content

No	List of Topics	Contact Hours
Evolve 4 Special Edition: Level 4 (B1+)		
1.	Unit 1: And We're Off Personal achievements, right qualities for the job, introductions, responding to an article on job interviews, sport science: presentation examples, a job interview. Video: Fit for the job.	15
2.	Unit 2: The Future of Food Trends, food preparation, offers: making, accepting and declining, a food survey, traditional dishes, restaurant rescue. Video: Green cities.	15
3.	Unit 3: What's It Worth? Time and money, value for money, apologizing, product reviews, work-life balance, responding to negative reviews. Video: Save now, pay later.	15
4.	Unit 4: Going Local Merchandising, viral stories, discussing opinions, brands, product and business reviews, design an ad. Video: Saving the world, one hour at a time.	15
5.	Unit 5: True Stories	15





	Stories, changing plans, reacting to bad news, a written apology, language learning, a chance meeting. Video: Walking and talking.	
6.	Unit 6: Community Action Charities and volunteers, acts of kindness, help: offering, accepting and refusing, a community project, responding to offers and requests, an urban art project. Video: Can do!	15
7.	Unit 7: Can We Talk? Text messaging apps, written vs spoken language, retelling a story, formal vs informal communication, critical literacy, an online survey. Video: Mobile communication in Africa.	15
8.	Unit 8: Lifestyles Work lifestyles, wishes and regrets, considering options, comment on a podcast, post practical advice, digital detox. Video: Start-up life.	15
9.	Unit 9: Yes, you can Rules and regulations, discussing rules, tipping, a letter of complaint, a case study: urban regeneration, making improvements. Video: Opening doors for everyone.	15
10.	Unit 10: What if? Accidental discoveries, alternatives and possibilities, engaging the listener, good and bad inventions, turning points, the greatest invention. Video: Game of bones.	15
11.	Unit 11: Contrasts College life, scientific facts, discussing alternatives, commenting on new technology, a healthy diet, mediation. Video: The future of driving.	15
12.	Unit 12: Looking Back The story behind a photo, childhood memories, sharing past experiences, zoos: the pros and cons, national traditions, a 'national moment'. Video: the good old days?	15
Total		180

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Periodic Exam 1	The 4th	15%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
2.	Periodic Exam 2	The 8th	15%
3.	Writing assessment	1 st group writing: week 4 2 nd group writing: week 9 Individual writing: week 11	10%
4.	Speaking assessment	from the 5th to the 14th	10%
5.	Online Practice	from the 1st to the 14th	5%
6.	Writing Final Exam	The 16th	5%
7.	Final Exam	The 16 th	40%
	Total		100%

*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	Goldstein, B., Jones, C., Hendra, L., Tilbury, A. (2019). Evolve 4 Special Edition: Student's Book with Practice Extra. Cambridge University Press. UK: Cambridge University Press.
Supportive References	Multimedia
Electronic Materials	Cambridge LMS
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
Facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms and Computer labs
Technology equipment (projector, smart board, software)	Computers, internet connection, and Learning management system (Blackboard)
Other equipment (depending on the nature of the specialty)	-



F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students Faculty	Indirect: Student Surveys
Effectiveness of Students assessment	Faculty	Indirect: Student Surveys
Quality of learning resources	Faculty Students	Indirect: Resources Evaluation Survey
The extent to which CLOs have been achieved	Faculty	Direct: CLOs measurement
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	ELI Council
REFERENCE NO.	873090914466/183988
DATE	1446/09/16

