Course Specification
— (Bachelor)

Course Title: English for Health Prefession 1
Course Code: ELIH 111
Program: First Year Program
Department: English Language Institute
College: English Language Institute
Institution: King Abdulaziz University
Version: *Course Specification Version Number*
Last Revision Date: 02 January 2026

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A. General information about the course:

1. Course Identification

1. Credit hours: (6)

2. Course type

A.	☒ University	☐College	☐Department	☐Track	☐Others
B.	☒ Required		☐Elective		

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

4. Course general Description:

This is the first course in the 2-course series of English proficiency courses targeting the English Language Institute First Year English Language Program (ELI FYELP) students in the Medical or Allied Health Sciences Programs. The course aims to get students approximately to the half-way mark of the program learning objectives, by developing their proficiency to the high-B1/low-B2 proficiency level on the CEFR scale. It does so through simultaneously strengthening all four skills (plus grammar and vocabulary) but with a special focus on academic writing.

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

It is ***strongly recommended*** that students obtain Placement test score of at least 30 on the CEPT or proof of 5 or higher on the IELTS. This corresponds to a CEFR B1.

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

None

7. Course Main Objective(s):

The objective of this course is to develop students' academic English skills and to bridge them from B1 CEFR (low-intermediate) to high-B1/low-B2 CEFR (high-intermediate) proficiency in English, while also enhancing their knowledge of, and exposure to, medical-related vocabulary, medical terminology, reading, and listening passages.

2. Teaching mode (mark all that apply)

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

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	**explain** a range of medical terms having to do with a number of anatomical systems, physiological functions and medical subfields including the lymphatic/immune system, composition of blood, the eye and vision, the ear and hearing, the endocrine system, oncology, cardiovascular system, respiratory system and	K1	Teacher-Fronted Presentation Previewing difficult vocabulary Practice Activities	Medical Terminology Quizzes Mid CBT Final CBT

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	digestive systems. (COMM)			
1.2	**identify** the components of a paragraph (written at the B1-B2 CEFR level) including topic sentences, supporting sentences and concluding sentences.	K2		
1.3	**demonstrate** a relatively high degree of grammatical control, avoiding mistakes that lead to misunderstanding, in the employment of grammatical structures such as noun phrases, time phrases, comparison and contrast expressions, articles, expressions of concession, cause and effect expressions, conditional phrases, active and passive voice, time expressions, expressions of certainty about future events, and modals of necessity and obligation in writing and speaking.	K3	Teacher-Fronted Presentation Previewing difficult vocabulary Practice Activities	Writing Quizzes Writing Tasks Final Writing Exam Mid CBT Final CBT
...				
2.0	**Skills**			
2.1	**use** accurately and appropriately (both in spoken form and written form) a range of medical terms	S1	Teacher-Fronted Presentation	Medical Terminology quizzes

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	relating to a number of anatomical systems, physiological functions and medical subfields including the lymphatic/immune system, composition of blood, the eye and vision, the ear and hearing, the endocrine system, oncology, digestive system, respiratory system and cardiovascular system (COMM)		Previewing difficult terminology Practice Activities	Mid CBT Final CBT
2.2	**evaluate** the main ideas and details of a short lecture, discussion, interview, dialog or conversation on a health-care related topic. (CRIT)	S3	Previewing difficult vocabulary Teaching specific reading/listening strategies	
2.3	**analyze** main ideas and details in short articles on health-care related topics. (CRIT)	S3		
2.4	**use** a variety of strategies to listen to recorded talks, interviews and lectures dealing with topics related to healthcare and medicine, differentiating main points from details and opinions, using contextual cues, identifying speaker viewpoints and target audience in order to glean information from B1 level spoken texts. (CRIT)	S3	Pre-Listening/ Pre-Reading Activities Assisting students in answering comprehension and other questions about listening/reading Activating Schema Introducing and demonstrating a	Writing Quizzes Mid CBT Final CBT

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.5	**use** strategies to scan through long and complex texts about topics related to healthcare and medicine, differentiate between main ideas, details and opinions, applying a variety of reading skills such as previewing, making inferences, making annotations on a text, using background to predict information, etc., in order to glean information from texts at the B1 level of proficiency. (CRIT)	S3	variety of basic writing aids	
2.6	**apply** referencing and researching skills by utilizing basic writing guides, dictionaries and online writing resources to aid in producing effective and appropriate written texts. (COMM, CRIT, CREA)	S2		
3.0	**Values, autonomy, and responsibility**			
3.1	**create** a variety of types of well-formed and well-developed paragraphs on medical topics at the B1 CEFR level including paragraphs that describe processes, define terms, compare, contrast, and explain cause/effect. The paragraphs will have appropriate topic sentences, supporting	V2	Pair Work Group Work Interviews Whole Class Discussion Peer Feedback Teaching Presentation Skills	Final Speaking Project Writing Quizzes Final Writing Exam

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	sentences and concluding sentences.		Teaching genres of writing and going over model paragraphs	
3.2	**perform** actively and effectively in discussions on a variety of contemporary issues in the field of healthcare asking questions, giving opinions and analyzing a variety of options.	V3		
3.3	**deliver** an effective academic presentation on a substantive medical/healthcare related topic, employing medical terminology covered in or related to the course material, using clear signposting and appropriate linking words and including appropriate examples and details.	V1		

** Connection between the CLOs and the 4Cs

The four-letter codes used here to tag some of the CLOs are meant to highlight the connection between the ELI curriculum on the one hand and "the 4Cs" which are: communication (COMM), collaboration (COLL), critical thinking (CRIT) and creativity (CREA) on the other.

As is evident, most of our CLOs strengthen students' engagement with one or more of the 4Cs. However, we have tagged only those CLOs that directly contribute to the 4Cs. Otherwise, all the CLOs can be said to, either directly or indirectly, contribute to the strengthening of the 4Cs. For example, "knowledge of grammar" contributes indirectly to the 4Cs, for without it, communication would be impossible (as indeed would be any of the other three Cs). Such indirect connections to the 4Cs have not been tagged.

Furthermore, collaboration is an integrated feature of many of these CLOs. Therefore, it appears as a second or third tag for many of the CLOs. This is especially so for CLOs that are activated as part of pair- or group-work during classroom activities.

The four-letter tags denoting the 4Cs that appear after each CLO are listed according to their order of importance for that particular CLO.

4. Program Learning Outcomes:

The objective of the ELI-H program is to prepare ELI PYELP students who are eligible for entry into programs in the School of Medicine and Allied Healthcare to be able to excel academically during their first year in a Medicine and Health Sciences program, by developing their English language proficiency to a B2 level on the CEFR scale within an English for Specific Purposes (ESP-Medicine and Health Sciences) framework, with a special focus on academic writing and medical terminology. The program does so through the realization of the main program learning outcomes.

On completion of this program it is expected that students will be able to:

K1: Identify and explain a wide range of medical terms accurately.

K2: Demonstrate understanding of the mechanics and protocols required to produce effective essays on medical topics at the CEFR B2 proficiency level.

K3: Understand the structure and usage of grammatical constructions widely used in Academic English texts, both spoken and written, at the B2 CEFR level.

S1: Apply a wide range of medical terms accurately and appropriately.

S2: Create effective well-formed academic essays on medical topics at the CEFR B2 proficiency level.

S3: Analyze and explain a variety of key issues and concerns encountered in a variety of medical settings, verbally and in writing.

V1: Adopt the correct usage of a wide range of medical terms effectively and appropriately, both verbally and in writing.

V2: Create well-formed academic essays on medical topics at the CEFR B2 proficiency level.

V3: Perform actively and effectively in discussions and written communications regarding issues and concerns encountered in a variety of medical settings.

C. Course Content

No	List of Topics			Contact Hours
	ESP Textbooks: *English for Healthcare and Nursing (EHN)*	**Academic Writing** Main Textbook: *Longman Academic Writing Series 3*	**Medical Terminology** Main Textbook: Medical Terminology: A Short Course	
1.	Unit 1: The World of Healthcare	Unit 1: Academic Paragraphs	Chapter 1: Basic Word Structure	27

2.	Unit 2: Jobs in Healthcare	Unit 2:Narrative Paragraphs	Chapter 1: Basic Word Structure (cont.)	27
3.	Unit 3: Services Provided Healthcare workers and institutions	Unit 3: Basic Paragraph Structures	Chapter 1: Basic Word Structure (cont.)	27
4.	Unit 4: Taking care of Patients	Unit 4: Logical Division of Ideas	Chapter 1: Basic Word Structure (cont.)	27
5.	Unit 5 Characteristics of Good Healthcare	Unit 5: Process Paragraphs	Chapter 2: Organization of the Body	27
6.	Unit 6: Nursing	Unit 6: Definition Paragraphs	Chapter 2: Organization of the Body (cont.)	30
7.	Unit 7: Good Communication in a Healthcare Setting	Unit 7: Cause/Effect Paragraphs	Chapter 2: Organization of the Body (cont.)	30
8.	Unit 8: Healthy Lifestyles and Lifestyle Medicine		Chapter 2: Organization of the Body (cont.)	30
Total				**225**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Writing Booklet + Tasks	TBA	10%
2.	Writing Quizzes	TBA	10%
3.	Medical Terminology Quizzes	TBA	10%
4.	Mid-CBT Exam	Week 7	20%
5.	Final Writing Exam	By Week 14 or 15	10%
4.	Final Speaking Project	By Week 14 or 15	10%
5.	Final CBT	University Exam Week	30%

*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	1. *Longman Academic Writing Series,* Book 3, by Longman Publishing

	2. *English for the Health Sciences and Nursing* by Garnet Publishing 3. *Medical Terminology: A Short Course by Chabner (9th Edition)*
Supportive References	
Electronic Materials	https://lms.kau.edu.sa/ https://eli.kau.edu.sa/Pages-eli-students-en.aspx
Other Learning Materials	Blackboard and the textbook publisher's LMS

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with at least 30 seats. Seats should be easily moveable. Sufficient computer labs available to administer the final computer-based exam for all students on the same day.
Technology equipment (projector, smart board, software)	Overhead projector, whiteboard, coursebook software, internet, speakers, printers, photocopiers, and laptops for teachers. Computer labs with up-to-date software and quality headphones.
Other equipment (depending on the nature of the specialty)	Teacher Resources Room and library for lesson preparation.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students Classroom Observation Committee Professional Development Unit External Reviewers such as the CEA	Student Surveys Formal Classroom Observation
Effectiveness of Students assessment	Curriculum and Test Development Unit Curriculum Committee Assessment Committee External Reviewers such as the CEA	Item Analysis Data Teacher Feedback Student Feedback Course Reports
Quality of learning resources		
The extent to which CLOs have been achieved	Quality Assurance Unit Curriculum and Test Development Unit	Item Analysis Data Course Reports Annual Program Review
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	ELI COUNCIL
REFERENCE NO.	5
DATE	7/1/1447