



Course Specification

Diploma

Course Title: English Language 2

Course Code: AP1302T

Program: Fully Online Diplomas

Department: N/A

College: Applied College

Institution: Umm Al-Qura University

Version: 1 (A new version: Two-semester Academic Year 1447-1448H)

Last Revision Date: 16 August 2025

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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: (Level 2/ First year)

4. Course General Description:

English Language 2 (AP1302T) is offered to learners at the second level of their various diploma programs in the Applied College. It is equivalent to CEFR pre-intermediate B1 and enables learners who have the foundational knowledge of business English to improve their language skills in the context of a professional work environment. The course comprises various materials (student book, teacher book, online practice, audio, and video), and the lessons are based on exciting tasks such as Talking Points, Viewpoints, Practically Speaking ...etc. They all aim to expand students' knowledge and ability of the English language in all skills of reading, writing, and listening, with extra emphasis on speaking, as well as in sub-skills including grammar, vocabulary, and pronunciation. The course is designed for learners who intend to study business-related undergraduate-level programs and those in employment seeking to improve their business communication skills.

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

English Language 1 (AP1301T), Level 1 of English language Course.

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

None

7. Course Main Objective(s):

The main objective of this course is to develop learners' language skills in general business areas such as: communicating with colleagues and work contacts by phone, via email, and in a range of face-to-face situations, such as formal and informal meetings/discussions, and various planned and unplanned social



encounters. Upon the completion of the course, learners will be able to cope with reoccurring communication situations at the workplace with sustained fluency and control. They will continue to cover the skills of speaking, listening, reading, writing, grammar and vocabulary while focusing on spoken business English by providing more detailed descriptions and explanations.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning	180 hours online classes (on-campus Midterm and Final exams)	100%
3	Hybrid - Traditional classroom - E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	180 hours
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
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	Learners will be able to know and understand: - Advanced social and business vocabulary and structure used to	Applying correct communicative competency in social, interpersonal, professional, and academic contexts.	-Warm-up, comprehension questions or multimedia prompts, pre-listening or reading activities	Through a combination of classroom and online class activities, textbook exercises,



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	initiate, engage, and sustain discourse about work life, projects, services and systems, customers, guests and visitors, online work, finance, logistics, facilities, decisions, and innovation. - Use language skills to follow, identify and get relevant information from a wider range of spoken and written texts at workplace and respond to them more efficiently.		such as guessing and matching games, -planned lectures going through course book activities and adapted them when necessary. -Activity and case study exercises such as: The introduction game, choosing a supplier, finding the right location, making use of technology, everyday tasks, the socializing game, designing the perfect workplace, the right person for the right job, making a supermarket competitive, changing the way you work, organizing a business trip, the revision game.	formative (midterm and final exams), and continuous assessments (tasks and projects) based on course-specific learning outcomes measuring mastery of the particular language and knowledge introduced.
2.0	Skills			
2.1	Speaking: Learners will be able to use more complex expressions, phrases, and long	Applying logical, critical, systematic, and innovative thinking in the context of language	-Exposing students to oral and written texts by native speakers.	- Classroom discussions and end-of-unit assignments



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	sentences to do the following: - Introduce themselves and others, talk more about themselves, their jobs and performance, their managers, their companies and what they do and companies' structures, activities, products, services, hospitality, and events. - Ask others about their information and confirm it, and welcome visitors. - Give research reports and make comparisons, make presentations, and respond to feedback. - Start and end long telephone calls and leave telephone messages. - Soften a message when complaining and make and deal with complaints. - Talk about customer service, orders, and deliveries. Ask for and offer help, apologize, solve	development by utilizing different learning sources in doing individual and collaborative tasks.	-Drilling exercises. -Encouraging the use of a good dictionary in class. - Encouraging learners to make their own words and phrases and to speak their minds in every situation during their learning process. -Monitoring, correcting, and suggesting areas of improvement. - Giving feedback and highlighting problematic language points. -Highlighting vocabulary and syntax. -Encouraging students to take notes, keep word lists, and create writing files and writing banks. - Applying differentiated instructions to reinforce all students' interactions.	promote critical thinking and reasoning. - Activities are typically in the form of task-based learning and project work. -Interacting with online activities and graphic organizers in assigned textbooks.





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	problems, make orders and requests, give directions and advice, ask for clarification, make predictions and speculations. - Talk about marketing, travel, global issues, development, discuss future plans, and make arrangements. - Talk about time management, environmental protection, personal development and training. Talk about advertising, necessity and permission, and control discussions.			
2.2	Listening: Students will be able to understand and follow longer and more elaborate spoken texts in areas of work priority such as personal information and employment with the ability to answer questions about them.			





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.3	Grammar and vocabulary: -Learners will be able to expand their business vocabulary in areas of company jobs and tasks, contacts, products and services, company structure, customer service, employment, air travel, orders and deliveries, advertising, environment, hospitality, performance, global issues, time management, and development and training. -Learners will be able to demonstrate their understanding of English grammar and its usage in the following main areas: Present simple, present continuous, past simple, forming questions, comparisons, present perfect, future, the passive, modal verbs, conditional sentences,			



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	countable/uncountable nouns.			
2.4	Reading: Learners will be able to follow, identify, and extract different ideas, specific details, figures of speech, and verbal/nonverbal context clues of lengthier written texts with high frequency, job related language such as emails, messages, orders, instructions...etc.			
2.5	Writing: Learners will be able to write legible sentences and paragraphs in formulaic letters, notes, emails ... etc., convey clear ideas, highlight important information, use appropriate tenses and range of structures, use more variant organizers and linkers, and apply writing conventions such as spelling, capitalization, punctuation marks ... etc. with precision.			





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.6	Self-learning responsibility: Students will be able to build on their learning strategies so that they can take full responsibility of their English language skill development.			
3.0	Values, autonomy, and responsibility			
3.1	Demonstrating more awareness of the cultural sensitivities of native speakers of English by using appropriate structures and expressions in wider social and business situations.	- Gaining independent and life-long learning habits to develop knowledge and skills.	- Involve students in interactive tasks that require collaboration to build teamwork, research, and technical project skills. -Pair and group activities such as reports and debates, and role-playing. -acknowledging students' successes and highlighting areas of difficulty.	-The homework assessment, including the e-learning component, encourages responsibility and cultivates time management skills. -Greater credit is given to original work with mistakes.
3.2	Punctuality and taking responsibility for the completion of set tasks.			
3.3	Avoidance of plagiarism and production of original work.			
3.4	Collaborative work and learning.			

C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1	12 hours a week
2.	Unit 2	12 hours a week
3.	Unit 3	12 hours a week
4.	Unit 4	12 hours a week





5.	Unit 5	12 hours a week
6.	Unit 6	12 hours a week
7.	Unit 7	12 hours a week
8.	Unit 8	12 hours a week
9.	Unit 9	12 hours a week
10.	Unit 10	12 hours a week
11.	Unit 11	12 hours a week
12.	Unit 12	12 hours a week
13.	Unit 13	12 hours a week
14.	Unit 14	12 hours a week
15.	Unit 15	12 hours a week
16.	Final Exam	2 hours
Total		180 hours

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no.)	Percentage of Total Assessment Score
1.	Classroom activities + participation	Weekly	10%=(5% on-campus, 5% online)
2.	Midterm Exam	Week 10	30%
4.	Speaking assessment	Week 12	5%
5.	Reading assessment	Week 4	5%
6.	Writing assessment	Weekly+ Writing Task on week 14	10%= (5% weekly assessment, 5% Writing Task)
7.	Final Exam	Week 16	40%

*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

- Textbook: Business Result Pre-Intermediate Student's e-Book, second edition by David Grant, Jane Hudson and John Hughes.
- Students' online practice:
<https://enrolment.oxfordlearn.com>
- Selective writing materials.





Supportive References	Teachers' English hub: https://elt.oup.com/teachers/businessresult/?cc=us&sellLanguage=en&mode=hub
Electronic Materials	Learning Management System- (Blackboard/WebEx) Classroom Presentation Tools (CPTs)
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms for Midterm and Final exams.
Technology equipment (projector, smart board, software)	
Other equipment (depending on the nature of the specialty)	Instructors must have a PC, or laptop or a tablet, speakers, and a headset. Students must have a PC, or laptop or a tablet, and a headset.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching.	Students	Issuing end-of-semester questionnaires to collate students' feedback on the course or elements of the course.
Other Strategies for Evaluation of Teaching	English language Instructors	-Continuous professional development observation throughout the semester. -Informal and peer observations can also be arranged as required.
Processes for Improvement of Teaching.		Regular in-service training sessions are organized.
Processes for Verifying Standards of Student Achievement (e.g. check-marking by an independent member teaching staff of a sample	English language Instructors	All exams are double-checked for form and content's validity while





Assessment Areas/Issues	Assessor	Assessment Methods
of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution).		writing scores are peer-reviewed.
Planning arrangements for periodically reviewing course effectiveness and planning for improvement.	A curriculum sub-committee.	Ongoing research into the efficacy of the courses offered. This research is informed by, amongst other things, data collected by the curriculum administrators.
The extent to which CLOs have been achieved	English language instructors Students	- A variety of ongoing assessment forms in addition to formal exams. - Feedback from instructors and students.
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

