



Course Specification

Diploma

Course Title: English Language 1

Course Code: AP1301T

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



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	10
D. Students Assessment Activities	11
E. Learning Resources and Facilities	11
F. Assessment of Course Quality	12
G. Specification Approval	13





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 1/ First year)

4. Course General Description:

English Language 1 (AP1301T) is offered to learners at the first level of their various diploma programs in the Applied College. It is equivalent to CEFR entry-level A2 and helps learners have foundational knowledge of business English and 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 English language in all skills of reading, writing, listening, with extra emphasis on speaking, as well as in sub-skills including grammar, vocabulary, and pronunciation. The course is designed for learners to develop the needed linguistic and work skills quickly and effectively and prepares them to advance their business English to ESP courses in the second semester-offered according to their diplomas' specialties.

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

None

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: making introductions, describing products and services, ordering goods, discussing projects and problems, talking about companies,



careers, events, money, trends, competition, and travel. 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 detailed descriptions and explanations.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning	196 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	196 hours
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		196 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	Applying correct communicative competency in social, interpersonal, professional, and academic contexts.	-Warm-up, comprehension questions or multimedia prompts, pre-listening or	Through a combination of classroom and online class activities, textbook



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	structure used to initiate, engage, and sustain discourse about themselves and other people, jobs, companies, countries, office technology, food, transport, and travel. - 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.		reading activities 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.	exercises, 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 direct expressions, phrases	Applying logical, critical, systematic, and innovative thinking in the	-Exposing students to oral and written texts	- Classroom discussions and end-of-unit





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	and full sentences to do the following: - Talk more about themselves (where they are from, their jobs, what they are doing), ask others about others' personal information, greet, and introduce themselves and others. - Spell longer words and say higher-digit numbers and currencies. - Talk more about their company's location and buildings and ask about other workplaces. - Start and end longer telephone calls and leave telephone messages. - Talk more about technology and everyday activity, ask for and offer help, apologize, solve problems, make orders, and give directions. - Talk about past and future events, make general conversations, describe where	context of language development by utilizing different learning sources in doing individual and collaborative tasks.	by native speakers. -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.	assignments 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
	things are, trips, departments, and responsibilities - Talk about trends in the workplace, tell different times, and arrange meetings, talk about competitions, and compare products and companies, talk about teams, problems, and arrangements - Talk about travel, airports, bookings, hotels, and services - Talk about schedules, recent past actions, future plans.			
2.2	Listening: Students will be able to understand and follow longer spoken texts in areas of work priority such as personal information and employment with the ability to answer questions about them.			
2.3	Grammar and vocabulary: -Learners will be able to expand their business vocabulary in areas of jobs,			





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	countries and nationalities, products and services, locations, technology, contacts, departments, employments, completion, teamwork, travel, calendars, and schedules -Learners will be able to demonstrate their understanding of English grammar and its usage in the following main areas: Present simple with emphasis on forming questions, use of there is/there are, some/any, adverbs of frequency, past simple be and past regular /irregular verbs and past time expressions, prepositions of place and movement, how to use this/that/those/these, present continuous in present and future going to, comparatives/superlatives, infinitive of			





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	purpose, present perfect.			
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			





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	reasonable precision.			
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.	Viewpoint 1	12 hours a week
5.	Unit 4	12 hours a week
6.	Unit 5	12 hours a week
7.	Unit 6	12 hours a week
8.	Viewpoint 2	12 hours a week
9.	Unit 7	12 hours a week
10.	Unit 8	12 hours a week
11.	Unit 9	12 hours a week
12.	Viewpoint 3	12 hours a week
13.	Unit 10	12 hours a week
14.	Unit 11	12 hours a week
15.	Unit 12	12 hours a week
16.	Viewpoint 4	12 hours a week
17.	General Courses Final Exams Week	2 hours
Total		196 hours

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no.)	Percentage of Total Assessment Score
1.	Classroom activities + participation	Weekly	10%
2.	Midterm Exam	Week 9	30%
3.	Speaking assessment	Week 12	5%
4.	Reading assessment	Week 7	5%
5.	Writing assessment	Weekly+ Writing Task on week 15	10%= (5% weekly assessment, 5% Writing Task)
6.	Final Exam	Week 17	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 Elementary Student's e-Book, second edition by David Grant, John Hughes, Nina Leeke & Rebecca Turner.
- Students' online practice:





	https://enrolment.oxfordlearn.com -Selective writing materials.
Supportive References	Teachers' English hub: https://elt.oup.com/teachers/businessresult/?cc=us&selLanguage=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
Effectiveness of teaching	Students	Issuing end-of-semester questionnaires to collate students' feedback on the course or elements of the course.
Effectiveness of Students assessment	English language Instructors	-Continuous professional development observation throughout the semester. -Informal and peer observations can also be arranged as required.
Quality of learning resources	English language Instructors	Ongoing research into the efficacy of the courses and the resources offered.



Assessment Areas/Issues	Assessor	Assessment Methods
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	