

**University of Technology and Applied Sciences**  
**Course Outline**  
**English Language Center**

**The General Foundation Program Aims to:**

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. Help students to gain effective command of the required skills in English Language, Mathematics and Information Technology.</li> <li>2. Provide realistic learning opportunities for students to speak, listen to, read and write social, workplace and academic English confidently and effectively.</li> <li>3. Provide a solid foundation in English, Mathematics, and Information Technology to allow them to perform successfully in a variety of academic programs at a higher level.</li> <li>4. Equip students with the skills and attitudes to successfully participate in lifelong learning in their academic programs and future careers.</li> <li>5. Develop social competence by helping students to acquire teamwork and decision making skills.</li> <li>6. Develop academic competences which will include logical and abstract reasoning, problem solving, higher level cognitive and critical thinking.</li> </ol> |
|--|

|   |                       |                               |                    |
|---|-----------------------|-------------------------------|--------------------|
| <b>Level: 1</b>                                   |                       | <b>Academic Year: 2020-21</b> |                    |
| <b>English</b>                                    | <b>Contact Hours:</b> | <b>No. of hrs./week</b>       | <b>Semester: 3</b> |
| <b>Pre-requisite(s):</b><br><b>Placement Test</b> |                       | <b>18</b>                     |                    |

|  |  |
|--|--|
| <b>Level Course Objectives</b>   |  |
| <b>At the end of the semester, this course should enable the students to:</b>  |  |
| 1. Understand and use in speech and writing familiar everyday expressions, basic phrases and sentences aimed at the satisfaction of needs of a concrete type |  |
| 2. Introduce him/herself and others and speak about and ask and answer questions about social, academic and work related activities                          |  |
| 3. Interact in a simple way provided the other person talks slowly and clearly and is prepared to help   |  |
| 4. Manage time and accept responsibility according to OAAA GFP Standards # 6.2.1   |  |

| Level | Skill             | No. of hours/week |
|-------|-------------------|-------------------|
| 1     | Reading & Writing | 10                |

## Learning Outcomes

### Note:

1. It is **not** a requirement to cover these L.Os/descriptors **in the given order**.
2. These learning outcomes **are benchmarked** with Common European Framework of Reference for Languages (CEFR)
3. These learning outcomes are mapped with Oman Academic Standards (OAS) for GFP.

| CoTs' Learning Outcomes for Reading   |
|---|
| 1. Can comprehend short simple reading texts in the region of 300 words.  |
| 2. Can comprehend short simple correspondence such as a simple email, SMS social media message or postcard.                                 |
| 3. Can recognise familiar names, words, and basic phrases on simple notices and posters in everyday situations.                             |
| 4. Can get the gist of simple informational material.   |
| 5. Can understand short, simple descriptions.   |
| 6. Can identify the topics of short simple paragraphs which together constitute short simple reading texts of around 300 words.             |
| 7. Can scan short, simple passages and texts to extract specific information especially if there is visual support.                         |
| 8. Can demonstrate possession of a narrow range of actively understood vocabulary.  |
| 9. Can use context clues to guess the meaning of occasionally occurring unfamiliar words in short, simple texts in the region of 300 words. |
| 10. Can use with guidance a paper, online or digital English to English dictionary to find meaning and pronunciation of unknown vocabulary. |
| 11. Can use pre-reading strategies to preview, activate prior knowledge, predict content of a text and establish a purpose for reading.     |

| CoTs' Learning Outcomes for Writing   |
|---|
| 1. Can write simple phrases and sentences for a variety of basic purposes.  |
| 2. Can write simple sentences to give personal information.   |
| 3. Can write simple sentences to describe habits and routines.  |
| 4. Can write simple sentences to describe family life, places, hobbies and pastimes and vacation activities and to describe work and jobs.                              |
| 5. Can write simple sentences describing self and other people, either real or imaginary.   |
| 6. Can write names, addresses, nationalities, occupations, dates and times, numbers and prices.   |
| 7. Can write short, simple messages or notes (SMS or social media message or postcard) and can write an email or a postcard of at least 75 words.                       |
| 8. Can link sentences to form a short paragraph of at least 100 words using simple discourse markers such as 'and', 'but', 'because', 'or', 'so' and simple punctuation |
| 9. Can use prewriting strategies to generate and develop ideas and to plan before starting to write.  |

## Reading & Writing: 10 hours per week

| Week      | *Unit                  | Skill | Learning Outcomes   | Comments  |
|-----------|------------------------|-------|---|---|
| 1         | One                    | RD    | 1,3,4,5,6,7,8,9,10,11   |   |
|           |                        | WR    | 1,2,5 (describing self & other people),6,8,9                      | L.O5= L1WSMLO5<br>L.O6= L1WSMLO6A, L1WSMLO6B<br>L1WSMLO6C<br>L.O8= use Unit 3 Page.52-54 ( <i>because</i> ) and Unit 5 P88-89 ( <i>and, but, or</i> ) |
| 2         | One                    | RD    | 1,3,4,5,6,7,8,9,10,11   | L.O3=L1RSMLO3   |
|           |                        | WR    | 1,2,5 (describing self & other people),6,8,9                      |   |
| 3         | One                    | RD    | 1,2,4,5,6,7,8,9,10,11   | L.O2= L1RSMLO2  |
|           |                        | WR    | 1,2,5 (describing self & other people),6,8,9                      |   |
| 4         | Two                    | RD    | 1,4,5,6,7,8,9,10,11   |   |
|           |                        | WR    | 1,2,4 (family life and work & jobs),6, 7 (SMS, notes, emails),8,9 | L.O4= L1WSMLO4A<br>L.O7= L1WSMLO7A, L1WSMLO7B   |
| 5         | Two                    | RD    | 1,4,5,6,7,8,9,10,11   |   |
|           |                        | WR    | 1,2,4 (family life and work & jobs),6, ,8,9                       |   |
| 6         | Three                  | RD    | 1,4,5,6,7,8,9,10,11   |   |
|           |                        | WR    | 1,2,3(habits and routines),6,8,9                                  |   |
| 7         | Three                  | RD    | 1,4,5,6,7,8,9,10,11   |   |
|           |                        | WR    | 1,2,3(habits and routines),6,8,9                                  |   |
| 8         | Four                   | RD    | 1,4,5,6,7,8,9,10,11   |   |
|           |                        | WR    | 1,2,4(Places <i>hometowns</i> ),6,7,8,9                           | L.O4= L1WSMLO4C<br>L.O7= L1WSMLO7C, L1WSMLO7D   |
| 9         | Four                   | RD    | 1,4,5,6,7,8,9,10,11   |   |
|           |                        | WR    | 1,2,4(Places <i>hometowns</i> ),6,7,8,9                           |   |
| 10&<br>11 | <b>LEVEL EXIT EXAM</b> |       |   |   |

**Note:**

**\*RD: Reading, \*WR: Writing**

**\*Unit: - All reading activities to be covered**

**- Writing activities may be covered if time allows**

**- Teachers must use the common supplementary teaching materials as indicated**

For the mapped Learning Outcomes, please refer to the *Mapping of Teaching Materials to CoTs' GFP L1 Learning Outcomes (English)* document.

**Sources (e.g. APA style, MLA style, Harvard referencing, The Chicago Manual of Style)**

|                           |  |
|---------------------------|--|
| <b>Text Books</b>         | NATIONAL GEOGRAPHIC LEARNING<br>PATHWAYS FOUNDATIONS: Reading, Writing, and Critical Thinking. Laurie Blass, Mari Vargo and Keith S. Folse/Series Consultant |
| <b>Reference Books</b>    |  |
| <b>E-brary reference</b>  |  |
| <b>Relevant Web Sites</b> |  |

| Level | Skill                | No. of hours/week |
|-------|----------------------|-------------------|
| 1     | Listening & Speaking | 8                 |

### Learning Outcomes

#### Note:

1. It is **not** a requirement to cover these L.Os/descriptors **in the given order**.
2. These learning outcomes **are benchmarked** with Common European Framework of Reference for Languages (CEFR)
3. These learning outcomes are mapped with Oman Academic Standards (OAS) for GFP.

| CoT's Learning Outcomes for Listening  |
|--|
| 1. Can understand simple, standard speech which is carefully articulated, with sufficient pauses between phrases and or sentences to allow the idea to be processed.                     |
| 2. Can understand words, phrases and simple sentences concerning family, hometown or village and life as a student.  |
| 3. Can understand simple questions, instructions and directions.   |
| 4. Can understand numbers, prices and times, including opening and closing times.  |
| 5. Can understand the language of basic greetings and leave- taking.   |
| 6. Can understand basic polite requests.   |
| 7. Can understand descriptions of simple routines and habits related to social life and to life as an employee or a student.   |
| 8. Can understand simple descriptions of people, places and things.  |
| 9. Can understand speech providing basic, concrete personal information.   |
| 10. Can demonstrate understanding of a short talk or conversation of two to three minutes related to everyday social activities, or to everyday employment or study- related activities. |

| CoTs' Learning Outcomes for Speaking   |
|--|
| 1. Can use simple phrases and sentences to describe jobs, stages of academic study, places and people.   |
| 2. Can ask and answer simple questions and simple activities related to jobs, stages of academic study, places and people, and to simple activities.                     |
| 3. Can establish basic contact in social, employment or academic life by using the simplest everyday polite forms of greetings, farewells, introductions and thanks.     |
| 4. Can link words or groups of words with very basic connectors such as 'and', 'but', 'so', and 'then'.  |
| 5. Can maintain communication by expressing lack of understanding, or by asking for repetition, and by recognising errors and by having the confidence to repair errors. |
| 6. Can give very simple directions supported by gesture such as 'it's upstairs'; 'she's downstairs'; 'it's over there'.  |
| 7. Can use simple sentences to describe everyday activities and some past activities of a social, work-related or study-related nature.                                  |
| 8. Can express wants, and make basic polite requests.  |
| 9. Can correctly say times, days, dates, give numbers and prices, and provide weights, measures and distances.   |
| 10. Can use intonation sufficiently well to indicate to the listener whether a statement is being made, or a question is being asked.                                    |
| 11. Can demonstrate a willingness to correctly distinguish between and produce phonemes problematic for Arabic speakers such as /b/ or /p/ and /g/ or /j/.               |

## Listening & Speaking: 8 hours per week

| Week    | *Unit                  | Skill | Learning Outcomes                              | Comments                           |
|---------|------------------------|-------|--|------------------------------------|
| 1       | One                    | Lis   | 1,2,3,4,5,9,10                                 | L.O4= L1LSMLO4                     |
|         |                        | SP    | 1,2,3  |                                    |
| 2       | One                    | Lis   | 1,2,3,4,5,9,10                                 | L1LSMLO5 and L1SpSMLO3             |
|         |                        | SP    | 1,2,3  |                                    |
| 3       | Two                    | Lis   | 1,2,3,4,5,6,7,8,9,10                           | L.O6= L1LSMLO6                     |
|         |                        | SP    | 1,2,6(simple direction),7                      |                                    |
| 4       | Two                    | Lis   | 1,2,3,4,5,6,7,8,9,10                           |                                    |
|         |                        | SP    | 1,2(Asking questions in a conversation),6,7,11 | L.O11= L1SpSMLO11A,<br>L1SpSMLO11B |
| 5       | Three                  | Lis   | 1,2,3,4,5,7,8,10                               |                                    |
|         |                        | SP    | 1,2,4,6,7,8,9,10                               | L.O4=L1LSMLO4andL1SpSMLO9          |
| 6       | Three                  | Lis   | 1,2,3,4,5,7,8,10                               |                                    |
|         |                        | SP    | 1,2,4,6,7,8,9,10                               |                                    |
| 7       | Four                   | Lis   | 1,2,3,4,5,7,8,9,10                             |                                    |
|         |                        | SP    | 1,2,5,7  |                                    |
| 8       | Four                   | Lis   | 1,2,3,4,5,7,8,9,10                             |                                    |
|         |                        | SP    | 1,2,4,5,7                                      |                                    |
| 9       | Four                   | Lis   | 1,2,3,4,5,7,8,9,10                             |                                    |
|         |                        | SP    | 1,2,4,5,7                                      |                                    |
| 10 & 11 | <b>LEVEL EXIT EXAM</b> |       |  |                                    |

Note:

**\*Lis: Listening, \*Sp: Speaking**

**\*Unit: - All listening and speaking activities (including grammar exercises) to be covered**

**- Teachers must use the common supplementary teaching materials as indicated**

For the mapped Learning Outcomes, please refer to the *Mapping of Teaching Materials to CoTs' GFP L1 Learning Outcomes (English)* document.

| <b>Sources (e.g. APA style, MLA style, Harvard referencing, The Chicago Manual of Style)</b> |   |
|--|---|
| <b>Text Books</b>  | <b>NATIONAL GEOGRAPHIC LEARNING<br/>PATHWAYS FOUNDATIONS: Listening &amp; Speaking, and<br/>Critical Thinking. Cyndy Fetting, Kathy Najafi and Keith S. Folse /<br/>Series Consultant</b> |
| <b>Reference Books</b>   |   |
| <b>E-brary reference</b>   |   |
| <b>Relevant Web Sites</b>  |   |

**Learning Outcomes****Note:**

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**CoTs' Grammatical Enabling Descriptors**

|  |
|--|
| 1. Adjectives: common and demonstrative  |
| 2. Adverbs of frequency                  |
| 3. Comparatives and superlatives         |
| 4. Going to                              |
| 5. How much/how many                     |
| 6. I'd like                              |
| 7. Imperatives (+/-)                     |
| 8. Modals: can/can't/could/couldn't      |
| 9. Past simple of "to be"                |
| 10. Past Simple                          |
| 11. Possessive adjectives                |
| 12. Possessive 's'                       |
| 13. Prepositions of place and time       |
| 14. Present continuous                   |
| 15. Present simple                       |
| 16. Questions                            |
| 17. There is/are                         |
| 18. To be, including question +negatives |
| 19. Verb + ing: like/hate/love           |
| 20. Articles and determiners             |

| Level | Skill        |
|-------|--------------|
| 1     | Study Skills |

## OAS GSS

### 6.2.1 Managing time and accepting responsibility

- a) Work in pairs or groups and participate accordingly i.e. take turns, initiate a discussion, interrupt appropriately, express an opinion.
- b) Follow university policies on attendance and punctuality.
- c) Bring required materials (pens, pencils, folder, etc) to class.
- d) Work to imposed deadlines.
- e) Show respect for teachers and others and their rights to have a difference of opinion.
- f) Use a variety of study techniques.
- g) Create term planners and study schedules noting key dates/events.
- h) Complete homework on time.
- i) Continually revise one's work.
- j) Independently access and use computer labs and the internet for language learning.
- k) Identify preferred study strategies based on learning styles.
- l) Organise a feasible study schedule that accommodates other responsibilities.
- m) Describe learning experiences, challenges, insights in daily journal.
- n) Organise and maintain a system of recording vocabulary (keep a vocabulary log).
- o) Organise and maintain a portfolio of one's work.

### 6.2.2 Research Skills

- a) List the key ideas to guide search for information.
- b) Use the library system for finding, borrowing and returning library material.
- c) Use an English-English dictionary for language learning.
- d) Use a contents page and an index to locate information in a book.
- e) Extract relevant information from a book or article using a battery of reading strategies (e.g. skimming, scanning, etc.).
- f) Locate a book/journal in the library using the catalogue.
- g) Find topic-related information in a book/journal in the library using the catalogue.
- h) Find specific information using internet search engines and electronic resources.
- i) Cite a source in accordance with academic conventions.
- j) Classify and sort new information.
- k) Select or reject a source based on difficulty level, relevance and currency.
- l) Assess the reliability, objectivity and authenticity of a source.
- m) Summarise and paraphrase information in one's own words.

## OAS GSS

### 6.2.3 Taking Notes

- a) Recall and define main concepts.
- b) Utilize abbreviations and symbols.
- c) Use English rather than Arabic for notes in margins and glossing vocabulary.
- d) Extract and record key information (the gist) from a written or spoken source based on own interpretation of information.
- e) Adopt a note-taking strategy (e.g. Cornell system; mind mapping).
- f) Support key points with relevant additional details.
- g) Organise information to enable quick reference at a later date.
- h) Date one's notes.
- i) Use notes to create a summary.
- j) Reproduce key information and supporting details from notes in one's own words.
- k) Sort out information and reject irrelevant pieces.

### 6.2.4 Giving Presentations

- a) Outline and define main concepts.
- b) Address questions from the audience.
- c) Plan and conduct a presentation based on information from written material, interviews, surveys, etc.
- d) Speak in a clearly audible and well paced voice.
- e) Follow a presentation format.
- f) Use presentation language (discourse markers, etc).
- g) Achieve the key aim of informing the audience.
- h) Make use of audio/visual aids when giving oral presentations.
- i) Tailor content and language to the level of the audience.
- j) Maintain some eye contact with audience.
- k) Speak from notes in front of an audience using index cards.
- l) Observe time restrictions in presentations.
- m) Organise and present information in a logical order at a comprehensive speed.
- n) Invite constructive feedback.

| Continuous Assessment (50%)  |     | Level Exit Exam (50%) |         |
|------------------------------|-----|-----------------------|---------|
| 20% will be converted to 50% |     | Component             | Percent |
| Teacher Mark                 | 5 % | Writing               | 12.5 %  |
| Two Writing Assessments      | 5 % | Listening             | 12.5 %  |
| Book Review                  | 2 % | Reading               | 12.5 %  |
| Vocabulary log               | 3%  |                       |         |
| Presentation                 | 5 % | Speaking              | 12.5 %  |

## Essential information to students on policies

### Online Class Rules

#### 1. *Students are required to:*

- a. attend virtual classes according to schedule/timetable.
- b. sit in a quiet place away from family members, TV or friends to avoid distractions.
- c. wear proper dress code attire. Students not adhering to the dress code will be requested to leave the online class and marked absent.
- d. keep the microphone on mute unless the teacher asks for it to be turned on.
- e. raise hands to speak by clicking on the hand icon in MS Teams.
- f. turn on the microphone to speak and turn it off when finished.
- g. turn the camera on or off as instructed by the teacher.
- h. use the chat feature to make relevant comments or ask questions. The use of Emojis is not encouraged.
- i. behave according to classroom instructions or risk being reported to management.
- j. watch the recorded lesson available on OneDrive if absent.
- k. turn cameras on during assessments. No camera, no exam.
- l. use English only for speaking or chatting.
- m. adhere to college regulations. Students who record the lesson using their mobile phones or other tools and share the recording on social media will face severe consequences for doing so.

### Attendance Rules

1. Attendance is mandatory for English classes (Levels 1-4). Each English level amounts to 18 hours per week. Students should join the class at least 5 minutes earlier than the class begins to help start the lesson on time. Cameras should be switched on and students should raise hands for teachers to verify class attendance.
2. Students will get the first warning letter if his/her absence reaches 5% without any valid excuses, second warning letter will be issued for 10%. If the absence reaches 15% a Debar Letter will be issued.
3. A student will be considered as LATE when s/he arrives after 5 minutes of the class start time (10 minutes for the morning session only). Being LATE for THREE times in a class will be considered as ONE class absence.
4. If a student failed to take any exam (Progress Test, etc.) with a valid reason, s/he has to submit the supporting documents (with approval seal from government authorities such as MoH, Wali, etc.) within one week from the date of examination which s/he failed to attend.

5. If a student missed any classes with a valid reason, s/he has to submit the supporting documents (with approval seal from government authorities such as MoH, Wali, etc.) within one week to the core tutor.

### Independent Study Hours

It is recommended that students study independently for two hours each day aside from classes and academic advising hours in order to pass their level successfully.

### Other Rules

1. **Homework** must be submitted on time. Teachers should write their feedback on the students' writing assignments.
2. **Participation:** Active participation in class is required.
3. **Plagiarism & cheating:** Producing work using dishonest methods has no value. Cheating (copying another student's work on an assignment or a test), or plagiarism (using another author's words without crediting the source) will lead to failure of the assignment or test, failure of the course, probation, suspension, or expulsion. (Please refer to Plagiarism Policy)

#### Prepared & Agreed by:

| S. No.              | Lecturer Name            | Signature                 | Section No. |
|---------------------|--------------------------|---------------------------|-------------|
| 1                   | Dalal Al-Mahrouqi        | <i>Dalal Al-Mahrouqi</i>  | ELC         |
| 2                   | Fakhriya Al Rashdi       | <i>Fakhriya Al Rashdi</i> | ELC         |
| Date of Submission: | 9 <sup>th</sup> May 2021 |                           |             |

#### Approved by:

| Designation | Name               | Signature                 | Date                      |
|-------------|--------------------|---------------------------|---------------------------|
| HoS C&TM    | Fakhriya Al Rashdi | <i>Fakhriya Al Rashdi</i> | 10 <sup>th</sup> May 2021 |