

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

The General Foundation Program Aims to:

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| <ol style="list-style-type: none"> 1. Help students to gain effective command of the required skills in English Language, Mathematics and Information Technology. 2. Provide realistic learning opportunities for students to speak, listen to, read and write social, workplace and academic English confidently and effectively. 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. 4. Equip students with the skills and attitudes to successfully participate in lifelong learning in their academic programs and future careers. 5. Develop social competence by helping students to acquire teamwork and decision making skills. 6. Develop academic competences which will include logical and abstract reasoning, problem solving, and higher level cognitive and critical thinking. |
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Level: 2		Academic Year: 2020-2021	
English	Contact Hours:	No. of hrs./week	Semester: 3
Pre-requisite(s): Placement Result / Level 1		18	

Level Course Objectives
At the end of the semester, this course should enable the students to:
1. Understand and use in speech and writing sentences at an elementary level related to social, academic and employment areas.
2. Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
3. Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
4. Manage time and accept responsibility according to OAAA GFP Standards # 6.2.1.

Level	Skill	No. of hours/week
2	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 the 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 texts in the region of 400 words dealing with mainly familiar and concrete topics which are composed of high frequency everyday vocabulary or commonly encountered, academic job-related or news-related language
2. Can comprehend short, simple texts which include commonly encountered internationally- recognized vocabulary
3. Can comprehend basic routine work-related, or study-related letters, faxes, emails and text messages which may be met locally and internationally
4. Can comprehend short, simple personal letters, emails and social media texts
5. Can understand everyday signs and notices in public places such as in streets, restaurants, educational institutions and workplaces
6. Can identify the topics of short simple paragraphs which together constitute short, simple reading texts of around 400 words
7. Can understand simple directions and instructions such as on appliances, food packaging and medicines
8. Can scan to find specific, predictable information in simple reading texts which might include letters, brochures, newspaper articles, advertisements, prospectuses, menus and timetables or study-related material
9. Can demonstrate possession of a range of actively understood vocabulary beyond the most basic met on the earlier level of the course
10. Can use context clues to guess the meaning of occasionally occurring unfamiliar words in short, simple texts in the region of 400 words dealing with mainly familiar and concrete topics
11. Can independently use a paper, online or digital English to English dictionary to find meaning and pronunciation of unknown vocabulary

12. 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 elementary purposes, linking them using simple conjunctions such as 'and', 'so', 'but' and 'because'
2. Can write and take short, simple notes and messages relating to matters in areas of immediate need
3. Can write a very simple personal letter or email of at least 100 words
4. Can describe plans and arrangements
5. Can explain likes or dislikes
6. Can describe family, living conditions, past and current education and qualifications
7. Can describe present and past activities and personal experiences
8. Can write a simple story describing a person or past event
9. Can write simple instructions and directions
10. Can clearly separate topics into individual paragraphs which together form a text of at least 150 words
11. Can use prewriting strategies to generate and develop ideas and to plan before starting to write

Delivery Plan: Reading & Writing: 10 hours per week

Week	*Unit	Skill	Learning Outcomes	Comments
1	ONE	RD	1,2,3,6,8,10,11,12	L.O3= L2WSMLO2 and L2RSML03
		WR	1,2,3,5,11	L.O1= use Unit 6 page 115 (and, so, but) *because needs to be supplemented L.O 2&3= L2WSMLO2 and L2RSML03 & L2WSMLO3,5&7 and L2RSML03&4
2	ONE	RD	1,2,3,4,6,8,10,11,12	L.Os3&4= L2WSMLO3,5&7 and L2RSML03&4
		WR	1,2,3,5,7,10,11	L.Os 3, 5 & 7= L2WSMLO3,5&7 and L2RSML03&4 L.O 10 = to be supplemented
3	TWO	RD	1,2,3,4,6,8,9,10,11,12	
		WR	1,2,3,5,7,10,11	L.Os 5 & 7= L2WSMLO3,5&7 and L2RSML03&4 L.O 10 = to be supplemented
4	TWO	RD	1,2,3,4,6,8,9,10,11,12	
		WR	1,3,5,6,7,10,11	L.Os 6 & 10 = L2WSMLO6&10
5	TWO	RD	1,2,6,8,9,10,11,12	
		WR	1,3,5,6,7,10,11	L.Os 6 & 10 = L2WSMLO6&10
6	THREE	RD	1,2,6,8,9,10,12	
		WR	1,3,4,10,11	L.Os 3, 4 & 10= L2WSMLO4&10
7	THREE	RD	1,2,5,6,8,9,10,12	L.O5= L2RSML05
		WR	1,3,4,10,11	L.Os 3, 4 & 10= L2WSMLO4&10
8	FOUR	RD	1,2,5,6,7,8,9,10,12	L.O7= L2RSML07
		WR	9 (instructions & directions),11	L.O9= L2WSMLO8,9&10
9	FOUR	RD	1,2,6,7,8,9,10,12	
		WR	9 (directions), 11	L.O9= L2WSMLO8,9&10
10 & 11	LEVEL EXIT EXAM			

Level	Skill	No. of hours/week
2	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 the 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 Listening
1. Can understand clear standard speech spoken at a slightly faster pace than the earlier level on subjects related to personal and social life and to life as an employee or student
2. Can understand clearly spoken messages and announcements which might be encountered as a shopper, traveller, employee or student
3. Can identify the topic and get the gist of a TV or radio news report dealing with locally, nationally or internationally familiar subjects
4. Can understand clearly spoken transactions requiring a response when faced with survival activities such as shopping, banking and travelling
5. Can understand simple questions, instructions and directions when spoken at a slightly faster pace than the earlier level
6. Can understand clearly stated invitations, offers, advice and suggestions
7. Can understand simply and clearly expressed discussions concerning future arrangements
8. Can understand simply and clearly expressed discussions concerning necessity and obligation
9. Can understand speech providing basic, concrete personal information and information related to personality and feelings
10. Can demonstrate understanding of a short talk or conversation of three to four minutes related to past activities and experiences or to future activities related to social life, or to work or academic life
11. Can identify the speaker's viewpoint, attitude and tone
12. Can extract specific information from a short talk or conversation of three to four minutes

CoTs' Learning Outcomes for Speaking
1. Can use a series of phrases and sentences to describe in simple language family and other people, living conditions, places and objects, educational background and qualifications and jobs
2. Can use a series of phrases and sentences to provide personal details, describe daily routines, express wants and needs, and make requests for information
3. Can produce with a fair degree of accuracy memorised phrases covering predictable survival situations
4. Can demonstrate the willingness to communicate with some success in non-routine situations even though this may often result in inaccuracy, false starts and repetition
5. Can tell a story or describe something related to social life or to work or academic life, with reference to a list of points
6. Can link ideas using simple connectors such as 'and', 'but' 'because' and 'or'
7. Can make or give and respond to invitations, suggestions and apologies, directions and instructions
8. Can effectively use learnt expressions to politely ask for attention in a social, work-related or educational situation
9. Can provide simple advice on a familiar topic
10. Can use simple sentences to describe everyday activities, past activities, planned future activities and obligation and necessity in social, work-related or study-related contexts
11. Can use pronunciation, intonation and stress sufficiently well to avoid placing excessive strain on conversational partners
12. Can demonstrate an emergent mastery of phonemes problematic for Arabic speakers even though errors may still be often made when the focus shifts to delivering content
13. Can respond to a classmate's or teacher's interview questions which might be part of a learning task, and which might include role-playing, and can satisfactorily ask and answer questions when interacting as part of an oral test
14. Can start, maintain and close simple face-to-face conversations
15. Can use simple, standard phrases to express understanding when in conversation
16. Can use simple, standard phrases to express lack of understanding when in conversation
17. Can use gesture and substitute approximate vocabulary in order to attempt to communicate successfully

Delivery Plan: Listening & Speaking: 8 hours per week

Week	*Unit	Skill	Learning Outcomes	Comments
1	ONE	Lis	1,2,4,8,9,10,11,12	L.Os 2&4= L2LSMLO2&4
		Sp	1,2,3,4,5,10,11,14,15,16,17	L.O3=L2SpSMLO3
2	ONE	Lis	1,2,4,8,9,10,11,12	
		Sp	1,2,4,5,6,10,11,14,15,16,17	L.O6=use Unit 6 or 9
3	TWO	Lis	1,3,6,9,11,12	L.O6= L2LSMLO6 and L2SpSMLO7
		Sp	1,2,4,5,6,10,11,14,15,16,17	
4	TWO	Lis	1,3,7,9,11,12	L.O7= L2LSMLO7
		Sp	1,2,4,5,10,11,14,15,16,17	
5	TWO	Lis	1,3,7,9,11,12	
		Sp	1,2,4,5,9,10,11,14,15,16,17	L.O9= L2SpSMLO9
6	THREE	Lis	1,3,7,10,11,12	
		Sp	1,2,4,5,7,10,11,17	L.O7= L2LSMLO6 and L2SpSMLO7
7	THREE	Lis	1,3,5,10,11,12	L.O5= L2LSMLO5
		Sp	1,2,4,5,7,10,11,12,17	L.O12=to be supplemented by the teacher
8	FOUR	Lis	1,3,5,11,12	
		Sp	1,2,4,5,6,10,11,13,14,15,17	L.O13= use Unit 6, 8 or 10
9	FOUR	Lis	1,3,5,10,11,12	
		Sp	1,2,4,8,10,11,14,15,17	L.O8= use unit 5
10 & 11	LEVEL EXIT EXAM			

Note:

***RD:** Reading, ***WR:** Writing, ***Lis:** Listening, ***Sp:** Speaking ***SM:** Supplementary Material

***Unit:**

- All listening and speaking activities (including grammar exercises) to be covered
- All reading activities to be covered
- Writing activities may be covered if time allows
- Teachers must supplement wherever indicated
- Due to time constraints, WR L.O#8 will not be covered.

For the mapped Learning Outcomes, please refer to *Level 2 Mapping of Pathways to CoTs' GFP Learning Outcomes*.

Sources (e.g. APA style, MLA style, Harvard referencing, The Chicago Manual of Style)	
Text Books	NATIONAL GEOGRAPHIC LEARNING PATHWAYS 1: Listening & Speaking. Becky Tarver Chase and Keith S. Folse / Series Consultant
Reference Books	
E-brary reference	
Relevant Web Sites	www.MyELT.heinle.com

Level:2	Skill: Grammar
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Learning Outcomes

Note:

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3. These learning outcomes are mapped with Oman Academic Standards (OAS) for GFP.

CoTs' Learning Outcomes for Grammar	
Grammatical Items and Verb Forms	
1.	Imperatives (+/-)
2.	Present simple
3.	Present continuous
4.	Past simple
5.	Past continuous
6.	Used to
7.	Going to (future)
8.	Present continuous for future arrangements
9.	Future simple
10.	Present perfect
11.	Gerund vs infinitive
12.	Zero and first conditional
13.	Common phrasal verbs
14.	Modals: Ability (can, could)
15.	Modals: Possibility (may, might, possibly, probably, perhaps)
16.	Modals: Obligation & Necessity (must/mustn't, have to, should)
17.	Nouns: Countable and uncountable (much and many)
18.	Possessives ('s and s')
19.	Prepositions of time: on/at/in
20.	Articles
21.	Basic determiners (any, some, a lot of)
22.	Wider range of determiners (all, none, not (any),enough, (a) few)
23.	Demonstrative adjectives
24.	Adjectives ending in '-ed' and '-ing'
25.	Comparative and superlative adjectives
26.	Adverbs of frequency
27.	Simple adverbs of place, manner and time
28.	Adverbial phrases of time, place and frequency including word order
29.	Very basic intensifiers (very, really)
30.	Basic intensifiers (quite, so, a bit)
Discourse Markers	
31.	Linkers: sequential – past time (first, then, after that, finally)
Writing Conventions	
32.	Simple punctuation (capital letters, full stops, commas, question marks)

Level	Skill
2	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.

Assessment Scheme			
Continuous Assessment (50%)		Level Exit Exam (50%)	
20% will be converted to 50%		<i>Component</i>	<i>Percentage</i>
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 throughout the lesson 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	Abdulkarim Al Abri	<i>Abdulkarim Al Abri</i>	ELC
2	Fakhriya Al Rashdi	<i>Fakhriya Al Rashdi</i>	ELC
Date of Submission:	9 th May 2021		

Approved by:

Designation	Name	Signature	Date
HoS C&TM	Fakhriya Al Rashdi	<i>Fakhriya Al Rashdi</i>	9 th May 2021