

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

The General Foundation Program Aims to:

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, higher level cognitive and critical thinking.

Level: 3		Academic Year: 2020-2021	
English	Contact Hours:	No. of hrs/week	Semester: 3
Pre-requisite(s): Placement Result/ Level 2		18	

Level Course Objectives
At the end of the semester, this course should enable the students to:
1. Understand the main points of clear standard input on familiar matters regularly encountered in work, study, social life and employment.
2. Deal with most survival situations likely to arise while interacting using English.
3. Produce connected texts on topics which are familiar, or of personal interest or of a type with which a student aiming to study at a college of higher education ought to be familiar.
4. Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
5. Manage time and accept responsibility according to OAAA GFP Standards # 6.2.1.

Level	Skill	No. of hours/week
3	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.

Reading Learning Outcomes
1. Can read clearly written, factual texts of around 500 words on general academic, work-related or news-related topics with a satisfactory level of comprehension
2. Can comprehend descriptions of events and occasions in personal letters, emails and social-media messages sufficiently enough to be able to gauge the feelings and wishes of the writer
3. Can understand clearly written instructions for commonly encountered pieces of equipment in the home, in an educational institution or in the workplace
4. Can comprehend the significant and important points which are made in clearly written newspaper or magazine articles and online articles and reading passages on topics with which a student aiming to study at a college level ought to be familiar
5. Can identify the main ideas and conclusions in clearly- signaled argumentative texts
6. Can identify the general line of argument or reasoning in an argumentative text
7. Can scan longer texts or parts of texts to locate and gather required information in order to complete a task
8. Can find and understand relevant information in everyday material such as letters, brochures and short official documents including online documents which might feasibly be met during the course of study
9. Can demonstrate possession of a range of actively understood vocabulary beyond the beginner and elementary level words met on the earlier levels of the course
10. Can use context clues to guess the meaning of unfamiliar words in articles and reading passages of around 500 words on topics with which a student aiming to study at a college level ought to be familiar
11. Can skillfully 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

Writing Learning Outcomes

1. Can link ideas to write simple texts on topics which are of personal interest or on topics which a student aiming to study at a college level ought to be familiar
2. Can write short reports of occurrences, which communicate factual information and give reasons for actions taken
3. Can describe the plot of a book or film and describe their reactions to the book or film
4. Can describe processes
5. Can write personal letters or emails describing experiences, feelings, opinions, attitudes, dreams, hopes and ambitions and impressions and or events in detail of at least 150 words
6. Can write clear instructions to operate a piece of equipment found in the home, in an educational institution or in the workplace
7. Can write an essay of at least 175 words with an introduction, a minimum of two supporting paragraphs, and a conclusion on topics which are familiar or of personal interest, or on topics which a student aiming to study at a college level ought to be familiar with, which might require expressions of agreement and disagreement, or cause and effect, or comparison and contrast
8. Can use prewriting strategies to generate and develop ideas and to plan before starting to write

READING & WRITING DELIVERY PLAN

WEEK	*UNIT	SKILL	LEARNING OUTCOMES	SUPPLEMENTARY TEACHING MATERIALS
1	ONE	RD	1,2, 4,5,7,9,10,11,12	L3RSMLO11 L3RSMLO2, L3SpSMLO4 & L3WSMLO5
		WR	1, 5 (Emails), 8	L3RSMLO2, L3SpSMLO4 & L3WSMLO5
2	ONE	RD	1,2, 4,5,7,9,10,11,12	L3WSMLO6, L3RSMLO3, L3SpSMLO16 & L3LSMLO5
		WR	1, 5 (Emails), 6 (Instructions), 8	
3	STM	RD	1,3,4,5,7,9,10,11,12	L3WSMLO6, L3RSMLO3, L3SpSMLO16 & L3LSMLO5
		WR	1, 6 (Instructions), 8	
4	TWO	RD	1,4,5,7,9,10,11,12	L3WSMLO4
		WR	1, 6 (Instructions), 4 (Process), 8	
5	TWO	RD	1,4,5,7,9,10,11,12	
		WR	1, 4 (Process), 8	
6	THREE	RD	1,4,5,7,9,10,11,12	L3WSMLO7 (pages 11 – 14)
		WR	1, 7 (Comparison & Contrast), 8	
7	THREE	RD	1,4,5,7,9,10,11,12	L3WSMLO7 & (pages 1 – 6)
		WR	1, 7 (Comparison & Contrast), 7 (Agree Disagree), 8	
8	FOUR	RD	1,2, 4,5,6,7,9,10,11,12	L3RSMLO2, L3SpSMLO4
		WR	1, 7 (Agree Disagree), 8	
9	FOUR	RD	1,2,4,5,6,7,8,9,10,11,12	L3RSMLO8
		WR	1, 7 (Agree Disagree), 8	
10 & 11		LEVEL EXIT EXAM		

Sources (e.g. APA style, MLA style, Harvard referencing, The Chicago Manual of Style)	
Text Books	PATHWAYS 2: Reading, Writing, and Critical Thinking
Reference Books	
E-brary reference	
Relevant Web Sites	

Level	Skill	No. of hours/week
3	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.

Listening Learning Outcomes
1. Can understand clear, standard speech on familiar matters, or related to current affairs, which may be encountered in daily life, or while working or studying
2. Can understand uncomplicated factual information about common everyday job-related, or study-related topics
3. Can identify and distinguish between main ideas and details
4. Can follow a straightforward and clearly organized lecture or a talk on a topic with which a student aiming to study at a college level ought to be familiar
5. Can understand simple technical information, such as operating instructions for everyday equipment which may be encountered in a work or study environment
6. Can understand the information content of a clearly delivered recorded or broadcast audio material, including material encountered online, on a topic with which a student aiming to study at a college level ought to be familiar
7. Can understand speech expressing feelings, emotions and attitudes
8. Can understand speech expressing agreement and disagreement and contrasting opinions
9. Can guess the meaning of occasional unknown words from the context and understand sentence meaning if the topic discussed is familiar
10. Can follow the main points of extended discussion which may be encountered, provided speech is clear and in standard language
11. Can take notes while listening to a lecture on a topic which a student aiming to study at a college level ought to be familiar
12. Can understand high-frequency idioms and can grasp the meaning of some colloquial language when it is encountered in a clear context
13. Can demonstrate understanding of a talk or conversation of four to five minutes which might include discussion concerning events, dreams, hopes, possibilities and ambitions expressed in a social, work-related or study-related context
14. Can identify the speaker's viewpoint, attitude and tone

Speaking Learning Outcomes

1. Can use a series of simple sentences and a limited range of more complex structures to keep going comprehensibly, even though pauses in speech may have to be made to access required language
2. Can produce speech required to cope with both routine and less routine problems in everyday life, and when in employment or when studying
3. Can produce sufficient language to enter confidently without preparation into discussions related to topics with which a student aiming to study at a college level ought to be familiar
4. Can describe experiences and events, dreams, hopes and ambitions
5. Can give reasons and explanations for opinions and plans
6. Can tell a real story or explain the plot of a book or film and describe reactions arising within the story, book or film
7. Can demonstrate knowledge of and good control of elementary vocabulary even though inappropriate words may be chosen when expressing more complex thoughts
8. Can demonstrate willingness to attempt to paraphrase in order to express ideas
9. Can flexibly exploit a wide range of simple language to express wants and needs
10. Can use pronunciation, intonation and stress sufficiently well to speak intelligibly without generally placing strain on conversational partners
11. Can initiate, maintain and close simple face-to-face and telephone conversations on topics of personal interest, or on topics with which a student aiming to study at a college level ought to be familiar
12. Can effectively take turns in a discussion related to social life or in a work- related or educationally- related situation
13. Can politely interrupt and change the direction of a discussion when necessary
14. Can effectively use standard phrases to check the understanding of a conversational partner and can resume a conversation which has stalled
15. Can demonstrate an increased mastery of phonemes problematic for Arabic speakers with a reduced number of errors
16. Can give detailed instructions for the completion of a task
17. Can request and follow detailed directions
18. Can provide the required information when being interviewed, either by a classmate as part of a classroom learning task which may include role-playing, or a by an examiner when being orally tested
19. Can request repetition or examples where uncertainty concerning meaning is present during an interview or other type of exchange.
20. Can work with classmates and instructor to determine expressions appropriate for a transaction and ask for feedback
21. Can correct incorrect tense forms or inappropriate vocabulary when this is pointed out by a sympathetic conversational partner or instructor, if necessary starting to explain or describe etc. again

LISTENING & SPEAKING DELIVERY PLAN

WEEK	*UNIT	SKILL	LEARNING OUTCOMES	SUPPLEMENTARY TEACHING MATERIALS
1	ONE	LIS	1,2,3,4,6,8,9,12,13	L3LSMLO8
		SP	1,2,3,4, 5,7,8,9,10,11,12,14,18,21	L3RSMLO2, L3SpSMLO4 & L3WSMLO5
2	ONE	LIS	1,2,3,4,6,9,12,13	
		SP	1,2,3,4, 5,7,8,9,10,11,12,14,18,20,21	L3SpSMLO20
3	STM	LIS	1,2,3,4,5,6,9,12,13	L3WSMLO6, L3RSMLO3, <u>L3SpSMLO16 & L3LSMLO5</u>
		SP	1,2,3,5,7,8,9,10,12,16,18,21	
4	TWO	LIS	1,2,3,4,6,7,9,12,13,14	
		SP	1,2,3,5,7,8,9,10,12,15, 18,21	
5	TWO	LIS	1,2,3,4,6,7,9,12,13,14	
		SP	1,2,3,5,7,8,9,10,12,16,17,18,21	L3SpSMLO17
6	THREE	LIS	1,2,3,4,6,9,11,12,13	
		SP	1,2,3,5,7,8,9,10,11,12,13,14,18,19,21	L.O 13: use Unit 3, Pg.58, & Unit 6, Pg.109
7	THREE	LIS	1,2,3,4,6,9,11,12,13	
		SP	1,2,3,5,7,8,9,10,11,12,13,14,18,19,21	
8	FOUR	LIS	1,2,3,4,6,9,10,11,12,13	
		SP	1,2,3 ,5,7,8,9,10,12,13,18,21	
9	FOUR	LIS	1,2,3,4,6,9,10,11,12,13	
		SP	1,2,3, 5,7,8,9,10,12,18,21	
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#2, LO#3, LO7 (cause & effect) and SP LO#6 will not be covered.

For the mapped Learning Outcomes, please refer to *Level 3 Mapping of Pathways to CoTs' GFP Learning Outcomes (English)* document.

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

Text Books	PATHWAYS 2: Listening and Speaking and Critical Thinking
Reference Books	
E-brary reference	
Relevant Web Sites	

Grammatical Enabling Descriptors	
LO#	Learning Outcomes
	Grammatical Items and Verb Forms
1.	Wh- and Yes/No Questions in present /past
2.	Question tags
3.	Past continuous
4.	Used to
5.	Would expressing habit in the past
6.	Past perfect
7.	Future time (will & going to)
8.	Future continuous
9.	Present perfect
10.	Present perfect vs past simple
11.	Present perfect continuous
12.	Zero and first conditional
13.	Second and third conditional
14.	Simple present passive
15.	Reported speech (range of tenses)
16.	Modals: Possibility (might, may, will, probably)
17.	Modals: Deduction (must, can't)
18.	Modals: Obligation & Necessity (must, have to, ought to, should, need to)
19.	Modals: Past (might have, could have)
20.	Articles with countable and uncountable nouns
21.	Determiners (e.g. all the, most, both)
22.	Adverbial phrases of time, place and frequency including word order
23.	Adverbial phrases of degree/extent, probability
24.	Comparative and superlative form of adjectives and adverbs
	Discourse Markers
25.	Linkers: sequential – past time (later)
26.	Connecting words expressing cause and effect, contrast etc.
27.	Markers to structure informal spoken discourse
	Writing Conventions
28.	Extended punctuation (capital letters, full stops, commas, question marks, exclamation marks, colon, dash ,quotation marks)

Level 3	Skill Study Skills
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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 In-Class Mark	5 %	Writing	12.5 %
Two Writing Assessments	5 %	Listening	12.5 %
		Reading	12.5 %
Vocabulary Log	3%		
Presentation	7 %	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	Heidi Manus	<i>Heidi Manus</i>	ELC
2	Fakhriya Al Rashdi	<i>Fakhriya Al Rashdi</i>	ELC
Date of Submission:	10 May 2021		

Approved by:			
Designation	Name	Signature	Date
HoS C&TM	Fakhriya Al Rashdi	<i>Fakhriya Al Rashdi</i>	May 2021