

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

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, higher level cognitive and critical thinking |
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Level: 4		Academic Year: 2020-21	
English	Contact Hours:	No. of hrs/week	Semester: 2
Pre-requisite(s): Placement Result/ Level 3		18	

Level Course Objectives	
At the end of the semester, this course should enable the students to:	
1. understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation	
2. interact with a degree of fluency and spontaneity that makes regular interaction with expert speakers quite possible without strain for either party	
3. produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options	
4. manage time and accept responsibility according to OAAA GFP Standards 6.2.1. As part of the Level 4 Program, learners will acquire the research skills, note taking skills and presentation skills specified by the OAAA GFP Standards # 6.2.2, 6.2.3 and 6.2.4	

Level	Skill	No. of hours/week
4	Reading & Writing	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.

Reading Learning Outcomes
1. Can understand reading purpose and adapt style of reading (e.g. skimming, scanning or close reading), and also speed of reading to fit the purpose when approaching texts in the region of 600 words
2. Can select and locate appropriate reference sources in order to read and extract information as required to complete a specific task or project
3. Can demonstrate possession of a broad range of actively understood vocabulary, even though some difficulty may still exist with low frequency idioms
4. Can read and grasp the essential meaning of letters, emails and online and social- media- related texts and messages related to a general academic field of study, or to a work-related or news-related field
5. Can obtain information, ideas and opinions from subject-specific sources consisting of several pages of paper or web-based text
6. Can effectively use a paper, online or digital English to English dictionary to find meaning and pronunciation of unknown vocabulary in specialised articles and texts
7. Can read critically to identify and understand main ideas, authorial point of view, stance and bias in articles, reports and texts dealing with contemporary and controversial issues
8. Can read and understand more complex and lengthier instructions and warnings which may be met in the learners' educational and social life, and also those which might be feasibly encountered when the learner enters employment
9. Can use context clues to guess the meaning of unknown words in initially unfamiliar, specialised articles and texts in the region of 600 words
10. 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 write clear, detailed texts on a wide range of subjects related to personal interests and on topics which a student aiming to study at a college level ought to be familiar
2. Can write an essay in support of or against a particular point of view with an introduction, a minimum of two body paragraphs and a conclusion of at least 250 words showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary
3. Can write letters or essays highlighting the personal significance of events and experiences
4. Can gather and synthesise information and arguments from a number of sources and write a report of a minimum of 500 words which conforms to academic conventions. **(P&P)**
5. Can construct a reasoned argument and can speculate about causes, consequences and hypothetical situations while conforming to the stylistic conventions of academic discourse
6. Can analyse a problem and propose solutions
7. Can review and evaluate a familiar film or book
8. Can explain a viewpoint on a current, topical issue giving the advantages and disadvantages of various options
9. Can write and take notes and messages, including salient and relevant points, related to issues that might be met in social or academic life, or when employed. **(P&P)**
10. Can write questions when constructing a questionnaire as part of a piece of research **(P&P)**
11. Can use prewriting strategies to generate and develop ideas and to plan before starting to write
12. Can divide and classify information
13. Can summarise and paraphrase when writing a report of at least 500 words following academic conventions to avoid plagiarism **(P&P)**
14. Can describe and summarise visual data such as graphs, charts, tables, and processes and make comparison of at least 150 words. ***(processes - not to be taught)***

Delivery Plan
Reading & Writing: 8 hours per week

Week	*Unit	Skill	Learning Outcomes	Supplementary Teaching Materials
1	One	RD	1,2,3,5,6,7,9,10	
		WR	1,11,12,14 (line graph)	L.Os 12&14= L4WSMLO12&14A
2	One	RD	1,2,3,4,5,6,7,9,10	L.O4= L4RSMLO4
		WR	1,11,12,14	
3	One	RD	1,2,3,5,6,7,9,10	
		WR	1,7 (film or book review)11,12,14	L.O7= L4WSMLO7
4	Three	RD	1,2,3,5,6,7,9,10	
		WR	1,2, (essays),3,8,11	L.O3= use Unit 10 page 228-234 L.Os 2&8= L4WSMLO2&8
5	Three	RD	1,2,3,5,6,7,8,9,10	L.O8= L4RSMLO8
		WR	1,2,3,8,11	
6-PT	Three	RD	1,2,3,5,6,7,9,10	
		WR	1,2,3,8,11	
7	Four	RD	1,2,3,5,6,7,9,10	
		WR	1,5,6 (essays),11	L.O6= L4WSMLO6
8-	Four	RD	1,2,3,5,6,7,9,10	
		WR	1,5,6,11	
9	Seven	RD	1,2,3,5,6,7,9,10	
		WR	1,5,11,12,14 (bar chart)	L.Os 12&14= L4WSMLO12&14B
10	Seven	RD	1,2,3,5,6,7,9,10	
		WR	1,5,11,12,14	
11	Seven	RD	1,2,3,5,6,7,9,10	
		WR	1,5,11,12,14	
12&13	LEE			

Sources	
Text Books	Pathways 3: Reading, Writing and Critical Thinking
Reference Books	
E-library reference	
Relevant Web Sites	ielts-simon.com http://www.scoop.it/t/ielts-writing-task-2-practice

Level	Skill	No. of hours/week
4	Listening & Speaking	7

Learning Outcomes

Note:

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

Listening Learning Outcomes
1. Can understand standard speech spoken at a normal rate and follow relatively complex lines of argument in social academic and work-related contexts, provided the topic is reasonably familiar
2. Can understand the essentials of lectures and most TV and radio news and current affairs programmes where standard English is used, and can with effort understand scenes from the majority of films in standard English
3. Can tolerate a degree of distracting noise, and remain focused on extracting meaning, when the listening purpose is clear
4. Can understand the main ideas of complex speech delivered in standard language including technical discussions concerning both concrete and abstract topics which a student aiming to study at a college level ought to be familiar
5. Can understand announcements and messages spoken in standard language at normal speed related to social life, which might include shopping, travelling or leisure, or be related to work or academic life
6. Can follow extended speech and complex lines of argument when the topic is reasonably familiar, and the direction of the talk is clearly stated by the speaker
7. Can take clear notes while listening to a lecture on a topic which a student aiming to study at a college level ought to be familiar and which might be more difficult than that encountered at the earlier level
8. Can listen critically to identify a speaker's viewpoint, attitude, mood, tone and bias
9. Can maintain comprehension when listening by recognising introductory phrases, linking phrases, repetition and restatement, and a degree of digression from the stated topic
10. Can confidently understand phrases commonly encountered in academic speech
11. Can understand both high-frequency and less common idioms and can grasp the meaning of a fair amount of colloquial language when it is encountered in a reasonably clear context
12. Can demonstrate understanding of a talk or conversation of five to six minutes made up of a wide variety of grammatical forms, vocabulary, and language functions and notions expressed in a social, work-related or study-related context
13. Can understand and respond to precise information and instructions which may be encountered in a social, work-related or study-related context

Speaking Learning Outcomes

1. Can use a mix of simple sentences and an increased range of more complex structures to keep going comprehensibly with only occasional pauses in speech in order to access required language
2. Can with increasing confidence and success produce speech required to cope with both routine and less routine and unforeseen problems in everyday life, and when in employment or when studying
3. Can explain a viewpoint on a topical issue and of issues of general academic interest giving the advantages and disadvantages of various options
4. Can successfully correct errors and mistakes if they have led to misunderstandings
5. Can demonstrate an awareness of “favourite mistakes” and can consciously monitor speech for them with a view to eventually avoiding them
6. Can use a sufficiently wide enough lexical and grammatical resource to discuss at some length topics with which a student aiming to study at a college level ought to be familiar
7. Can interact with a sufficient degree of fluency and spontaneity so as to make regular interaction with expert users quite possible without imposing undue strain on either party
8. Can present clear, detailed descriptions on a range of subjects with which a student aiming to study at a college level ought to be familiar
9. Can produce a sufficient range of language to cope with unpredictable situations
10. Can describe and explain the overview and the main stages of a process with reasonable precision
11. Can give a clear, prepared presentation using appropriate eye contact and body language when describing an investigation or piece of research **(P&P)**
12. Can describe and summarise statistical data from graphical material such as graphs charts and tables and make comparisons **(P&P)**
13. Can generally paraphrase successfully when engaged in discussion, where misunderstanding exists
14. Can use pronunciation, intonation and stress sufficiently well to speak intelligibly so as to be easily understood by conversational partners or audience
15. Can demonstrate a mastery of phonemes problematic for Arabic speakers, making errors only rarely
16. Can interview a fellow student or a member of staff when conducting a piece of research, departing from scripted questions when necessary to obtain additional information **(P&P)**
17. Can produce thoughtful, coherent and well-developed answers when interviewed, either when being orally examined or when taking part in a mock interview for employment
18. Can comment appropriately when talking to help the conversation develop
19. Can confirm understanding by using questions when possible confusion or misunderstanding exists
20. Can use idea and speech generating techniques such as brainstorming or planning devices such as a mind map before speaking

Delivery Plan
Listening & Speaking: 7 hours per week

Week	*Unit	Skill	Learning Outcomes	Supplementary Teaching Materials
1	One	Lis	1,2,3,4,6,7,8,9,10,11,12,13	Viewing to be handled carefully
		Sp	1,2,4,5,6,7,8,9,11,12,13,14,15,19,20	L.O19= use Unit 2 page 31
2	One	Lis	1,2,3,4,5,6,7,8,9,10,11,12,13	L.O5= L4LSMLO5 Viewing to be handled carefully
		Sp	1,2,4,5,6,7,8,9,11,12,13,14,15,20	
3	One	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,4,5,6,7,8,9, 11,12,13,14,15,20	
4	Three	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,20	
5	Three	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,20	
6-PT	Four	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,3,4,5,6,7,8,9,10,11,13,14,15,17,18,20	
7	Four	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,3,4,5,6,7,8,9,10,11,13,14,15,17,18,20	
8	Seven	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,4,5,6,7,8,9,10,11,12,13,14,15,17,20	
9	Seven	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,4,5,6,7,8,9,10,11,12,13,14,15,17,20	
10	Eight	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,20	
11	Eight	Lis	1,2,3,4,6,7,8,9,10,11,12,13	
		Sp	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,20	
12&13	LEE			

Sources	
Text Books	Pathways 3: Listening, Speaking and Critical Thinking
Reference Books	
E-library reference	
Relevant Web Sites	ielts-simon.com

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 use the common supplementary teaching materials as indicated.

* Writing L.Os # 4, 9, 10 and 13 are dealt with in Projects & Presentations (*P&P).

For the mapped Learning Outcomes, please refer to the *Mapping of Teaching Materials to CoT's GFP Level 4 Learning Outcomes (English)* document.

University of Technology & Applied Sciences
Colleges of Technology
HCT English Language Center
LEVEL 4

Grammatical Enabling Descriptors	
LO#	Learning Outcomes
	Grammatical Items and Verb Forms
1.	Simple past (narrative)
2.	Past continuous (narrative)
3.	Used to (narrative)
4.	Would expressing habit in the past
5.	Past perfect continuous
6.	Future continuous (Prediction)
7.	Future perfect
8.	Future perfect continuous
9.	Present Perfect
10.	Present perfect continuous
11.	Mixed conditionals
12.	Wish
13.	Extended phrasal verbs
14.	All passive forms
15.	Reported speech (range of tenses)
16.	Relative clauses
17.	Modals of deduction, speculation, possibility, necessity, obligation
	Discourse Markers
18.	Linkers: sequential – past time
19.	Connecting words expressing cause and effect, contrast etc.
20.	Linkers: although, in spite of, despite
21.	Discourse markers to structure formal speech
	Writing Conventions
22.	Full range of punctuation

Level	Skill	No. of hours/week
4	Study Skills (P&P)	3

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.

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.

Delivery Plan

Projects and Presentations: 3 hours per week

Week	In-house Material	GSS L.Os	L.Os from other Skills	Comments
1	One & Two	6.2.1 a,c,d,e,f,g,h,i,j,k 6.2.2 a,c	WLO4, WLO9, WLO10 & WLO13	* Assign Project topic to the class and discuss the Main topic
2	One & Two	6.2.1 a,c,d,e,f,g,h,i,j,k 6.2.2 a,c		* Teachers will receive the Activity Sheet
3	Two & Three	6.2.1 a,c,d,e,f,g,h,i,j,k 6.2.2 a,c,e,h,i,j,k,l 6.2.3 a,b,c,d,e,f,g,h,i,j,k		* Students complete the online survey
4	Three & Four	6.2.1 a,c,d,e,f,h,i,j,k 6.2.2 a,c,e,h,i,j,k,l,m 6.2.3 a,b,c,d,e,f,g,h,i,j,k		* Students distribute the survey –email only
5	Four	6.2.1 a,c,d,e,f,h,i,j,k 6.2.2 a,c,e,h,i,j,k,l,m 6.2.3 a,b,c,d,e,f,g,h,i,j,k		* Analysis (2 yes/no, 2 MC and 2 open questions only), and completion of other sections of the Report
6-PT	Five	6.2.1 a,c,d,e,f,h,i,j,k 6.2.2 a,c,d,e,h,i,j,k,l,m 6.2.3 a,b,c,d,e,f,g,h,i,j,k		* Analysis and completion of other sections of the Report
7	Five	6.2.1 a,c,d,e,f,h,i,j,k 6.2.2 a,c,d,e,h,i,j,k,l,m 6.2.3 a,b,c,d,e,f,g,h,i,j,k		* Analysis and completion of other sections of the Report
8	Six	6.2.1 a,c,d,e,f,h,i,j,k 6.2.2 a,c,j 6.2.4 a,b,c,d,e,f,g,h,i,j,k,l,m,n		*Report Submission: Thursday, 18 th March *Practice Presentations
9	Presentations	6.2.4 a,b,c,d,e,f,g,h,i,j,k,l,m,n		Student Presentations to be scheduled only in this time
10	Presentations	6.2.4 a,b,c,d,e,f,g,h,i,j,k,l,m,n		Student Presentations to be scheduled only in this time
11	Presentations	6.2.4 a,b,c,d,e,f,g,h,i,j,k,l,m,n		

12 & 13 LEE

Assessment Schedule					
Continuous Assessment total of 50%				Level Exit Exam (50%)	
PT (30 %)		OTHER (20%)		Component	Percent
Writing	10%	Project Report	5%	Writing	12.5%
Listening	10%	Project Presentation	5%	Listening	12.5%
Reading	10%	Writing Assessments	5%	Reading	12.5%
		Book/ Film Review	2%		
		Teacher Mark	3%	Speaking	12.5%

Essential information to students on policies

Online Class Rules	
1.	<p>Students are required to:</p> <ul style="list-style-type: none"> 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	
2.	<p>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.</p>

3. 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.
4. 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.
5. 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.
6. 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

1. 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	Afreen Siddiq	<i>Afreen Siddiq</i>	ELC
2	Fakhriya Al Rashdi	<i>Fakhriya Al Rashdi</i>	ELC
Date of Submission:	21 st January 2021		

Approved by:			
Designation	Name	Signature	Date
HoS C&TM	Fakhriya Al Rashdi	<i>Fakhriya Al Rashdi</i>	24 th January 2021