

Ibra College of Technology  
English Language Center  
**General Foundation Program**  
**Level 1 Course Outline**

**Colleges of Technology Moto**  
"Where Technology is Invented"

**Vision**

To be at the forefront of higher education institutions in technological education nationally and internationally.

**Mission**

To provide high quality learning ,training and research environment towards developing technological, innovative and entrepreneurial capabilities to meet the ever evolving social and economic needs

**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 competence which will include logical and abstract reasoning, problem solving, higher level cognitive and critical thinking

<b>Level: 1</b>		<b>Academic Year: 2019-2020</b>
<b>English</b>	<b>No. of hrs/week: 18</b>	<b>Sem: 1</b>
<b>Pre-requisite(s): Scoring between 0- 30 % in the Placement Test.</b>		

<b>Level Course Objectives</b>
1. Can understand and use in speech and writing familiar everyday expressions and basic phrases and sentences aimed at the satisfaction of needs of a concrete type
2. Can introduce him/herself and others and can speak about and ask and answer questions about social, academic and work related activities.
3. Can 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.

<b>Level</b>	<b>Skill</b>	<b>No. of hours/week</b>
<b>1</b>	<b>Reading &amp; Writing</b>	<b>10</b>

### 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.
  4. Some L.Os cannot be met with the current L1 materials. Teachers may have supplementary materials to meet some of them.

<b>Learning Outcomes for Reading</b>	
L1R1	Can comprehend short simple reading texts in the region of 300 words
L1R2	Can comprehend short simple correspondence such as a simple email, SMS social media message or postcard

L1R3	Can recognise familiar names, words, and basic phrases on simple notices and posters in everyday situations
L1R4	Can get the gist of simple informational material
L1R5	Can understand short, simple descriptions
L1R6	Can identify the topics of short simple paragraphs which together constitute short simple reading texts of around 300 words
L1R7	Can scan short, simple passages and texts to extract specific information especially if there is visual support
L1R8	Can demonstrate possession of a narrow range of actively understood vocabulary
L1R9	Can use context clues to guess the meaning of occasionally occurring unfamiliar words in short, simple texts in the region of 300 words
L1R10	Can use with guidance a paper, online or digital English to English dictionary to find meaning and pronunciation of unknown vocabulary
L1R11	Can use pre-reading strategies to preview, activate prior knowledge, predict content of a text and establish a purpose for reading

#### **Learning Outcomes for Writing**

L1W1	Can write simple phrases and sentences for a variety of basic purposes
L1W2	Can write simple sentences to give personal information
L1W3	Can write simple sentences to describe habits and routines
L1W4	Can write simple sentences to describe family life, places, hobbies and pastimes and vacation activities and to describe work and jobs
L1W5	Can write simple sentences describing self and other people, either real or imaginary
L1W6	Can write names, addresses, nationalities, occupations, dates and times, numbers and prices
L1W7	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
L1W8	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
L1W9	Can use prewriting strategies to generate and develop ideas and to plan before starting to write

**Delivery Plan: Reading Writing**

Week	*Unit	Skill	Learning Outcomes	Comments
1	One	RD	1,3,4,5,6,7,8,9,10,11	L.O3=L1RSMLO3
		WR	1,2,5 (describing self and work & jobs & other people),6,8,9	L.O5= L1WSMLO5 L.O6= L1WSMLO6A, L1WSMLO6B L1WSMLO6C L.O8= use Unit 3 Page.52-54 ( <i>because</i> ) and Unit 5 P88-89 (and, but, or)
2	One	RD	1,3,4,5,6,7,8,9,10,11	
		WR	1,2,5 (describing self and work & jobs & other people),6,8,9	
3	Two	RD	1,2,4,5,6,7,8,9,10,11	L.O2= L1RSMLO2
		WR	1,2,3(habits and routines),6,8,9	L.O4= L1WSMLO4A
4	Two	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,3(habits and routines),6,8,9	L.O7= L1WSMLO7A & L1WSMLO7B L.O4&5=L1WSMLO4&5
5	Three	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,4 (hobbies& pastimes),6,8,9	
6-PT	Three	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,4 (hobbies& pastimes),6,8,9	
7	Four	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,4 (family life),6,8,9	L.O4= L1WSMLO4B
8	Four	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,4 (family life),6,8,9 and (Places <i>hometowns</i> ),6,8,9	L.O4= L1WSMLO4C

Colleges of Technology  
 Directorate of Technological Education  
 Ministry of Manpower

9	Five	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,4 ( <i>Places hometowns</i> ),6,8,9	
10	Five	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,4 ( <i>vacation activities</i> ),6,7 ( <i>SMS, notes, emails</i> ),8,9	
11	Five	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,4 ( <i>vacation activities</i> ),6,7 ( <i>SMS, notes, emails</i> ),8,9	
12 & 13	LEE			

Sources	
<b>Text Books</b>	Pathways Foundations Reading, Writing, and Critical Thinking
<b>Reference Books</b>	N/A
<b>Supplementary Materials</b>	Common supplementary materials & Inhouse supplementary materials
<b>E-brary reference</b>	N/A
<b>Relevant Web Sites</b>	www.cengage.com

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.
4. Some L.Os cannot be met with the current L1 materials. Teachers may have supplementary materials to meet some of them.

Learning Outcomes for Listening	
L1L1	Can understand simple, standard speech which is carefully articulated, with sufficient pauses between phrases and or sentences to allow the idea to be processed
L1L2	Can understand words, phrases and simple sentences concerning family, hometown or village and life as a student
L1L3	Can understand simple questions, instructions and directions
L1L4	Can understand numbers, prices and times, including opening and closing times
L1L5	Can understand the language of basic greetings and leave- taking
L1L6	Can understand basic polite requests
L1L7	Can understand descriptions of simple routines and habits related to social life and to life as an employee or a student
L1L8	Can understand simple descriptions of people, places and things
L1L9	Can understand speech providing basic, concrete personal information
L1L10	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

<b>Learning Outcomes for Speaking/Pronunciation</b>	
L1S1	Can use simple phrases and sentences to describe jobs, stages of academic study, places and people
L1S2	Can ask and answer simple questions related to jobs, stages of academic study, places and people and to simple activities.
L1S3	Can establish basic contact in social, employment or academic life by using the simplest everyday polite forms of greetings, farewells, introductions and thanks
L1S4	Can link words or groups of words with very basic connectors such as 'and', 'but', 'so', and 'then'
L1S5	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
L1S6	Can give very simple directions supported by gesture such as 'it's upstairs'; 'she's downstairs'; 'it's over there'
L1S7	Can use simple sentences to describe everyday activities and some past activities of a social, work-related or study-related nature
L1S8	Can express wants, and make basic polite requests
L1S9	Can correctly say times, days, dates, give numbers and prices, and provide weights, measures and distances
L1S10	Can use intonation sufficiently well to indicate to the listener whether a statement is being made, or a question is being asked
L1S11	Can demonstrate a willingness to correctly distinguish between and produce phonemes problematic for Arabic speakers such as /b/ or /p/ and /g/ or /.

Delivery Plan: Listening & Speaking

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 L1LSMLO5 and L1SpSMLO3
		SP	1,2,3	L1LSMLO5 and L1SpSMLO3
2	One	Lis	1,2,3,4,5,9,10	
		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, L1SpSMLO11B
5	Three	Lis	1,2,3,4,5,7,8,10	L.O4=L1LSMLO4andL1SpSMLO9
		SP	1,2,4,6,7,8,9,10,11	
6 PT	Three	Lis	1,2,3,4,5,7,8,10	
		SP	1,2,4,6,7,8,9,10,11	
7	Four	Lis	1,2,3,4,5,7,8,9,10	
		SP	1,2,5(Asking for Repetition),7	
8	Four	Lis	1,2,3,4,5,7,8,9,10	
		SP	1,2,4,5(Asking for Repetition),7	
9	Five	Lis	1,2,3,4,5,7,8,9,10	
		SP	1,2,4,7	
10	Five	Lis	1,2,3,4,5,7,8,9,10	
		SP	1,2,4,7	
11	Five	Lis	1,2,3,4,5,7,8,9,10	
		SP	1,2,4,7	
12 & 13	LEE			



<b>Sources</b>	
<b>Text Books</b>	Pathways Foundations Listening, Speaking, and Critical Thinking
<b>Reference Books</b>	N/A
<b>Supplementary Materials</b>	Common supplementary materials & Inhouse supplementary materials
<b>E-brary reference</b>	N/A
<b>Relevant Web Sites</b>	www.cengage.com

### Grammatical Enabling Descriptors

<b>CoTs' Learning Outcomes for Grammar</b>	
L1G1	Adjectives: common and demonstrative
L1G2	Adverbs of frequency
L1G3	Comparatives and superlatives
L1G4	Going to
L1G5	How much/how many
L1G6	I'd like
L1G7	Imperatives (+/-)
L1G8	Modals: can/can't/could/couldn't
L1G9	Past simple of "to be"
L1G10	Past Simple
L1G11	Possessive adjectives

L1G12	Possessive 's'
L1G13	Prepositions of place and time
L1G14	Present continuous
L1G15	Present simple
L1G16	Questions
L1G17	There is/are
L1G18	To be, including question +negatives
L1G19	Verb + ing: like/hate/love
L1G20	Articles and determiners
Discourse Markers	
L1G21	Connecting words: (and, but, because, or, so)
Writing Conventions	
L1G22	Simple punctuation (capital letters, full stops, question marks)

Level	Skill	No. of hours/week
1	<b>General Study Skills</b>	(embedded in Reading, Writing, )

### Learning Outcomes for General Study Skills

#### L1GSS 1 Managing time and accepting responsibility to

- a. **Follow** the university policies on attendance and punctuality.
- b. **Bring** the required materials (pens, pencils, folder, etc) to class
- c. **Work** to imposed deadlines.

- d. **Organize** and **maintain** a portfolio of one's work with the help of the teacher.
- e. **Prepare** a feasible study schedule
- f. **Prepare and follow** a term planner noting key dates/events with the help of the teacher.
- g. **Complete** homework on time.
- h. **Continually revise** one's work.
- i. **Organize and maintain** a system of recording vocabulary.
- j. **Show respect** for teachers and others and their right to have a difference of opinion.

**Delivery Plan: General Study Skills**

Wk. No.	Learning Outcomes	Resources	Remarks
1	L1GSS1( a, b, c, d, e, f, g, h, i, j )	Awareness Program	
2	L1GSS1( a, b, c, d, e, f, g, h, i, j )	Introduction to the portfolio and the different parts	
3	L1GSS1( a, b, c, d, e, f, g, h, i, j )	*Vocabulary Log	
4	L1GSS1( a, b, c, d, e, f, g, h, i, j )	<b>Rules and regulations</b>	<i>Check portfolio contents</i>
5	L1GSS1( a, b, c, d, e, f, g, h, i, j )	Vocabulary Log	
6	L1GSS1( a, b, c, d, e, f, g, h, i, j )	<b>Check portfolio</b>	
7	L1GSS1( a, b, c, d, e, f, g, h, i, j )	Vocabulary Log	
8	L1GSS1( a, b, c, d, e, f, g, h, i, j )	<b>Check portfolio</b>	
9	L1GSS1( a, b, c, d, e, f, g, h, i, j )	Collect & Check portfolio	<i>Collect portfolios</i>
10	<b><i>Return portfolios to students</i></b>		

Colleges of Technology  
 Directorate of Technological Education  
 Ministry of Manpower

11			
12	<b>LEE</b>		
13			

- Group advisors have to check students' portfolios each fortnight. Vocabulary log has to be checked on a weekly basis by listening and reading teachers and they have to put their signatures and the dates of checking students' work on every sheet. Marks should be sent to the Group advisors before the LEE.

**Note:**

\*RD: Reading, \*WR: Writing, \*Lis: Listening, \*Sp: Speaking \*GS : General Study Skills \*SM: Supplementary Material \*GA: Group advisor

\*Unit: - All reading activities to be covered

- Writing activities may be covered if time allows

- Teachers must supplement wherever indicated

For the mapped Learning Outcomes, please refer to *Level 1 Mapping of Pathways to CoTs' GFP Learning Outcomes*.

Assessment Pattern: 2019-2020  
Semester 2

<b>Level 1</b>							
<b>Details</b>	<b>PT-Marks</b>	<b>Time</b>	<b>%</b>	<b>CA</b>	<b>Level Exit Exam - Marks</b>	<b>Time</b>	<b>%</b>
<b>Listening</b>	25	30 min approximately	10	-	25	30 min approximately	12.5
<b>Reading</b>	25	60 min	10	-	25	60 min	12.5
<b>Writing/Assignments</b>	25	60 min	10	5	25	60 min	12.5
<b>Speaking</b>	-	-	-	-	25	7-10 min	12.5
<b>Presentation</b>	-	-	-	5	-	-	-
<b>Book review</b>	-	-	-	2			
<b>Portfolio</b>	Not Applicable	-	-	3	Not Applicable	-	-
<b>In Class Marks</b>				5			
<b>Total</b>		150 min approximately	30%	20%		160 min approximately	50%

- All the exams will be timed as per the specifications given in the table above.
- On completion of the allotted time for all skills, the answer booklet/sheets has to be collected back from the students.
- To avoid /monitor/control students from cheating and committing fraudulent act, the group advisor will assign seat number to the student along with the seating plan.

- All the units covered before the Progress Test will be included in the test and the Level Exit Exam will include all the units covered during the semester.
- If a student fails in the CA, but passes aggregate (LEE & CA), the student is considered as 'passed'.

### Essential Information to students on policies

#### Attendance Rules

- The General Foundation Program at English Language Centre applies the following attendance system:

##### Attendance:

- Attendance is taken on a regular basis at the beginning of each lecture and absence is recorded for all the courses.
- A student is suspended from the GFP, ELC if s/he does not show up for two consecutive weeks (ten working days) in all the registered courses with valid reason.

##### Late Procedure

- Students must attend all classes on time.
- Students coming late to class after 5 minutes will be marked "late". Being LATE for THREE times in a class will be considered as ONE class absence.
- After 10 minutes, the student will not be allowed to enter the classroom and will be marked "**absent**".
- If the student attempts to enter the classroom by force, he /she will be liable to disciplinary sanctions in accordance with the college rules and regulations.

##### Accepting Excuses Policy:

- Excuses must be submitted to the administration within 5 days from the date of issuance.
- The absence with valid excuses will not be deleted. These excuses will only be used to allow the student to take the assessed work.
- Students should not exceed the absence percentage allowed by the college to avoid being debarred from the exam.
- The College Council shall consider the excuses justifying the students' absence. The list of debarred students shall be determined.

Warning Counts:								
Foundation- Total Hours of Warnings in Semester 2 ( 2019-2020) حساب إنذارات الغياب في الفصل الدراسي الثاني للعام الأكاديمي 2020-2019 م								
Debarredحرمان		Second Warning الإنذار الثاني		First Warning الإنذار الأول		Total English Hours	Number of Weeks	English Hours per Week
Hours	Percentage	Hours	Percentage	Hours	Percentage			
27	15%	18	10%	9	5%	180	10	18

Note: Each warning notice is issued after excluding the hours of absence with valid excuses.

#### Valid Excuses

The following are accepted as valid excuses:

- Official sick leave issued and stamped by government hospitals and health centres.
- Sick leaves from private clinics must be authorized by the government Health Centers.
- An official letter from the Wali, after it is authorized by the Head of Section (English Language Programs), regarding death of first degree relatives

Note: Other types of excuses will not be accepted.

- Excuses should be submitted to the Student Affairs staff (Registrar's office) within one week from the date of absence.

If submitted later, valid excuses will not be accepted by Student Affairs unless approved by HoS, ELP.

#### Plagiarism

#### 1. Policy Statement

The Colleges of Technology are committed to keeping up with high standards of academic honesty and integrity among its staff and students by dealing pro-actively with cases of all forms of plagiarism. Staff and students are encouraged to use proper citations and acknowledgements to the work of others in respect of the principle of intellectual property.

#### 4. a Instances of Plagiarism

Plagiarism occurs when other's work such as print material, images, audio-visual creations, computer programs, electronic materials, etc. are used without appropriate acknowledgement.

Plagiarism includes, but not limited to, the following:

- Copying full or part (paragraphs, sentences or significant part of a sentence) of other's work directly
- Copying from other's work with an end reference to the original source but without putting the copied text between quotation marks paraphrasing, summarising or rearranging words, phrases or ideas of other's work or / in-text citations.
- Copy-Paste of statements from multiple sources (electronic or print material)
- Presenting a work, done in collaboration with others, as independent work
- Using one's own work presented previously
- Borrowing Statistics from another person
- Fabricating data

Source: Direct quote from QD Plagiarism Policy V2.1 pages 4 & 5

#### Examination Rules:

- Students without the college ID are NOT allowed to take the exam.
- Use of mobile phones and any other electronic gadgets inside the examination hall is NOT allowed.
- Copying, cheating, and any kind of malpractices on the examination are strictly prohibited. Immediate actions will be taken against violators.
- A small water bottle is allowed inside the exam hall.
- Students are not allowed to go out from the examination hall except in emergency situations (medical reasons).
- Students should not be allowed to leave the exam hall during the first 30 minutes of the actual time of the exam.
- Students who come after the listening track has started will NOT be admitted to the exam room. They will be admitted for the Reading and the Writing.






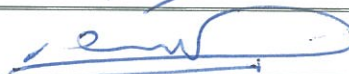
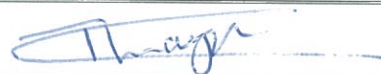
Colleges of Technology  
 Directorate of Technological Education  
 Ministry of Manpower

Exams. They need to submit a valid excuse in order to get the Listening exam later.

Source: ICT\ELC\ Exam Rules And Guidelines For Students\Sem. 3 AY 2018-2019 Version 1.0

**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.

Prepared & Agreed by:			
	Lecturers	Signature	Designation
Prepared by:	Nasser Sulaiman Ahmed AL-Shabibi		L1 Course Coordinator
Reviewed by:	Joseph Arakkal Chacko		GFP Unit Coordinator
Agreed by:	Hamdoon Khalfan Saeed Al Handhali		HOS,C&TM
	Salem Nasser Saif Al Saadi		HOS,ELP
Date	6 <sup>th</sup> January,2020		
Approved by:			
Designation	Name	Signature	Date
HOC	Dr. Thuraya Khalfifa Salim Al Riyami		6 <sup>th</sup> January,2020

Colleges of Technology  
 Directorate of Technological Education  
 Ministry of Manpower

**Document History: 1**

Revision	Date	Author/s	Amendments	Circulated to
1.1	07-04-10	Ms. Nasra Al Rahbi	Version 1 Authorized	ELC council, level 1 coordinator, teachers and students File copy
1.2	07-07-10	Mr. Joseph Chacko, Dr. Louise Strydom, Ms. Shazia Javaid and Nasra Al-Rahbi Internal Curriculum Development Committee	Version 1.2 authorized. (Revised the Learning Outcomes)	ELC council, level 1 coordinator, teachers and students File copy
1.3	05-01-11	Ms. Caroline, Mr. Hilal, Ms. Marina, and Ms Nasra		ELC council, level 1 coordinator, teachers and students File copy
1.4	25-04-11	Mr. Majeed Al-Rashedi		ELC council, level 1 coordinator, teachers and students File copy
1.5	27-4-11	Mr. Majeed Al-Rashdi		ELC council, level 1 coordinator, teachers and students File copy
1.6	13-09-11	Mr. Majeed Al-Rashdi	Revised based on the new course material in reading and writing and new learning outcomes 2010	ELC council, level 1 coordinator, teachers and students File copy

**Document History: 2**

Revision	Date	Author/s	Approval	Amendments	Circulated to
2.1	03-04-12	Mr. Benny Pallipadan Mr. Abdulrahman Mohammed	ELCC	Revised the template to accommodate D P s of all the skills in one document L Os are listed in the beginning of the D P	ELC administration, level 1 coordinator, teachers, students & File copy
2.2	05-09-12	Mr. Benny Pallipadan (Level 1 Coordinator)	ELCC	Revised according to the semester plan	ELC administration, level 1 coordinator, teachers, students & File copy
2.3	05-01-13	Mr. Benny Pallipadan (Level 1 Coordinator)	ELCC	Revised according to the semester plan	ELC administration, level 1 coordinator, teachers, students & File copy

**Colleges of Technology  
Directorate of Technological Education  
Ministry of Manpower**

2.4	26-03-13	Mr. Benny Pallipadan (Level 1 Coordinator)	ELCC	Revised according to the semester plan	ELC administration, level 1 coordinator, teachers, students & File copy
2.5	04-09-13	Mr. Benny Pallipadan (Level 1 Coordinator)	ELCC	Revised according to the semester plan and the suggestions from CQAC	ELC administration, level 1 coordinator, teachers, students & File copy
2.6	04-01-15	Ms. Nasra Al Habsi	ELCC	Revised according to the semester plan and the suggestions from CQAC	ELC administration, level 1 coordinator, teachers, students & File copy
2.7	07-05-2015	Mr. Muhammad Yasar Ahmed	ELCC	Revised according to the semester plan and the suggestions from CQAC	ELC administration, level 1 coordinator, teachers, students & File copy

**Document history: 3**

Revision	Date	Author/s	Approval	Amendments	Circulated to
3.1	05-10-15	Mr. Muhammad Yasar Ahmed	ELCC	Revised according to the semester plan and newly introduced material and the suggestions from CQAC	ELC administration, level 1 coordinator, teachers, students & File copy
3.2	04-1-16	Mr. Muhammad Yasar Ahmed	ELCC	Revised according to the semester plan and newly introduced material and the suggestions from CQAC	ELC administration, level 1 coordinator, teachers, students & File copy
3.3	13-4-2016	Mr. Muhammad Yasar Ahmed	ELCC	Revised according to the semester plan and newly introduced material and the suggestions from CQAC	ELC administration, level 1 coordinator, teachers, students & File copy
3.4	20-9-2016	Mr. Muhammad Yasar Ahmed	ELCC	Revised according to the semester plan and newly introduced material and the suggestions from CQAC	ELC administration, level 1 coordinator, teachers, students & File copy

Document History 4

Revision	Date	Author/s	Approval	Amendments	Circulated to
4.1	7-9-2017	Susan Dina	ELCC	Revised based on the new learning outcomes and new course materials	ELC administration, level 1 coordinator, teachers, students & File copy
4.2	14-1-2018	Mr. Hamdoon Al-Handhali	ELCC	Revised according to the semester plan	ELC administration, level 1 coordinator, teachers, students & File copy
4.3	20-4.2018	Mr. Hamdoon Al-Handhali	ELCC	Revised according to the semester plan	ELC administration, level 1 coordinator, teachers, students & File copy
4.4	11.9.2018	Mr. Hamdoon Al-Handhali	ELCC	Revised according to the semester plan	ELC administration, level 1 coordinator, teachers, students & File copy
4.5	5.1.2019	Nasser Sulaiman Ahmed Al Shabibi	ELCC	Revised according to the semester plan /template	ELC administration, level 1 coordinator, teachers, students & File copy
4.6	21.4.2019	Nasser Sulaiman Ahmed Al Shabibi	ELCC	Amended as per the CA guidelines	ELC administration, level 1 coordinator, teachers, students & File copy
4.7	15.9.2019	Nasser Sulaiman Ahmed Al Shabibi	ELCC	Authrised version 4.6	ELC administration, level 1 coordinator, teachers, students & File copy
4.8	5.1.2020	Nasser Sulaiman Ahmed Al Shabibi	ELCC	Authrised version 4.6	ELC administration, level 1 coordinator, teachers, students & File copy