

Ibra College of Technology  
English Language Center  
**General Foundation Program**  
**Level 2 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 competences which will include logical and abstract reasoning, problem solving, higher level cognitive and critical thinking

<b>Level: 2</b>		<b>Academic Year: 2019-2020</b>
<b>English</b>	<b>No. of hrs :18</b>	<b>Sem: 2</b>
<b>Pre-requisite(s): Passing Level 1</b> Placement Test / Level 2 Scores between 31- 46		

<b>Level Course Objectives</b>
Can understand and use in speech and writing sentences at an elementary level related to social, academic and employment areas.
Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
While studying, can 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>2</b>	<b>Reading &amp; Writing (integrated)</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.

<b>CoTs' Learning Outcomes for Writing</b>	
<b>L2W1</b>	Can write simple phrases and sentences for a variety of elementary purposes, linking them using simple conjunctions such as 'and', 'so', but' and 'because'.
<b>L2W2</b>	Can write and take short, simple notes and messages relating to matters in areas of immediate need.
<b>L2W3</b>	Can write a very simple personal letter, email or text message expressing thanks or apologies.
<b>L2W4</b>	Can describe plans and arrangements.

<b>L2W5</b>	Can explain likes or dislikes.
<b>L2W6</b>	Can describe family, living conditions, past and current education and qualifications.
<b>L2W7</b>	Can describe present and past activities and personal experiences.
<b>L2W8</b>	Can write a simple story describing a person or past event.
<b>L2W9</b>	Can write simple instructions and directions.
<b>L2W10</b>	Can clearly separate topics into individual paragraphs which together form a text in the region of 100 to 175 words.
<b>L2W11</b>	Can use prewriting strategies to generate and develop ideas and to plan before starting to write.

<b>CoTs' Learning Outcomes for Reading</b>	
<b>L2R1</b>	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.
<b>L2R2</b>	Can comprehend short, simple texts which include commonly encountered internationally- recognized vocabulary.
<b>L2R3</b>	Can comprehend basic routine work-related, or study-related letters, faxes, emails and text messages which may be met locally and internationally.
<b>L2R4</b>	Can comprehend short, simple personal letters, emails and social media texts.
<b>L2R5</b>	Can understand everyday signs and notices in public places such as in streets, restaurants, educational institutions and workplaces.
<b>L2R6</b>	Can identify the topics of short simple paragraphs which together constitute short, simple reading texts of around 400 words.
<b>L2R7</b>	Can understand simple directions and instructions such as on appliances, food packaging and medicines.
<b>L2R8</b>	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.
<b>L2R9</b>	Can demonstrate possession of a range of actively understood vocabulary beyond the most basic met on the earlier level of the course.
<b>L2R10</b>	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.
<b>L2R11</b>	Can independently use a paper, online or digital English to English dictionary to find meaning and pronunciation of unknown vocabulary.
<b>L2R12</b>	Can use pre-reading strategies to preview, activate prior knowledge, predict content of a text and establish a purpose for reading.

**Reading & Writing: 10 hours per week**

Week	*Unit	Skill	Learning Outcomes	Comments
1	One	RD	1,2,6,8,10,11,12	
		WR	1,5,11, 3 (likes and dislikes)	L.O1=SM or use Unit 6 page 115 (and, so, but) *because needs to be supplemented L.O5= L2WSMLO3,5&7
2	One	RD	1,2,6,8,10,11,12	
		WR	1,5,7,10,11, 3 Likes and dislikes Present and past activities	L.Os7= L2WSMLO3,5&7
3	Two	RD	1,4,6,8,9,10,11,12	L.Os4&9= L2WSMLO3,5&7 and L2RSMLO3&4
		WR	1,6,10,11, 3 Family, living conditions, past and current education	L.O6= L2WSMLO6&10
4	Two	RD	1,4,6,8,9,10,11,12	
		WR	1,6,10,11, 3 Family, living conditions, past and current education	
5	Three	RD	1,2,3,6,8,9,10,12	L.O3= L2WSMLO2 and L2RSMLO3
		WR	2,3,4,10,11, 3 Plans and arrangements	L.Os2, 3 = L2WSMLO2 and L2RSMLO3 L.O4 = L2WSMLO4&10
6-PT	Three	RD	1,2,3,6,8,9,10,12	
		WR	3,4,10,11, 3 Plans and arrangements	
7	Four	RD	1,2,5,6,8,9,10,12	L.O5= L2RSMLO5
		WR	8 (past events),10,11	L.O8= L2WSMLO8,9&10
8	Four	RD	1,2,5,6,8,9,10,12	
		WR	8 (past events),10,11	L.O8= L2WSMLO8,9&10

9	Five	RD	1,2,6,7,8,9,10,12	L.O7= L2RSML07
		WR	9 (instructions),11	L.O9= 1.2WSML08,9&10
10	Five	RD	1,2,6,7,8,9,10,12	
		WR	9 (instructions),11	
11	Five	RD	1,2,6,7,8,9,10,12	
		WR	9 (directions),11	L.O9= L2WSML08,9&10
12 & 13	LEE			

Sources	
<b>Text Books</b>	PATHWAYS I Reading, Writing and Critical Thinking (Student Book) By: Marie Vargo Laurie Blass Keith S. Folse / Series Consultant
<b>Reference Books</b>	PATHWAYS I Reading, Writing and Critical Thinking (Teacher's Guide) By: Marie Vargo Laurie Blass
<b>Supplementary Materials</b>	Common supplementary materials & In-house supplementary materials
<b>E-brary reference</b>	
<b>Relevant Web Sites</b>	<a href="http://www.cengage.com">www.cengage.com</a>

Level	Skill	No. of hours/week
2	Listening/Speaking (integrated)	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.

CoTs' Learning Outcomes for Listening	
<b>L2L1</b>	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.
<b>L2L2</b>	Can understand clearly spoken messages and announcements which might be encountered as a shopper, traveler, employee or student.
<b>L2L3</b>	Can identify the topic and get the gist of a TV or radio news report dealing with locally, nationally or internationally familiar subjects.
<b>L2L4</b>	Can understand clearly spoken transactions requiring a response when faced with survival activities such as shopping, banking and travelling.
<b>L2L5</b>	Can understand simple questions, instructions and directions when spoken at a slightly faster pace than the earlier level.
<b>L2L6</b>	Can understand clearly stated invitations, offers, advice and suggestions.
<b>L2L7</b>	Can understand simply and clearly expressed discussions concerning future arrangements.
<b>L2L8</b>	Can understand simply and clearly expressed discussions concerning necessity and obligation.
<b>L2L9</b>	Can understand speech providing basic, concrete personal information and information related to personality and feelings.
<b>L2L10</b>	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.
<b>L2L11</b>	Can identify the speaker's viewpoint, attitude and tone.
<b>L2L12</b>	Can extract specific information from a short talk or conversation of three to four minutes.

CoTs' Learning Outcomes for Speaking	
<b>L2S1</b>	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.
<b>L2S2</b>	Can use a series of phrases and sentences to provide personal details, describe daily routines, express wants and needs, and make requests

	for information.
<b>L2S3</b>	Can produce with a fair degree of accuracy memorized phrases covering predictable survival situations
<b>L2S4</b>	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.
<b>L2S5</b>	Can tell a story or describe something related to social life or to work or academic life, with reference to a list of points.
<b>L2S6</b>	Can link ideas using simple connectors such as 'and', 'but' 'because' and 'or'.
<b>L2S7</b>	Can make or give and respond to invitations, suggestions and apologies, directions and instructions.
<b>L2S8</b>	Can effectively use learnt expressions to politely ask for attention in a social, work-related or educational situation.
<b>L2S9</b>	Can provide simple advice on a familiar topic.
<b>L2S10</b>	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.
<b>L2S11</b>	Can use pronunciation, intonation and stress sufficiently well to avoid placing excessive strain on conversational partners
<b>L2S12</b>	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.
<b>L2S13</b>	Can respond to a classmate's interview questions as part of a learning task, which might include role-playing, and can satisfactorily answer questions when being interviewed as part of an oral test
<b>L2S14</b>	Can start, maintain and close simple face-to-face conversations.
<b>L2S15</b>	Can use simple, standard phrases to express understanding when in conversation.
<b>L2S16</b>	Can use simple, standard phrases to express lack of understanding when in conversation.
<b>L2S17</b>	Can use gesture and substitute approximate vocabulary in order to attempt to communicate successfully.

**Listening & Speaking: 8 hours per week**

Week	*Unit	Skill	Learning Outcomes	Comments
1	One	Lis	2,4,9,10,11,12	L.Os 2, 4 & 11= L2LSMLO2&4
		Sp	1,2,3,5,8,10,11,14,15,16,17	L.O3= L2SpSMLO3
2	One	Lis	2,3,4,6,9,10,11,12	L.O6= L2LSMLO6 and L2SpSMLO7
		Sp	1,2,3,4,5,8,10,11,14,15,16,17	
3	Two	Lis	1,3,6,9,11,12	
		Sp	1,2,4,5,10,11,14,15,16,17	
4	Two	Lis	1,3,5,9,11,12	L.O5= L2LSMLO5A L2LSMLO5B
		Sp	1,2,5,9,10,11,14,15,16,17	L.O9= L2SpSMLO9
5	Three	Lis	1,3,5,7,10,11,12	L.O7= L2LSMLO6 and L2SpSMLO7
		Sp	1,2,5,7,9,10,11,17	L.O7= L2LSMLO6 and L2SpSMLO7
6-PT	Three	Lis	1,3,7,10,11,12	
		Sp	1,2,5,7,10,11,17	
7	Four	Lis	1,3,8,11,12	
		Sp	1,2,5,10,11,12,14,15,17	L.O12=



8	Four	Lis	1,3,8, 11,12	
		Sp	1,2,5,6,10,11,12,13,14,15,17	
9	Five	Lis	3,10,11,12	
		Sp	1,2,6,10,11,13,17	
10	Five	Lis	3,10,11,12	
		Sp	1,2,6,10,11,13,17	
11	Five	Lis	3,10,11,12	
		Sp	1,2,6,10,11,13,17	
12 & 13	LEE			

<b>Sources</b>	
<b>Text Books</b>	PATHWAYS 1 (Student's Book) Listening , Speaking and Critical Thinking By: Becky Tarver Chase Keith S. Folse /Series Consultant
<b>Reference Books</b>	PATHWAYS 1 (Teacher's Guide) By: Mari Vargo Laurie Blass
<b>Supplementary Materials</b>	Common supplementary materials & In-house supplementary materials
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### Grammatical Enabling Descriptors

<b>LO#</b>	<b>Learning Outcomes</b>
	<b>Grammatical Items and Verb Forms</b>
1.	<b>L2G1</b> Imperatives (+/-)
2.	<b>L2G2</b> Present simple
3.	<b>L2G3</b> Present continuous
4.	<b>L2G4</b> Past simple
5.	<b>L2G5</b> Past continuous

6.	L2G6 Used to
7.	L2G7 Going to (future)
8.	L2G8 Present continuous for future arrangements
9.	L2G9 Future simple
10.	L2G10 Present perfect
11.	L2G11 Gerund vs infinitive
12.	L2G12 Zero and first conditional
13.	L2G13 Common phrasal verbs
14.	L2G14 Modals: Ability (can, could)
15.	L2G15 Modals: Possibility (may, might, possibly, probably, perhaps)
16.	L2G16 Modals: Obligation & Necessity (must/mustn't, have to, should)
17.	L2G17 Nouns: Countable and uncountable (much and many)
18.	L2G18 Possessives ( 's and s')
19.	L2G19 Prepositions of time: on/at/in
20.	L2G20 Articles
21.	L2G21 Basic determiners (any, some, a lot of)
22.	L2G22 Wider range of determiners (all, none, not (any),enough, (a) few)

23.	L2G23 Demonstrative adjectives
24.	L2G24 Adjectives ending in '-ed' and '-ing'
25.	L2G25 Comparative and superlative adjectives
26.	L2G26 Adverbs of frequency
27.	L2G27 Simple adverbs of place, manner and time
28.	L2G28 Adverbial phrases of time, place and frequency including word order
29.	L2G29 Very basic intensifiers (very, really)
30.	L2G30 Basic intensifiers (quite, so, a bit)
31.	L2G31 Discourse Markers
32.	L2G32 Linkers: sequential – past time (first, then, after that, finally)
33.	L2G33 Writing Conventions
34.	L2G34 Simple punctuation (capital letters, full stops, commas, question marks)

Level	Skill	No. of hours/week
2	General Study Skills	(embedded in Reading & Writing)

Learning Outcomes for General Study Skills	Graduate Attribute(s)
6.2.1 a) Work in pairs or groups and participate accordingly i.e. take turns, initiate a discussion, interrupt appropriately, express an opinion.	
6.2.1 b) Follow university policies on attendance and punctuality.	
6.2.1 c) Bring required materials (pens, pencils, folder, etc) to class.	
6.2.1 d) Work to imposed deadlines.	
6.2.1 f) Use a variety of study techniques.	
6.2.1 g) Create term planners and study schedules noting key dates/events.	
6.2.1 h) Complete homework on time.	
6.2.1 i) Continually revise one's work.	
6.2.1 k) Identify preferred study strategies based on learning styles.	
6.2.1 l) Organise a feasible study schedule that accommodates other responsibilities.	
6.2.1 n) Organise and maintain a system of recording vocabulary (keep a vocabulary log).	
6.2.1 o) Organise and maintain a portfolio of one's work.	
6.2.2 a) List the key ideas to guide search for information.	
6.2.2 b) Use the library system for finding, borrowing and returning library material.	
6.2.2 c) Use an English-English dictionary for language learning.	
6.2.2 h) Find specific information using internet search engines and electronic resources.	
6.2.2 k) Select or reject a source based on difficulty level, relevance and currency.	
6.2.2 m) Summarise and paraphrase information in one's own words.	
6.2.3 a) Recall and define main concepts.	
6.2.3 c) Use English rather than Arabic for notes in margins and glossing vocabulary.	
6.2.3 d) Extract and record key information (the gist) from a written or spoken source based on own interpretation of information.	
6.2.3 f) Support key points with relevant additional details.	
6.2.3 h) Date one's notes.	
6.2.3 i) Use notes to create a summary.	
6.2.3 j) Reproduce key information and supporting details from notes in one's own words.	
6.2.3 k) Sort out information and reject irrelevant pieces.	
6.2.4 a) Outline and define main concepts.	

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

**Delivery Plan: General Study Skills**

<b>Wk. No.</b>	<b>Learning Outcomes</b>	<b>Resources</b>	<b>Remarks</b>
1	L2GSS1 <b>Distribution of books &amp; timetables</b>	(In-House Materials)	
2	6.2.1 o)	<b>Student's Course File Checklist</b> (In-House Materials)	
3	6.2.1 g) 6.2.1 l) 6.2.1 h) 6.2.1 i) 6.2.1 d)	<b>Term planners and study schedules</b> (In-House Materials)	

4	6.2.1 d) 6.2.1 f) 6.2.2 b) 6.2.2 m) 6.2.3 f) 6.2.3 i)	(In-House Materials)	Students should submit book review
5	6.2.1 a). 6.2.1 k) 6.2.2 a) 6.2.2 b) 6.2.2 h) 6.2.2 k) 6.2.2 m) 6.2.3 a) 6.2.3 d) 6.2.3 f) 6.2.3 j) 6.2.3 k) 6.2.4 a) 6.2.4 b) 6.2.4 c) 6.2.4 d) 6.2.4 e) 6.2.4 f) 6.2.4 g) 6.2.4 h) 6.2.4 i) 6.2.4 j) 6.2.4 k) 6.2.4 l) 6.2.4 m) 6.2.4 n)		Presentation
6	6.2.1 n) 6.2.2 c)	Use of Dictionary & Vocabulary Log (In-House Materials)	
7	6.2.1 i)		Submission of Student's Course File/Portfolio
8	6.2.1 d)		
9 & 10	Collect & Check portfolio		
11&12	Level Exit Exam		

- 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, \*SM: Supplementary Material \*GA: Group Advisor

\*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

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

Assessment Pattern: – SEMESTER 2 /2019-2020

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

- 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 sheet / booklet 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 without a valid reason.

**Late Procedure**

- Students must attend all classes on time.
- students coming late to class after 5 minutes will be marked “late”.
- After 10 minutes, the student will not be allowed to enter the classroom and will be marked “absent”). Being LATE for THREE times in a class will be considered as ONE class absence.
- 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								
Debarredالحرمان		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%	216	12	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 only.

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.

#### 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).

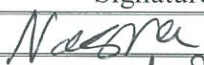



- Students should not be allowed to leave the exam hall during the first 30 minutes of the actual time of the exam.
- Students who come after the listening track has started will NOT be admitted to the exam room. They will be admitted for the Reading and the Writing Exams. They need to submit a valid excuse in order to get the Listening exam later.

Source: ICT\ELCA Exam Rules And Guidelines For Students\Sem. 2 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:	Nasra Masoud Salim Al-Habsi		L2 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 Khalifa Salim Al Riyami		

**Document History: 1**

Revision	Date	Author/s	Amendments	Circulated to
1.1	05-04-2010	Ms. Inez & Ms. Tung Chi Internal Curriculum Development Committee	Version 2 authorized (Revised the Learning Outcomes)	ELC Council members Level 2 Coordinator L-2 Teachers and students File copy
1.2	25-09-2010	Ms. Laila Obeid Al-Hajri HOC. ELC	Version 3 Authorized	ELC Council members L-2 Teachers and students
1.3	16-01-2011	Ms. Laila Obeid Al-Hajri HOC. ELC	Version 4 Authorized	ELC Council members L-2 Teachers and students
1.4	14-04-2011	Ms. Laila Obeid Al-Hajri HOC. ELC	Version 5 Authorized	ELC Council members L-2 Teachers and students
1.5	17-09-2011	Ms. Laila Obeid Al-Hajri HOC. ELC	Revised Learning Outcomes. Nov. 2010	ELC Council members L-2 Teachers and students
1.6	03-01-2012	Ms. Laila Obeid Al-Hajri HOC. ELC	Revised Learning Outcomes. Nov. 2010	ELC Council members L-2 Teachers and students

**Document History: 1**

Revision	Date	Author/s	Approval	Amendments	Circulated to
Draft V – 1.0	28-12-2011	Ms. Laila Obeid Al-Hajri HOC. ELC	ELCC	Draft Version 1.0 Authorized	ELC Council members Level 2 Coordinator L-2 Teachers and Students
Draft V – 1.2	3-01-2012	Ms. Laila Obeid Al-Hajri HOC. ELC	ELCC	Draft Version 1.2 Authorized	ELC Council members Level 2 Coordinator L-2 Teachers and Students
Draft	03-01-2012	Ms. Laila Obeid		Draft Version 1.3	ELC Council members

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V – 1.3		Al-Hajri HOC. ELC	ELCC	Authorized	Level 2 Coordinator L-2 Teachers and Students
Draft V – 1.4	25-01-2012	Ms. Laila Obeid Al-Hajri HOC. ELC	ELCC	Draft Version 1.4 Authorized	ELC Council members Level 2 Coordinator L-2 Teachers and Students
Draft V – 1.5	15-09-2012	Ms Anne Lutton Course coordinator Level 2 ELC	ELCC	Draft Version 1.5 Authorized	ELC Council members Level 2 Coordinator L-2 Teachers and Students
Draft V – 1.6	5-01-2013	Ms Anne Lutton Course coordinator Level 2 ELC	ELCC	Draft Version 1.6 Authorized Revised according to semester plan	ELC Council members Level 2 Coordinator L-2 Teachers and Students
Draft V – 1.7	27-02-2013	Ms Anne Lutton Course coordinator Level 2 ELC	ELCC	Draft Version 1.7 Authorized Revised according to semester plan	ELC Council members Level 2 Coordinator L-2 Teachers and Students
Draft V – 1.8	5/09/2013	Ms Anne Lutton Course coordinator Level 2 ELC	ELCC	Draft Version 1.8 Authorized Revised according to semester plan and the suggestions from the CQAC	ELC Council members Level 2 Coordinator L-2 Teachers and Students
Draft V – 1.9	10/09/2014	Ms Anne Lutton Course coordinator Level 2 ELC	ELCC	Draft Version 1.9 Authorized Revised according to semester plan and the suggestions from the CQAC	ELC Council members Level 2 Coordinator L-2 Teachers and Students
Draft V-1.10	11/01/2015	Ms. Nancy Dalangbayan Tago Level Coordinator Level 2 - GFP	ELCC	Draft Version 1.10 Authorized Revised according to semester plan and the suggestions from the CQAC	ELC Council members Level 2 Coordinator L-2 Teachers and Students
Draft V-1.10	19/04/2015	Ms. Nancy Dalangbayan Tago Level Coordinator	ELCC	Draft Version 1.11 Authorized Revised according to	ELC Council members Level 2 Coordinator L-2 Teachers and Students

		Level 2 - GFP		semester plan and the suggestions from the CQAC	
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**Document History: 2**

Revision	Date	Author/s	Approval	Amendments	Circulated to
V – 2.0	6-9-2015	Ms. Salma Al-Saifi & GFP Level Coordinators ( Sem. 3, AY 2014-2016)	ELCC	<b>Version 2.0 Authorized</b> Template revised according to the recommendations of the Quality Department in their Visit Report (March 2015)	ELC Council members GFP Level Coordinators GFP Standards Committee Head
V – 2.1	9-9-2015	Ms. Nancy Dalangbayan Tago Level Coordinator Level 2 - GFP	ELCC	<b>Version 2.1 Authorized</b> Reasons for revision: 1. Recommendations of the Quality Department in their Visit Report (March 2015)  2. New Teaching & Learning Materials for Grammar & Reading.	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee GFP Level Coordinators Level – 2 Teachers & Students

**Document History: 3**

Revision	Date	Author/s	Approval	Amendments	Circulated to
V – 3.0	5-1-2016	Ms. Nancy Dalangbayan Tago Level Coordinator Level 2 - GFP	ELCC	Version 3.0 Authorized Reason for revision: 1. Implementation of integrated course (use of <i>Unlock 2</i> )	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 2 Teachers

Document History: 4

Revision	Date	Author/s	Approval	Amendments	Circulated to
V – 4.0	4-9-2016	Ms. Nancy Dalangbayan Tago Level Coordinator Level 2 - GFP	ELCC	Version 4.0 Authorized Reason for revision: 1. Implementation of New Learning Outcomes (LOs)	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 2 Teachers
V – 4.1	13-10-2016	Ms. Nancy Dalangbayan Tago Level Coordinator Level 2 - GFP	ELCC	Version 4.1 Authorized Reason for revision: 1. Implementation of the CoTs Course Outline Standardized template	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 2 Teachers
V – 4.2	4-1-2017	Mr. Chokri Ayari Level Coordinator Level 2 - GFP	ELCC	Version 4.2 Authorized	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 2 Teachers

Document History: 5

Revision	Date	Author/s	Approval	Amendments	Circulated to
V – 5.0	14-9-2017	Mr. Chokri Ayari Level Coordinator Level 2 - GFP	ELCC	Version 5.0 Authorized Reason for revision: 1. New Book - Pathways	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 2 Teachers
V-6.0	9/1/2018	Mr. Chokri Ayari Level Coordinator Level 2 - GFP	ELCC	Version 6.0 Authorized Reason for revision: 1. New Book - Pathways	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 2 Teachers

Revision	Date	Author/s	Approval	Amendments	Circulated to
V-7.0	19/4/2018	Mr. Chokri Ayari Level Coordinator Level 2 - GFP	ELCC	Version 6.0 Authorized Reason for revision: 1. New Book - Pathways	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 2 Teachers
V-8.0	10/9/2018	Mr. Chokri Ayari Level Coordinator Level 2 - GFP	ELCC	Version 6.0 Authorized Reason for revision: 1. New Book - Pathways	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 2 Teachers
V-9.0	17/1/2019	Mr. Nasra Al Habsi Level Coordinator Level 2 - GFP	ELCC	Version 6.0 Authorized Reason for revision: New semester	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 2 Teachers



V-10.0	18/4/2019	Mr. Nasra Al Habsi Level Coordinator Level 2 - GFP	ELCC	Version 6.0 Authorized Reason for revision: New semester	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 2 Teachers
V-11.0	18/9/2019	Mr. Nasra Al Habsi Level Coordinator Level 2 - GFP	ELCC	Version 6.0 Authorized Reason for revision: New semester	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 2 Teachers
V-12.0	5/1/2020	Mr. Nasra Al Habsi Level Coordinator Level 2 - GFP	ELCC	Version 6.0 Authorized Reason for revision: New semester	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 2 Teachers