

Ibra College of Technology
 English Language Center
General Foundation Program
Level 3 Course Outline

<p>Colleges of Technology Moto "Where Technology is Invented"</p> <p>Vision To be at the forefront of higher education institutions in technological education nationally and internationally.</p> <p>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</p>

General Foundation Program aims to:

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

Level: 3		Academic Year: 2019-2020
English	No. of hrs/week: 18	Sem: 2
Pre-requisite(s): Passing level 2 exam/ Scoring between 51- 70 % in the Placement Test.		

Level Course Objectives

1. Can understand the main points of clear standard input on familiar matters regularly encountered in work, study, social life and employment.
2. Can deal with most survival situations likely to arise while interacting using English.
3. Can 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. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans
5. can 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.
4. Some LOs cannot be met with the current L3 materials. Teachers may have supplementary materials to meet some of them.

Learning Outcomes for Writing

L3W1. 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
L3W2. Can write short reports of occurrences, which communicate factual information and give reasons for actions taken
L3W3. Can describe the plot of a book or film and describe their reactions to the book or film
L3W4. Can describe processes
L3W5. 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
L3W6. Can write clear instructions to operate a piece of equipment found in the home, in an educational institution or in the workplace
L3W7. 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
L3W8. Can use prewriting strategies to generate and develop ideas and to plan before starting to write

Learning Outcomes for Reading
L3R1. 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.
L3R2. 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.
L3R3. Can understand clearly written instructions for commonly encountered pieces of equipment in the home, in an educational institution or in the workplace.
L3R4. 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.
L3R5. Can identify the main ideas and conclusions in clearly- signalled argumentative texts.
L3R6. Can identify the general line of argument or reasoning in an argumentative text.
L3R7. Can scan longer texts or parts of texts to locate and gather required information in order to complete a task.
L3R8. 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.
L3R9. 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.
L3R10. 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.
L3R11. Can skillfully use a paper, online or digital English to English dictionary to find meaning and pronunciation of unknown vocabulary.

Delivery Plan: Reading Writing:

Week	*Unit	Skill	Learning Outcomes	Comments
1	R&W SM*	RD	1, 3,4,5,7,9,10,11,12	L.O 3, 11 = SM
		WR	1(Paragraphs), 6 (Instructions),8	L.O6 = SM
2	R&W SM*	RD	1,4,5,7,9,10,11,12	
		WR	1, 6 (Instructions), 3 (Book/ Film Review), 8	L.O3 = SM
3	ONE	RD	1,4,5,7,9,10,11,12	
		WR	1, 7 (Comparison & Contrast), 8	Quiz 1 L.O7 = SM
	ONE	RD	1, 4,5,7,9,10,12	

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4		WR	1, 7 (Comparison & Contrast)	
5	TEN	RD	1,3,4,5,7,9,10,12	
		WR	1, 4 (Process) , 8	L.O4 = SM
6-PT	TEN	RD	1,3,4,5,7,9,10,12	
		WR	1,4 (Process), 8	
7	TWO	RD	1,4,5,7,9,10,12	
		WR	1, 7 (Cause & Effect), 8	L.O7 = SM
8	TWO	RD	1,4,5,7,9,10,12	
		WR	1, 7 (Cause & Effect) , 8	Quiz 2
9	FOUR	RD	1,4,5,6,7,9,10,12	L.O6=SM
		WR	1, 2 (Accident Report), 8	L.O2 = SM Quiz 2
10	FOUR	RD	1,2,4,5,6,7,8,9,10,11,12	L.Os2&8 =SM
		WR	1, 2 (Accident Report), 8	L.O5 = SM
11	FOUR	RD	1,2,4,5,6,7,8,9,10,12	
		WR	1, 5 (Emails), 8	
12&13	LEE			

Sources	
Text Books	Pathways3 Reading, Writing, and Critical Thinking
Reference Books	N/A
Supplementary Materials	In-house supplementary materials
E-brary reference	N/A
Relevant Web Sites	www.cengage.com

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.
4. Some LOs cannot be met with the current L3 materials. Teachers may have supplementary materials to meet some of them.

Learning Outcomes for Listening	
L1S1	L3L1. 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.
L1S2	L3L2. Can understand uncomplicated factual information about common everyday job-related, or study- related topics.
L1S3	L3L3. Can identify and distinguish between main ideas and details.
L1S4	L3L4. 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.
L1S5	L3L5. Can understand simple technical information, such as operating instructions for everyday equipment which may be encountered in a work or study environment.
L1S6	L3L6. 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.
L1S7	L3L7. Can understand speech expressing feelings, emotions and attitudes.
L1S8	L3L8. Can understand speech expressing agreement and disagreement and contrasting opinions.
L1S9	L3L9. Can guess the meaning of occasional unknown words from the context and understand sentence meaning if the topic discussed is familiar.
L1S10	L3L10. Can follow the main points of extended discussion which may be encountered, provided speech is clear and in standard language.
L1S11	L3L11. 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.
L1S12	L3L12. Can understand high-frequency idioms and can grasp the meaning of some colloquial language when it is encountered in a clear context.

L1S13	L3L13. 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.
L1S14	L3L14. Can identify the speaker's viewpoint, attitude and tone.

Learning Outcomes for Speaking/Pronunciation	
L3S1.	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.
L3S2.	Can produce speech required to cope with both routine and less routine problems in everyday life, and when in employment or when studying.
L3S3.	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.
L3S4.	Can describe experiences and events, dreams, hopes and ambitions.
L3S5.	Can give reasons and explanations for opinions and plans.
L3S6.	Can tell a real story or explain the plot of a book or film and describe reactions arising within the story, book or film.
L3S7.	Can demonstrate knowledge of and good control of elementary vocabulary even though inappropriate words may be chosen when expressing more complex thoughts.
L3S8.	Can demonstrate willingness to attempt to paraphrase in order to express ideas.
L3S9.	Can flexibly exploit a wide range of simple language to express wants and needs.
L3S10.	Can use pronunciation, intonation and stress sufficiently well to speak intelligibly without generally placing strain on conversational partners.
L3S11.	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.
L3S12.	Can effectively take turns in a discussion related to social life or in a work- related or educationally- related situation.
L3S13.	Can politely interrupt and change the direction of a discussion when necessary.
L3S14.	Can effectively use standard phrases to check the understanding of a conversational partner and can resume a conversation which has stalled.
L3S15.	Can demonstrate an increased mastery of phonemes problematic for Arabic speakers with a reduced number of errors.
L3S16.	Can give detailed instructions for the completion of a task.
L3S17.	Can request and follow detailed directions.
L3S18.	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.
L3S19.	Can request repetition or examples where uncertainty concerning meaning is present
L3S20.	Can work with classmates and instructor to determine expressions appropriate for a transaction and ask for feedback.
L3S21.	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.

Delivery Plan: Listening & Speaking

Week	*Unit	Skill	Learning Outcomes	Comments
1	ONE	Lis	1,2,3,4,6,9,12,13	
		Sp	1,2,3,5,7,8,9,10,11,12, 14,18,21	L.O 13 (Pg.58,U3&Pg.109, U6)
2	ONE	Lis	1,2,3,4,6,9,12,13	
		Sp	1,2,3,5,6,7,8,9,10,11,12,14,15,18,21	L.Os6&15 = SM
3	TWO	Lis	1,2,3,4,6,8,9,12,13	L.O8 = SM
		Sp	1,2,3,5,7,8,9,10,11,12,14,15,18,21	
4	TWO	Lis	1,2,3,4,5,6,7,9,12,13,14	L.O5 = SM
		Sp	1,2,3,4,5,7,8,9,10,12,16,18,19,21	L.O 19 (Pg.48, U3) L.Os 4 & 16 = SM
5	Eight	Lis	1,2,3,4,5,6,7,9,12,13,14	
		Sp	1,2,3,4,5,7,8,9,10,12,16,18,20,21	L.O20 = SM
6-PT	Eight	Lis	1,2,3,4,5,6,9,10,12,13	
		Sp	1,2,3,5,7,8,9,10,11,12,13,16,18,21	
7	SIX	Lis	1,2,3,4,6,9,10,12,13	
		Sp	1,2,3,5,7,8,9,10,11,12,13,18,21	
8	SIX	Lis	1,2,3,4,6,9,10,12,13	
		Sp	1,2,3,5,7,8,9,10,11,12,13,18,21	
9	FOUR	Lis	1,2,3,4,6,9,10,11,12,13	
		Sp	1,2,3,5,7,8,9,10,12,17,18,21	L.O17 = SM
10	FOUR	Lis	1,2,3,4,6,9,10,11,12,13	
		Sp	1,2,3,5,7,8,9,10,12,18,21	On-to-one oral practice

11	FOUR	Lis	1,2,3,4,6,9,11,12,13	
		Sp	1,2,3,5,7,8,9,10,12,18,21	
12&13	LEE			

Sources	
Text Books	Pathways3 Listening, Speaking, and Critical Thinking
Reference Books	N/A
Supplementary Materials	In-house supplementary materials
E-brary reference	N/A
Relevant Web Sites	www.cengage.com

Grammatical Enabling Descriptors

CoTs' Learning Outcomes for Grammar
Grammatical Enabling Descriptors *At the end of Level 3 learners will be able to use the following verb forms and grammatical items, discourse markers and writing conventions in addition to forms learned at earlier levels.
L3G1 Wh- and Yes/No Questions in present /past
L3G2 Question tags
L3G3 Past continuous
L3G4 Used to
L3G5 Would expressing habit in the past
L3G6 Past perfect
L3G7 Future time (will & going to)
L3G8 Future continuous
L3G9 Present perfect
L3G10 Present perfect vs past simple
L3G11 Present perfect continuous

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L3G12 Zero and first conditional
L3G13 Second and third conditional
L3G14 Simple present passive
L3G15 Reported speech (range of tenses)
L3G16 Modals: Possibility (might, may, will, probably)
L3G17 Modals: Deduction (must, can't)
L3G18 Modals: Obligation & Necessity (must, have to, ought to, should, need to)
L3G19 Modals: Past (might have, could have)
L3G20 Articles with countable and uncountable nouns
L3G21 Determiners (e.g. all the, most, both)
L3G22 Adverbial phrases of time, place and frequency including word order
L3G23 Adverbial phrases of degree/extent, probability
L3G24 Comparative and superlative form of adjectives and adverbs
Discourse Markers:
L3G25 Linkers: sequential – past time (later)
L3G26 Connecting words expressing cause and effect, contrast etc.
L3G27 Markers to structure informal spoken discourse
Writing Conventions:
L3G28 Extended punctuation (capital letters, full stops, commas, question marks, exclamation marks, colon, dash, quotation marks)

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

CoTs' Learning Outcomes for General Study Skills	
L3GSS1	Manage time and accept responsibility. (integrated with Course study, not assessed)
L3GSS2	Practice Independent study habits like keeping a Vocabulary Log. (Making a Vocabulary Log is integrated with Course study and assessed as a part of students' portfolio)
L3GSS3	Accept responsibility for all the academically important actions, like keeping a Students' portfolio. (integrated with Course study, Portfolio is assessed as a part of Continuous assessment)
L3GSS4	Practice a variety of study techniques and study strategies, especially note-taking. (Note-taking is integrated with Listening Skill and assessed as a part of students' portfolio)

L3GSS5 Identify literary devices, such as parenthesis, footnotes and quotations. (integrated with Course study)
L3GSS6 Produce a reading/writing assignment- a book review- independently. (integrated with Reading and assessed as a part of students' portfolio)

Delivery Plan: General Study Skills

Wk. No.	Learning Outcomes	Resources	Remarks
1	6.2.1 a 6.2.1 b 6.2.1 c 6.2.1 e 6.2.1 o 6.2.1 g) 6.2.1 m)	<ul style="list-style-type: none"> • College Rules and Student's Responsibilities (Students handbook) • Term Planner • Students Journal forms 	<p>The students need to start preparing the portfolio</p> <p>The students should establish the routine of writing their study plans and their journals of experiences.</p>
2	6.2.1 l, 6.2.1 m, 6.2.1 n 6.2.2 c	<ul style="list-style-type: none"> • Student's Course File Checklist (In-House Materials) • Vocabulary log • Term Planner • Students Journal forms 	
3	6.2.1 d, 6.2.1 f, 6.2.1 h 6.2.2 b, 6.2.2 m, 6.2.3 i 6.2.3 j	<ul style="list-style-type: none"> • Book review report 	
4 & 5	6.2.1 e, 6.2.1 f, 6.2.1 i 6.2.1 m, 6.2.3 h	<ul style="list-style-type: none"> • Term Planner • Students Journal forms 	<i>Check portfolio contents</i>
6	6.2.1 e, 6.2.1 f, 6.2.1 l, 6.2.1 m, 6.2.3 h	<ul style="list-style-type: none"> • Term Planner • Students Journal forms 	

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		<ul style="list-style-type: none"> • Vocabulary log • 	
7 & 8	6.2.1 a, 6.2.1 n 6.2.1 o, 6.2.3 c	Final Submission of Portfolios	
9	6.2.1 e, 6.2.1 f, 6.2.1 l, 6.2.1 m, 6.2.3 h	<ul style="list-style-type: none"> • Term Planner • Students Journal forms • Vocabulary log 	
10	6.2.1 e, 6.2.1 f, 6.2.1 l, 6.2.1 m, 6.2.3 h	<ul style="list-style-type: none"> • Term Planner • Students Journal forms 	
11	Collect & Check portfolios		
12	<i>Return portfolios to students</i>		
13	LEE		

- 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: 2019-2020
Semester 2

Level 3							
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	9-12 min	12.5
Presentation	-	-	-	5	-	-	-
Book review	-	-	-	2	-	-	-
Portfolio	Not Applicable	-	-	3	Not Applicable	-	-
In Class Marks				5			
Total		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 adviser 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 2019-2018 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%	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 centers.
- 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.

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 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. 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.

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Prepared & Agreed by:			
	Lecturers	Signature	Designation
Prepared by:	Jahad Said Hamed Said Al Harthi		L3 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 th January ,2020		
Approved by:			
Designation	Name	Signature	Date
HOC	Dr. Thuraya Khalifa Salim Al Riyami		

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Document History: 1

Revision	Date	Author/s	Amendments
1	07-04-10	Ms. Flordeliza M. Dumalagan <i>Intermediate Level Course Coordinator</i>	Version 1 Authorized
1.2	05-07-10	Mr. Jason Thomas & Ms. Maria C. Internal Curriculum Development Committee	Learning Outcomes and activities are redefined after the revision
1.3	05-01-11	Susan, Raghda, Naimatullah Flordeliza M. Dumalagan Intermediate Level Coordinator	Revised based on the new learning outcomes of the new syllabus (2010-2011)
1.4	19-04-11	Flordeliza M. Dumalagan (L3-Coordinator)	Redefined to incorporate Integrated Grammar, Listening and Speaking
1.5	09-07-11	Flordeliza M. Dumalagan (L3-Coordinator)	Revised to separate from Listening and Speaking Skills Course
1.6	07-01-12	Flordeliza M. Dumalagan (L3-Coordinator)	Reformatted to specify GSS topics and Los per week .

Document History: 2

Revision	Date	Author/s	Approval	Amendments	Circulated to
2.1	03-04-12	Ms. Flordeliza M. Dumalagan <i>L 3 Coordinator</i>	ELCC	Revised template to accommodate all the skills DPs in ne document. Los are listed in the beginning of the DP.	Teachers, Students & ELC Administration
2.2	05-09-12	Golda Cherian (L3 Coordinator)	ELCC	Refined to accommodate Writing Topics & LOs in the order.	Teachers, Students & ELC Administration
2.3	05-01-13	Golda Cherian (L3 Coordinator)	ELCC	Revised according to the semester plan.	Teachers, Students & ELC Administration
2.4	11-03-13	Golda Cherian (L3 Coordinator)	ELCC	Revised according to the semester plan.	Teachers, Students, CQAC & ELC Administration
2.5	04-09-13	Golda Cherian (L3 Coordinator)	ELCC	Revised according to the semester plan and the suggestions from the CQAC.	Teachers, Students, CQAC & ELC Administration
2.6	11-12-13	Golda Cherian (L3 Coordinator)	ELCC	Revised according to the semester plan.	Teachers, Students, CQAC & ELC Administration

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2.7	15-04-14	Golda Cherian (L3 Coordinator)	ELCC	Revised according to the semester plan.	Teachers, Students, CQAC & ELC Administration
2.8	13-01-15	Muhammad Imran (L3 Coordinator)	ELCC	Revised according to the semester plan.	Teachers, Students, CQAC & ELC Administration
2.9	13-09-15	Mercelinda S. Reyes (L3 Coordinator)	ELCC	Revised according to semester plan and reflect/link the GAs with the LOs of the Foundation Programme	Teachers, Students, CQAC & ELC Administration
3.0	08-01-16	Mercelinda S. Reyes (L3 Coordinator)	ELCC	Revised according to the semester plan	Teachers, Students, CQAC & ELC Administration
3.1	15-04-16	Mercelinda S. Reyes (L3 Coordinator)	ELCC	Revised according to the semester plan	Teachers, Students, CQAC & ELC Administration
3.2	06-10-16	Mercelinda S. Reyes (L3 Coordinator)	ELCC	Revised according to the semester plan	Teachers, Students, CQAC & ELC Administration

Document History: 3

Revision	Date	Author/s	Approval	Amendments	Circulated to
3.3	13-10-2016	Mercelinda S. Reyes Level Coordinator Level 3 - GFP	ELCC	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 – 3 Teachers
3.4	30-10-2016	Mercelinda S. Reyes Level Coordinator Level 3 - GFP	ELCC	Reason for revision: 1. Implementation of New Learning Outcomes (LOs)	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 3 Teachers

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4	21-12-2016	Badriya Al Masroori Level 3 Coordinator- GFP	ELCC	Reasons for revision: 1. Having less weeks of teaching in semester 2 2. Including the course outline for grammar which was missing in the previous version 3. Including tentative dates for continuous assessment and notes for teachers to follow	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 3 Teachers
4.1	09-04-2017	Badriya Al Masroori Level 3 Coordinator- GFP	ELCC	Reasons for revision: 1. Having less weeks of teaching in semester 3	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 3 Teachers
5	10-09-2017	Badriya Al Masroori Level 3 Coordinator- GFP	ELCC	Reasons for revision: 1. Having new course books and assessment patterns	ELC Council members Center Quality Assurance Committee GFP Standards Committee Examination Committee Level – 3 Teachers
5.1	January,2018	Badriya Al Masroori Level 3 Coordinator- GFP	ELCC	Reasons for revision: 2. Having new course books and assessment patterns	ELC Council members Center Quality Assurance Committee GFP Unit Examination Committee Level – 3 Teachers
5.2	April,2018	Badriya Al Masroori Level 3 Coordinator- GFP	ELCC	Reasons for revision: 3. Having new course books and assessment patterns	ELC Council members Center Quality Assurance Committee GFP Unit Examination Committee Level – 3 Teachers
5.3	September,2018	Jahad Said Hamed Said Al Harthi	ELCC	Reasons for revision: 4. New assessment pattern	ELC Council members Center Quality Assurance Committee GFP Unit Examination Committee

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					Level – 3 Teachers
5.4	Januray,2019	Jahad Said Hamed Said Al Harthi	ELCC	New template	ELC Council members Center Quality Assurance Committee GFP Unit Examination Committee Level – 3 Teachers
5.5	September, 2019	Jahad Said Hamed Said Al Harthi	ELCC	Authorized version 5.4 except the footer and delivery plan	ELC Council members Center Quality Assurance Committee GFP Unit Examination Committee Level – 3 Teachers
5.6	January, 2020	Jahad Said Hamed Said Al Harthi	ELCC	Authorized version 5.4 except the footer and delivery plan	ELC Council members Center Quality Assurance Committee GFP Unit Examination Committee Level – 3 Teachers