We will be a leading technological institution, providing high quality teaching and learning to prepare and empower the Omani professionals of the future so that they can contribute to national socio-economic development.
College Mission

To deliver high quality student centred education that produces competitive graduates who enter the labor market with confidence, strong technological and personal skills, and are prepared for a life of contribution and success.
Values

**Professionalism** – a personal commitment to contribute through hard work to the delivery of high quality student–centered technological education;

**Integrity** – honesty, fairness and openness to constructive criticism;

**Accountability** – recognition that the College’s staff have a collective responsibility to Omani society;

**Flexibility** - willingness to learn, develop new skills, and take on new responsibilities;

**Creativity** - a full recognition of the value of innovation in all areas of the college’s work;

**Tolerance and team work** - readiness to work effectively with others, regardless of background, and to recognize and welcome cultural diversity;

**Communication** - a commitment to the effective exchange of information (inside and outside the College) to foster goodwill, support efficiency, and enhance transparency.
Graduate Attributes

The College aims to produce graduates who:

- Are discerning and disciplined individuals acting at all times according to ethical and moral principles.
- Are able to apply the knowledge and skills they have acquired in the work environment.
- Are able to think critically, analyse and solve problems.
- Have a high degree of competence in using information technology.
- Are professionally competent and up-to-date in their field of specialization in a changing global environment.
- Can communicate effectively in written and spoken English.
- Demonstrate good interpersonal skills in team work and leadership roles.
- Recognize the importance of lifelong learning and are committed to self-development.
- Are socially responsible citizens aware of contemporary issues in contributing to national development.
- Are able to demonstrate and apply their entrepreneurial skills.
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1. ELC takes graduate students (of Grade 12) from the government schools. Upon admission, they are given a placement test to identify which level they would start (Level 1-4) in the Foundation Program based on the result of the assessment. They begin their studies at the ELC to improve their English language skills before they can join their majors. The program may take 1 year to 1 and a half year to complete.

2. Class size is between 25- 28 students, males and females. In the classroom, however, boys sit on one side and girls sit on the other side. Usually, pair-work and group-work is conducted within the same gender.

3. Teacher will be responsible for teaching more than one group of students but he/she will be assigned as an adviser of one group for the whole semester (around 4 months).

4. ELC follows an outcome-based curriculum. Each level has corresponding linguistic and non-linguistic learning outcomes in different skills (Listening, Speaking, Reading, Writing, Grammar etc.) which has to be achieved by the students to be promoted to the next level.

5. There is a curriculum, a syllabus and delivery plan to follow. It is expected that teachers will follow these so that they can facilitate the students’ achievement and the learning outcomes set for the program. What matters, however, is achieving the outcomes, not finishing the textbook per semester (which at the moment Cutting Edge and other supplementary materials produced by and shared among the teachers). Therefore, ELC encourages creativity and adaptations, or even using new materials to suit your students’ needs, interest and learning styles. However, before making any major alterations, teachers are required to check with their coordinators and get their approval in order to make sure that new suggestions/ideas/changes are still in line with achieving learning outcomes.
1. Teach 18 hours per week.

2. Dedicate two office hours per week for students’ support and guidance counseling. In fact, teachers should encourage their students to visit them during these office hours. If there is no student, the teacher may use the time to do class administrative work or other tasks assigned by ELC administrators or level coordinators. If the need arises, the administration may ask the teacher to help with other tasks (e.g. cover teaching (substitution), one-to-one student support, invigilation etc.).

3. Be available on campus 7 hours a day. Usually, these are 8 am – 3 pm, 11 am – 6 pm or 1 pm – 8 pm, depending on teacher’s level working time except Thursdays which is from 8 am – 3 pm for all levels. 7 hours a day are the college official work hours. Even if the teacher is not teaching or does not have office hours on a specific period/day, he/she is still required to remain on campus (preferably in his/her office) during his/her level working time.

4. Be an active staff member of the ELC, and not merely completing the assigned classes and office hours. Teachers are encouraged to join different committees and teams such as materials writing team, writing centre committee, the professional development committee, the English club etc. In fact, committee membership and performance level are included in the staff appraisal criteria. Staff are highly encouraged to contribute new ideas, proposals, feedback and so forth.
In every lesson, an English language teacher at the ELC is expected to:

1. be professionally prepared with lesson plans, activities and tasks for each class. Lesson plan templates are available in the server. {files-server (ELC-common.lesson plan templates)}.
2. aim to be in the classroom at least 2 minutes PRIOR to the start time.
3. take attendance within the first five minutes of your class.
4. have a lesson plan that includes clear statements of the objectives, materials, activities, methods of assessment of learning, and suggestions for remedial action.
5. clearly communicate the objectives of the lesson verbally and in writing.
6. check students understanding at each key component/stage of the lesson.
7. encourage all students towards active and interactive participation.
8. give simple, clear instructions and ensure that students understand their tasks.
9. speak clearly, with delivery pitched to match the competency level of students.
10. make his/her respective classes interesting, communicative, task-based, and learner centered. Classes should be interactive. Teacher should avoid sitting at his/her desk, and solely reading from a book or mere lecturing, but move around the class explaining, demonstrating, checking, encouraging, guiding, helping, etc.
11. use the board as an effective method of communication.
12. manage his/her class time effectively.
A. **Guidelines:**

1. A feedback should be understood by both the students and teachers. Both should know what it is and what it is for. Hence, any assessment criteria should be discussed with the students before any assessments get done.

2. A feedback should set out ways in which the student can improve the work while highlighting the strengths and weaknesses of a given piece of work, may it be homework or class work, a project, a quiz or a Mid-Term exam.

3. A feedback should be given while the assessed work is still fresh in the student’s mind, before a student moves on to subsequent tasks.

4. A feedback should target individual needs and linked to a specific assessment criteria, and be received by the student in time to benefit subsequent work.

5. A feedback should: encourage students to think critically about their work and to reflect on what they need to do to improve it; help the students see their learning in new ways and gain increased satisfaction from it; and help promote dialogue between teachers and students.
B. Procedure

The procedure in giving feedback to students are classified according to specific tasks.

1. Feedback on Class Work Activities and Homework

   Feedback on any class activity and/or homework should be given immediately. It is recommended, for example, to give feedback on class work activities during the class activity. Feedback on homework is done before proceeding to subsequent topics. The following are the recommended steps:

   a. Discuss/explain to the students the expected outcome of the activity. If it is a writing practice, discuss the rubric (marking criteria) in details, leaving no room for confusion on the part of the students.

   b. Discuss editing techniques and marking symbols (writing activity). This will help students identify their errors immediately.

   c. Mark at least 3 papers (1-fast learner, 1-middle achiever, 1-slow learner) in the class and note on the most common mistakes. Make sure that you do not disclose the names of the students that you have marked, to avoid embarrassment on the part of the students.
d. Discuss the most common mistakes that the students made. Use a projector to display the paper you have marked (exclude the names of the student). Then correct the mistakes in front of the students. Show the students how the correction is done and the equivalent mark they would get with such numbers of errors (use the rubric as your guide).

e. Give the accomplished (writing) activity (unmarked) back to the students (but not their own) for the purpose of peer corrections.

f. Ask the students to correct the paper of their classmate, following the guide and the example previously discussed.

g. After they completed the activity, the papers should be given back to the owners for re-writing. Mark again three papers randomly in the classroom and give feedback based on the most common mistakes they made this time.

h. Mark the rest of the re-written papers and give the corrected papers as soon as possible.

i. For Grammar, Reading and Listening activities, procedures a, c, d, and f can be applied.
2. Feedback on Quizzes and Mid-Term Exams

2.1 Feedback on Quizzes

The English Language Centre conducts Quiz 1 and Quiz 2 through MOODLE for Listening, Grammar and Reading, hence feedback in the classroom of quizzes are not done anymore.

The Writing Quiz is conducted in the classroom by the Writing Skill Teacher on a specified date by the Level/Course Coordinator.

The following are the usual steps in giving feedback on Quizzes for Writing.

a. Discuss the rubric (marking criteria) with the students before the quiz is given.

b. After marking the papers by the Writing Skill teacher, they are given back to the students.

c. The Writing Skill Teacher will note the most common mistakes and will discuss the mistakes in the classroom using the board and/or the projector.

d. The Writing Skill Teacher will also note the low performers for a remedial lesson.

e. Remedial Lessons (in all the skills) are conducted by the Skills Teachers during their office hours.
2.2 Feedback on Midterms

A maximum of one class session (50 minutes) is given to the Group Tutor to give feedback on the result of the Midterm Examination.

Different teachers use different techniques in giving feedback for the Mid-Term Examination. However, the following steps are the most common steps done in ELC:

a. After marking the test by the concerned teachers, the papers are given back to the Group Tutor, who will in return show to the students their papers, one skill after another.

b. The answer keys to the examination are shown using a projector and discussed. Students cross-check their answers one skill after another.

c. Students sometimes write/change the answers on the exam paper. To avoid changing the answers by the students, some teachers give two students at a time the exam papers to cross-check. In this case, there is no need for the answer key to be displayed. Any disparity in giving marks/ in marking is immediately rectified after verification on the validity of the discrepancy.

d. If any student needs to have a personal/detailed discussion and or clarification about his/her exam results, that is done after the class.

e. Low achievers are urged to come for remedial lessons.
In addition to the above items, an English language teacher at the ELC is expected to:

1. be punctual.

2. be present in the centre for 7 continuous working hours a day (Sun-Thurs), of which there will be 18 teaching hours per week of actual teaching in the foundation program, and 2 office hours dedicated to support students with remedial teaching and other useful advices. Teachers are required to remain at the centre 7 hours a day, regardless of whether or not they are teaching or have office hours on a particular day. They can use that time to prepare their lessons, update records, design materials, and so forth!

3. adhere to and apply all the centre policies and procedures, rules and regulation.

4. follow the curriculum/ syllabus set for the program and show creativity and adaptations that would benefit the teaching - learning process. (delete the rest -redundant -already stated in the parts about the foundation program).

5. maintain professional relationship with his/ her colleagues and the administrations.

6. respect Omani culture and customs.

7. maintain good and cooperative relationships with their direct senior staff.

8. teach all their assigned classes efficiently.

9. have sufficient knowledge of the subject to teach effectively.

10. teach to achieve the objectives of the syllabus, not necessarily to finish the prescribed materials.
11. use a variety of effective teaching approaches, methods and strategies to suit his/her students (in consultation with level coordinators and administration).

12. establish a strong, professional and productive rapport with the students.

13. have effective classroom management and provide feedback to students in a timely manner.

14. maintain an up-to-date lecturer’s course file with class attendance records and other records as required by the ELC.

15. have an up-to-date knowledge of best practices in Teaching English as a foreign language.

16. use effective encouragement, motivation, reinforcement, consolidation and remedial strategies and plans.

17. continuously reflect on and evaluate lessons to improve his/her future teaching practice.

18. incorporate technology into teaching whenever possible/appropriate.

19. check her/his email at least 2-3 times a day for updates from the administration or coordinators.

20. take into account students’ feedback, interest, learning needs and styles, and abilities when planning their lessons.

21. inspire students to make effective use of homework and other opportunities for learning outside the classroom.

22. be available to their students for support and guidance during office hours and by appointments.

23. inculcate trust and confidence in their students.

24. influence others through integrity and professional competence.

25. be supportive of educational change and development at the ELC.

26. seek and appreciate feedback received from their students, their colleagues, their coordinators and administration and use that feedback to improve their teaching and their students learning.
27. consider, with professional courtesy and respect, any request to assist with various academic/administrative tasks at the centre, such as cover teaching (substitution), invigilation, materials writing, helping in preparing for different types of exams and so forth.

28. refrain from participating in any behavior that could, directly or indirectly, bring the centre into disrepute.

29. refrain from participating in any behavior that could, directly or indirectly, be detrimental to the smooth running of the centre.
1. Learn your students’ names ASAP. Calling students by their names is the first step for classroom management.

2. Teachers should not discuss culturally sensitive issues in class.

3. Teachers should develop a good, professional rapport with the students. However, they should also keep a reasonable distance between themselves and the students.

4. Teachers should treat both genders equally.

5. Teachers must not exchange or give precious and expensive gifts to students.

6. It is not advisable for teachers to share their personal phone numbers or e-mail addresses with the students.

7. Do not compel a female student to stand up and read a passage, write on the board or do role-plays if she is reluctant to do it.

8. Try to identify the possible trouble makers after a couple of classes so that you can fix their seating plan randomly in your class to avoid any unexpected disorder.

9. Do not respond to any silly questions raised by students in the class. They do it only to harass the teacher. Also, do not entertain small talks during lessons.

10. When the boys start misbehaving (especially when they don’t feel part of the classroom) it is better to give them something to make them feel responsible like giving them hand-outs to distribute or let them write something on board for the whole class. Sometimes treating them in respect can change the situation.
11. Instead of reprimanding a trouble-maker for continuously talking/making noise, encourage him to participate in class discussion. This will make him realize that you’re paying attention to him. (Most of them just need attention).

12. If a boy makes fun of a girl (or vice versa), ask him/her to teach for 5 minutes or give him some tasks to complete on the board.

13. Try not to raise your voice or yell at any disruptive students because it only gives them a sense of pleasure. It will not work to control the class. Sometimes your silent stare to the student can be more effective. Better to have a verbal communication after the class regarding the issue.
The College’s Quality Cycle

Improvement
learning and adapting

Approach
thinking and planning

Results
monitoring and evaluation

Deployment
implementing and doing
1. AY 2005-2006 - ICT began the self study process under the guidance of the Quality Assurance Department (QAD) of the Ministry of Manpower (MoMP).

2. The Quality Assurance Committee (QAC) was established (as per Article 94, SM001) to review the self-assessment activities of the college and to provide further guidance and support.

3. December 2008 - The Quality Audit Portfolio was approved by the College Academic Council.

4. The Quality Department (formerly Quality Assurance Department) of the Ministry of Manpower, in its endeavor to monitor and support the implementation of the OAAA recommendations provided in the ICT Quality Audit Report (May, 2010), has been visiting the Center since Academic Year 2011 – 2012. In all its visits, The Center received a good feedback that the center worked on most of the recommendations given in March 2015 Audit Visit Report.

5. 30th May - 1st June 2009 - Oman Accreditation Council - OAC (now Oman Academic Accreditation Authority-OAAA) carried out the HEI Accreditation Stage 1 Quality Audit. The Quality Audit Report was published and ICT received a copy.

6. April 27, 2015 – An Internal Audit was conducted by the Quality Assurance Unit in the college. The Center received good feedback and recommendations for improvement.
Institutional Accreditation Process helps the Staff in the following ways:

- Self-evaluation
- Accountability
- Quality related teaching, learning and training delivery methods
- Better collaboration with other stakeholders
- Quality evaluation, promotion and sustenance.
The role of the college staff is vital for the successful completion of the Accreditation Process, therefore staff members are expected to be aware of the following elements in the Quality Assurance system:

- Bylaws
- College Policies and Procedures
- Strategic Plan and Centre Operational /Working Plans/Action Plans
- Self-Assessment Reports/Quality Audit Portfolio
- Internal College Reviews
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