**B Objectives**

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| 1. What is the main purpose for this course?   * Students will be able to read a wide range of texts to build an understanding of texts and acquire new information. * Students will use English to communicate fluently. * Students will use grammatical rules to construct meaningful sentences and paragraphs. * Students will develop their ability in listening to native speakers through listening to topics that relates to everyday life and experience. |
| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   * Coordinating between the faculty members who teach this course to exchange experience and information. * Students will use a variety of resources. |

**C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)**

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| 1. Topics to be Covered | | |
| List of Topics | No. of  Weeks | Contact Hours |
| **Unit1( Getting to Know you )Headway** | 1 | 9 |
| **Unit2( The way we live )Headway** | 1 | 9 |
| **Unit3 ( It all went wrong )Headway** | 1 | 9 |
| **Unit4( let’s go shopping )Headway** | 1 | 9 |
| **Unit5( What do you want to do? )Headway** | 1 | 9 |
| **Unit6( Tell me! What’s it like? )Headway** | 1 | 9 |
| **Unit7( Fame )Headway** | 1 | 9 |
| **Unit8( Do’s and don’ts )Headway** | 1 | 9 |

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The ***National Qualification Framework*** provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

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|  | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| 1.1 | 1/ Understanding the reading passage and interpreting the main idea of the text.  2/ Understanding the grammatical rules of the foreign language and applying them in writing and speaking.  3/ Understanding the relevant pre-writing strategy that helps the students in the writing process.  **4/** Listen attentively and identify the topics, ideas in speech or discussion.  5/ Student will be able to deliver a clear, coherent oral presentation using information and diction suitable for subject, purpose and audience | 1/ Students will be able to use strategies before, during and after reading to aid in the construction and enhancement of meaning:  a/ Read orally with expression indicative of comprehension and tone.  b/ State the title, section headings and illustrations.  c/ Relating prior knowledge and personal experience to new texts.  3/Enhance the thinking strategies through using brain storming sessions.  4/ Write a short paragraph on a selected topics.  5/ Listen to a tape and answer different questions. | 1/ Exams  2/ 20 minutes quiz on external reading text to apply reading strategies.  3/ Free writing assignment |
| **2.0** | **Cognitive Skills** | | |
| 2.1 | 1/ The ability to read simple texts.  2/ The ability to recognize vocabulary items weather its isolated or in a sentence.  3/ Enable the students to use the language in real life situations.  4/ The ability to write short paragraphs.  5/ Classifying & grouping words.  6/ Making an outline.  7/ Inferring the meaning of difficult words from context using semantic and syntactic clues available in the text.  8/ The ability to write the summary of a text.  9/ Identifying the Title, headings and subheadings of a text.  10/ Identifying topic sentences of a paragraph.  11/ The ability to guess the meaning from the context  12/ The ability to understand from lectures given in English.  13/ The ability to scan and skim reading passages for information.  14/ Infer the meaning of difficult words by giving semantic and syntactic clues. | 1/ The students are kept on board by making sure that they understand the topic under discussion.  2/ They are encouraged and guided to guess the meaning of the difficult words from the context.  3/ They are given exercises testing on their understanding of the content.  4/ Let them fill out a tree diagram that shows the structure or outline of the passage of the text as they read.  5/ Read text paragraph by paragraph  6/ Class discussions / teaching a range of activities leading to free use of grammar.  7/ Lectures / teaching students how to read attentively, understand clearly, and use vocabulary in a meaningful context, reinforcing students’ understanding of grammar items through grammar exercises, teaching collocations. | 1/ Quizzes  2/ exams testing their grammar, their vocabulary and reading skills are given throughout the course duration. |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| 3.1 | 1/ communicating personal ideas and thoughts.  2/ Responding to class discussion.  3/ Developing teamwork skills.  4/ Students will be able to participate actively and effectively in cooperative group.  5/ Students show respect to their classmate's opinion. | 1/ Divide the students into groups to share their understanding for a reading text which allow the excellent students to help the weak ones.  2/ Free discussion. | In each theme students will discuss various questions about themselves which help them to connect the main theme with their life and experience. |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| 4.1 | 1-Additional activities are assigned on the internet to enhance student's learning.  2- Students will use the teacher's web page to check the links posted.  3-Encourage students to use the net to help them developing their English skills. | Students will be referred to some related links to practice each skill separately. | Students will be given an assignment on exercises related to listening, grammar or writing on a specific link .Then they discuss the answers in the class. |
| 4.2 |  |  |  |
| **5.0** | **Psychomotor** | | |
| 5.1 | 1/ The student will be able to give a speech in front of a group of people.  2/ It permits the students to  a/ practice writing new vocabulary.  b/ improve their listening skills.  c/ create new sentences.  d/ develop the spelling.  3/ Participates in group working.  4/ Identify parts of speech and punctuation marks.  5/ Develop listening comprehension.  6/ Students pay attention to sounds and accents.  7/ Students are most fluent in discussing topics they know about such as a film, a play, a visit to a museum etc.  8/ Develop oral fluency.  9/ Improve their listening and speaking skills.  10/ Students learn sentence patterns and vocabulary. | 1/ Presentation.  2/ What then? (Extending a story);  The teacher writes the beginning of the story on the board. Then each student comes to the board and adds one sentence.  3/ Debates and discussion groups;(Who am I)  The teacher asks the students to write out subjects they would like to debate.  4/ Drawing pictures;  The teacher can call on individuals to draw on the board. The other students practice at their seats. | 1/ Worksheets (yes\no) questions & True or false Questions.  2/ Ask Oral Questions  3/ Students feel that the teacher is listening to them and respecting their opinions.  4/ The teacher corrects mistakes in pronunciation and grammar only if the student's meaning is unintelligible or ambiguous (In case of presentation). |

**Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching**

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| **NQF Learning Domains** | **Suggested Verbs** |
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| **Knowledge** | list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write |
| **Cognitive Skills** | estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise |
| **Interpersonal Skills & Responsibility** | demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write |
| **Communication, Information**  **Technology, Numerical** | demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize |
| **Psychomotor** | demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct |