

	<p>Ministry of Higher Education and Scientific Research - Iraq</p> <p>University of Warith Al-Anbiyaa College of Engineering Aircraft Engineering Department</p>	
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## MODULE DESCRIPTION FORM

Module Information			
Module Title	English Language	Module Delivery	
Module Type	Basic	Theory	
Module Code	UOW107		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	1		
Administering Department	Aircraft Engineering	College	Engineering
Module Leader	Alaa Akram Jawad	e-mail	alaa.ak@uowa.edu.iq
Module Leader's Acad. Title	Assist. Lecturer	Module Leader's Qualification	MSc
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date	26/09/2024	Version Number	2024

### Relation with other Modules

Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

### Module Aims, Learning Outcomes and Indicative Contents

Module Aims	
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	<p>Nowadays English has a special and predominant role in the communicative sphere of the world. It has also a special identity in the field of education. The teaching of English is highly desirable for the English teacher. Before starting his/her teaching, it requires from the teacher to determine his/her aims and objectives.</p> <p>This module aims to enhance the communication skills of students whose level of English is equivalent to pre-intermediate level. There will be a particular focus on the development of the four language skills (speaking, listening, reading and writing) and on broadening students' vocabulary and syntactical range so that they can communicate easily on a wide range of topics.</p>
<p><b>Module Learning Outcomes</b></p>	<p>This semester will help students through enhancing their Knowledge and Understanding and enabling them to use grammar correctly, analyze the element of language and establish the appropriate relationship among linguistic components, in addition to understanding the meaning of sentences and paragraphs. So the learning outcomes will be:</p> <ol style="list-style-type: none"> <li>1. The course covers core language and skills students need to communicate successfully in technical specializations,</li> <li>2. give their opinions and participate in discussions on a wide range of topical issues,</li> <li>3. communicate effectively in written format on a range of contemporary topics, especially the technical ones,</li> <li>4. understand the key points of a range of moderately complex oral and written texts with relative ease,</li> <li>5. communicate effectively as part of a multicultural group,</li> <li>6. manage, interpret and create meaning using a variety of digital devices and tools</li> </ol>
<p><b>Indicative Contents</b></p>	<p><b>A- Communicative competences</b></p> <p><b>Listening</b> - Understand and identify the main points of dialogues of 230-250 words on familiar topics regularly encountered in life, work, school, etc., within the scope of the curriculum. - Listen and guess meanings (through the expressions and feelings of the speakers) in familiar monologues and conversations in everyday life - Understand the main points of news programs, broadcasts, interviews, etc., on familiar topics which are clearly delivered in simple language, or with illustrative images. [3 Hrs.]</p> <p><b>Speaking</b> - Pronounce clearly and relatively accurately short dialogues. - Speak and interact with fellow speakers about familiar topics, express personal views and exchange information about the topics covered in the curriculum. - Describe in simple discourse familiar topics, narrate a short story closely related to the topics covered. - Present preparedly the projects on the topics in the curriculum. [2 Hrs.]</p> <p><b>Reading</b> - Read and comprehend the main points, specific contents of a text of 200 words on current and familiar topics. - Read and understand the argument flow of texts, identify main conclusions in texts using clear language. - Read to find and summarize short texts of everyday use such as simple letters, brochures, using words and structures from the original texts. [3 Hrs.]</p> <p><b>Writing</b> – write paragraphs (block and indented styles), Write simple connected and coherent texts of 180-200 words; write short reports based on</p>

	<p>suggestions, providing factual information and reasons for the recommendations made in the reports; collect short information from several sources and summarize it. - Complete (write/fill) administrative forms such as CVs and resumes, letter of application for employment, emails, etc. - Write descriptive texts of simple charts and tables. [3 Hrs.]</p> <p><b>B- Linguistic knowledge</b></p> <p><b>Pronunciation:</b> Vowel and consonant syllable, words with different syllables, Words with stress (special cases) – Words without stress, Sentence stress, assimilation, linking vowels with vowels Question, intonation, Homophones, practicing words and terms, phrases, and sentences related to the students' major. [3 Hrs.]</p> <p><b>Vocabulary:</b> Words related to themes and topics of the course, collocations, words with different meanings and pronunciations. [2 Hrs.]</p> <p><b>Grammar:</b> parts of speech, past, Present, and future tenses, Word structure (compound nouns), Countable and uncountable nouns. Types on sentences: simple, compound, complex sentences, Articles, language function: commands, requests, offers, advice and instructions. Modal verbs, Relative pronouns and Relative clauses with which-that-who-whom-whose-where-when. Prepositions, Phrasal verbs (including verbs, adverbs and prepositions), comparison showing changing things, Sentences of reason and results and Conjunctions: although, however etc, active and passive, Adverbial clauses of condition, Comparatives and superlatives of adjectives. [2 Hrs.]</p>
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### Learning and Teaching Strategies

<b>Strategies</b>	<p>The teacher should prepare his/her students for listening to academic lectures and academic reading to some extent. In addition to that , students should participate in the lecture through the skills of speaking , writing , reading and listening.</p> <p><b>Students are taught by Communicative language teaching (CLT)</b> in which students are encouraged to communicate with each other in the target language. students need to be exposed to the target language as much as possible to understand and use the target language in real-life situations. A variety of ways will be used to teach students Technical English. For example, work in group, practicing different activities, discussion, presentation to get students to communicate with each other in the target language and to practice using the target language for communication, using pictures, images, and spatial understanding (Visual learning) and Aural (auditory-musical) by using sound and music, and Verbal (linguistic) via using words, both in speech and writing. students need to be confident in their ability to use the target language and develop better interpersonal skills.</p>
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### Student Workload (SWL)

<b>Structured SWL (h/sem)</b>	33	<b>Structured SWL (h/w)</b>	2
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Unstructured SWL (h/sem)	17	Unstructured SWL (h/w)	1.2
Total SWL (h/sem)	50		

### Module Evaluation

		Time/ Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	4	20% (20)	3, 6, 9, 12	LO #1 - 6
	Assignments	2	10% (10)	5, 10	LO #1 - 6
	Projects / Lab.	-	-	-	-
	Report	1	10% (10)	13	LO #1 - 6
Summative assessment	Midterm Exam	2 hrs.	10% (10)	7	LO #1 - 6
	Final Exam	3 hrs.	50 % (50)	16	All
Total assessment			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

	Material Covered
Week 1	Parts of Speech( Nouns-Verbs-Adjectives-Adverbs-Prepositions-Articles-Pronouns-Conjunctions-Interjections), Unit One of the Book ( Headway)
Week 2	The components, Structure and kinds of the sentences, Unit Two (Headway) 1-Simple-compound –complex 2-declarative- interrogative –exclamatory – conditional -imperative
Week 3	Tenses - present tenses, Definite and Indefinite Articles, ways of joining sentences
Week 4	Tenses – Past tenses , reading comprehension, Unit Three ( Headway)
Week 5	Tenses- future tenses, writing basics and strategies.
Week 6	Passive and active sentence in scientific writing, Unit Four (Headway)
Week 7	Listening skills- How to participate in different topics- how to avoid silence, How to answer the questions of the passage in exam (WH Questions), listening and speaking skills (multiple native conversations).
Week 8	Writing Skills (Punctuation – ways to join sentences- principles of paragraph structure- practice writing ), Unit Five ( Headway)
Week 9	Mid-term Exam .
Week 10	Idioms and idiomatic expression, Unit Six ( Headway)

<b>Week 11</b>	Reading skills ( skimming, scanning, and intensive reading), Unit Seven + Unit Eight ( Headway)
<b>Week 12</b>	Phrasal verbs , speaking skills( participating in a dialogue and turn taking)
<b>Week 13</b>	Conditional in English, speaking skills ( how to make presentation)
<b>Week 14</b>	Comparison and modals, participating in group discussion and be active listener/speaker
<b>Week 15</b>	Writing skills (CV, cover letter, and email writing)
<b>Week 16</b>	Preparatory week before the Final Exam

### Learning and Teaching Resources

	Text	Available in the Library?
<b>Required Texts</b>	1- New Headway, English Course, (beginner), John and Liz Soars and Mike Sayer, Oxford University Press. 2- Selected ESP materials.	Yes
<b>Recommended Texts</b>	Murphy, R. (1985). Grammar in Use, Rapid Review of Grammar, Infotech: English for Computer Users. (4 <sup>th</sup> edition). Cambridge.	No
<b>Websites</b>	Randall's ESL Cyber Listening Lab - English Listening	

### APPENDIX:

#### Grading Scheme

Group	Grade	التقدير	Marks (%)	Definition
<b>Success Group (50 - 100)</b>	<b>A - Excellent</b>	امتياز	90 - 100	Outstanding Performance
	<b>B - Very Good</b>	جيد جدا	80 - 89	Above average with some errors
	<b>C - Good</b>	جيد	70 - 79	Sound work with notable errors
	<b>D - Satisfactory</b>	متوسط	60 - 69	Fair but with major shortcomings
	<b>E - Sufficient</b>	مقبول	50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX – Fail</b>	راسب (قيد المعالجة)	(45-49)	More work required but credit awarded
	<b>F – Fail</b>	راسب	(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.