

	<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 DESCRIPTOR FORM

Module Information			
<b>Module Title</b>	English Language II	<b>Module Delivery</b>	
<b>Module Type</b>	BASIC	Theory	
<b>Module Code</b>	UOW207		
<b>ECTS Credits</b>	2		
<b>SWL (hr/sem)</b>	50		
<b>Module Level</b>	2	<b>Semester of Delivery</b>	3
<b>Administering Department</b>	Aircraft Engineering	<b>College</b>	Engineering
<b>Module Leader</b>	Alaa Akram Jawad	<b>e-mail</b>	alaa.ak@uowa.edu.iq
<b>Module Leader's Acad. Title</b>	Assist. Lecturer	<b>Module Leader's Qualification</b>	MSc
<b>Module Tutor</b>		<b>e-mail</b>	
<b>Peer Reviewer Name</b>	None	<b>e-mail</b>	
<b>Review Committee Approval</b>	1/06/2024	<b>Version Number</b>	2024

Relation With Other Modules			
<b>Prerequisite module</b>	UOW107	<b>Semester</b>	2
<b>Co-requisites module</b>	None	<b>Semester</b>	
<b>Module Aims, Learning Outcomes and Indicative Contents</b>			

<p><b>Module Aims</b></p>	<p>In the realm of communication today, English plays a unique and important function. It has a distinct character in the realm of education as well. For an English instructor, teaching English is a very desirable job. It is necessary for the instructor to ascertain his or her goals and objectives prior to beginning instruction.</p> <p>The objective of the present module is to improve the communication skills of students whose proficiency in English is at the pre-intermediate level. In order to help students communicate effectively on a variety of themes, there will be a special emphasis on strengthening each of the four language skills—speaking, listening, reading, and writing—as well as expanding their vocabulary and syntactical repertoire.</p>
<p><b>Module Learning Outcomes</b></p>	<p>Students will benefit from the current semester by increasing their understanding of the subject matter, which will allow them to comprehend sentences and paragraphs and use grammar correctly as well as analyze language elements and determine the proper relationships between them.</p> <p>Thus, the following will be the learning objectives:</p> <ol style="list-style-type: none"> <li>1. The class addresses the fundamental language and communication skills students require for success in technical areas of specialization;</li> <li>2. Students will be able to express their viewpoints and take part in debates on a wide variety of current subject matters;</li> <li>3. efficiently convey ideas in writing on a variety of modern subjects, particularly technological ones,</li> <li>4. quickly and easily comprehend the main ideas of a variety of somewhat complicated written and spoken sources.</li> <li>5. interact with others in a multicultural group with effectiveness,</li> <li>6. using an array of digital tools and gadgets to organize, decipher, and generate meaning</li> </ol>
<p><b>Indicative Contents</b></p>	<p><b><u>Part A - Competencies in communication</u></b></p> <p><b><u>Listening:</u></b> Within the parameters of the curriculum, comprehend and list the essential ideas of conversations ranging from 250 to 300 words that cover well-known subjects that are frequently encountered in life, in the workplace, in educational institutions, etc. - Pay attention to well-known monologues and discussions in daily life and infer meanings from the speakers' facial expressions and emotions. - Recognize the essential ideas presented in plain language or with the use of illustrative graphics in news broadcasts, interviews, etc. on well-known subjects. [3 Hours]</p> <p><b><u>Speaking:</u></b> Deliver brief discussions with reasonable accuracy and clarity. - Discuss and engage with other speakers on subjects you are acquainted with, share your personal opinions, and exchange knowledge about the subjects taught in the curriculum. Explain well-known subjects in plain language and tell</p>

a little tale that is directly relevant to the subjects discussed. - Prepare and deliver the projects on the subjects covered in the curriculum. [ 2 Hours]

**Reading:** Read and understand the major ideas and particular contents of a 250-word passage on themes that are relevant and well-known. - Read and comprehend the writings' argumentative flow; use plain language to identify the texts' primary conclusions. - Use the phrases and structures from the original texts to locate and summarize brief documents that are commonly used, such as basic letters and posters. [2 Hours]

**Writing:**

- compose paragraphs using block and indented styles. Write 200-250 word simple, logical writings; create brief reports based on recommendations, supporting the recommendations with facts and reasoning; compile brief material from numerous resources and summarize it.  
- Fill out (write/fill in) administrative forms, including emails, job application letters, resumes, and CVs.  
- Create evocative descriptions for basic tables and charts. [2 Hours]

**Part B- Linguistic knowledge**

**Pronunciation:** utterances with distinct syllables, vowel and consonant sounds, Special instances of stressed words: stressed words, Assimilation, sentence stress, and vowel connecting Inquiry, tone, homophones, vocabulary drills, and terminology, phrases, and sentences pertaining to the major of the pupils. [ 3 hrs]

**Vocabulary:** this part includes terms with various meanings and pronunciations, collocations, and words linked to the course's themes and subjects, also it entails using a bilingual dictionary and knowing strategies to develop and record vocabulary. [ 2 hrs].

**Grammar:**

Tenses- Present time tenses, Parts of speech (Nouns-Verbs-Adjectives-Adverbs), Tenses- Past Time Tenses, Parts of speech (Prepositions-Articles-Pronouns-Conjunctions-Interjections), Tenses- Future time tenses, sentence pattern (nine patterns), Irregular verbs, Passive and Active voice in scientific writing, Conditionals, verbs and nouns go together and verbs used in academic writing, Language Function (requests-suggestions, offers...etc.), Modal and semi modal verbs, Idioms and Idiomatic Expressions, Phrasal verbs, collocations, Comparative and Superlative. (3 hrs)

**Learning and Teaching Strategies**

**Strategies**

There should be some preparation from the instructor for the students to listen to and study academic texts (spoken and written). Together with it, students should

use their speaking, writing, reading, and listening skills to engage in the lecture, it is preferable here to create a student-centered class.

**Student-Centered class and Communicative Language Teaching (CLT)**, which encourages learners to speak and communicate the target language with one another, are used to instruct students.

It is imperative that students have maximum exposure to the target language in order to comprehend and utilize it in authentic contexts. The teaching of Technical English to the students will take several forms and the focus should be one student's participation. To help students communicate in the target language, for instance, have them work in groups and practice various activities, discussions, and presentations. They can also use visual aids like pictures, images, and spatial understanding to support their learning. Aural (auditory-musical) learning involves employing sound and music, and verbal (linguistic) learning involves using words in both written and spoken forms. In addition to improving their interpersonal abilities, students must have faith in their ability to utilize the target language.

### Student Workload (SWL)

Structured SWL (h/sem)	33	Structured SWL (h/w)	2
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	All
	Assignments	2	10% (10)	5, 10	All
	Project / Lab.	-	-	-	-
	Report	1	10%	8	All
	Midterm Exam	2 hrs.	10% (10)	7	All

<b>Summative assessment</b>	<b>Final Exam</b>	3 hrs.	50% (50)	16	All
<b>Total assessment</b>		100% (100 Marks)			

### Delivery Plan (Weekly Syllabus)

	<b>Material Covered</b>
<b>Week 1</b>	Tenses- Present time tenses, Parts of speech (( Nouns-Verbs-Adjectives-Adverbs), Unit One of the Book ( The New Headway-Pre-intermediate level )
<b>Week 2</b>	Tenses- Past time Tenses, Parts of speech (Prepositions-Articles-Pronouns-Conjunctions-Interjections), Unit Two of the Book ( The New Headway-Pre-intermediate level )
<b>Week 3</b>	Tenses- Future time tenses , sentence pattern (nine patterns), Irregular verbs, Unit Three of the Book
<b>Week 4</b>	Passive and Active voice in scientific writing, reading comprehension, listening (conversations in shops) , Unit Four of the book .
<b>Week 5</b>	Conditionals, paragraph writing and writing basics, describe places, speaking (talking about plans and ambitions), Unit five of the book
<b>Week 6</b>	verbs and nouns go together and verbs used in academic writing, give directions, reading comprehension, Unit six of the book.
<b>Week 7</b>	Listening skills-engaging in different themes- dialogue starters, speaking skills –Role-play, Unit seven of the book
<b>Week 8</b>	Writing Skills- Punctuation- linking words-emails and formal letters- paragraph writing, Unit eight of the Book
<b>Week 9</b>	Review and Mid-term Exam
<b>Week 10</b>	Language Function( requests-suggestions, offers...etc.), Reading Comprehension, unit ten of the book
<b>Week 11</b>	Modal and semi modal verbs, reading comprehension, exchanging ideas and group discussion , unit eleven of the book
<b>Week 12</b>	Phrasal verbs, collocations, good and bad communicator, unit twelve of the book
<b>Week 13</b>	Comparative and Superlative, making a telephone conversation and news giving , unit thirteen of the book
<b>Week 14</b>	Writing CV-Cover letter, Essay styles and types , unit fourteen of the book
<b>Week 15</b>	Reading comprehension ( predicting, guessing the main idea, looking for specific information), Essay writing
<b>Week 16</b>	<b>Revision and Final Exam</b>

### Delivery Plan (Weekly Lab. Syllabus)

	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources		
	Text	Available in the Library?
<b>Required Texts</b>	1- New Headway, English Course, (pre-intermediate level), John and Liz Soars and Mike Sayer, Oxford University Press. 2- Selected ESP materials and listening extracts.	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. Market Leader (Pre-intermediate English Business Course) by David Cotton, David Falvey, Simon Kent	Online
<b>Websites</b>	Randall's ESL Cyber Listening Lab - English Listening	

## APPENDIX:

GRADING SCHEME				
Group	Grade	التقدير	Marks (%)	Definition
Success Group (50 - 100)	A - Excellent	امتياز	90 - 100	Outstanding Performance
	B - Very Good	جيد جدا	80 - 89	Above average with some errors
	C - Good	جيد	70 - 79	Sound work with notable errors
	D - Satisfactory	متوسط	60 - 69	Fair but with major shortcomings

	E - Sufficient	مقبول	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	مقبول بقرار	(45-49)	More work required but credit awarded
	F – Fail	راسب	(0-44)	Considerable amount of work required

## Note:

NB 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.

