



ENGLISH COMMUNICATION SKILLS PROGRAM

(E C S P)

EL 111: English Communication Skills I

EL 112: English Communication Skills II

Tutor Briefing Booklet
2010/2011

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0 INTRODUCTION

First, we would like to welcome you to AOU and to emphasize right from the very beginning that it is through you that AOU can get necessary feedback from students. Equally important is the fact that it is you and your colleagues who can pass enlightened and informed judgment on the suitability of the course teaching material as well as on exams and assignments.

We hope that you will – through your understanding of and dedication to the AOU mission and through your recognition of the pivotal role of English in higher education – help us make the ECSP a real success. We particularly hope that before completing this program, your students will be convinced of the relevance and significance of this course to both their study at AOU and their social and professional life.

Please read the notes in this booklet carefully and make sure that you do not leave any point/issue pass unnoticed. However, if after reading this booklet and the references cited below you have any queries, please contact your staff tutor.

This booklet is mainly concerned with the ECS program. The information below is divided into eighteen sections as shown in the Contents page above.

Please make sure that you read the relevant parts of the course components which we refer you to below before you proceed with your work.

1. TUTOR ROLE & RESPONSIBILITIES

Detailed information on the role and responsibilities of tutors at AOU can be found in **Tutor's Handbook (in Arabic)**.

There is also a brief discussion of this topic in **EL111 Course Guide**, 2010-2011 and **EL112 Course Guide**, 2010-2011

Details about EL111 and EL112 semester tutorials are in Section 13 below.

2. AOU EXAMS & ASSIGNMENTS

You can find detailed information on these and other related matters in **Tutor's Handbook (in Arabic)**.

There is also a brief discussion of these two matters in **EL111 Course Guide**, 2010-2011, and **EL112 Course Guide**, 2010-2011.

Details about assignments and MTAs that relate to EL111 and EL112 are contained in Sections 13 and 14 below.

3. COURSE OBJECTIVES & STRUCTURE

ECSP is an integrated language program for intermediate and advanced learners of English. It consists of two courses as follows:

1. **EL111: English Communication Skills I** (3 credit hours)
2. **EL112: English Communication Skills II** (3 credit hours)

A detailed description of the **objectives** and **structure** of these two courses is to be found in the following two AOU publications respectively:

1. *EL111: Course Guide*, AOU, 2010-2011
2. *EL112: Course Guide*, AOU, 2010-2011

In fact, we advise you to start with the two guides referred to above.

4. ENGLISH PLACEMENT TEST

An **English Placement Test (EPT)** will be administered to all incoming AOU students regardless of their specialization upon admission into university. The AOU **EPT** is designed to reflect the students' overall proficiency in English. As of first semester 2010-2011, the English Language Unit (ELU) will adopt a new English placement test, namely: the Oxford Online Placement Test (**OOPT**). The **OOPT** consists of the following key language components:

- (i) Listening Comprehension
- (ii) Grammatical Structure
- (iii) Vocabulary
- (iv) Language Use

Please note also the following regulations pertaining to **EL111** and **EL112**:

1. Students who do not pass the EPT are required to enroll in the **English Orientation Program**.
2. Students who pass the EPT register for EL111 and/or EL112 **OR** are exempted from EL111 and/or EL112 in accordance with their scores on the EPT. The implementation of the **English Orientation Program** varies by branch. **In general, students scoring 80-89 on the EPT are**

exempt from EL111, and those scoring 90-120 are exempt from both EL111 and EL112.

3. No student is allowed to register in EL111 or EL112 without having passed EPT.
4. Students who are not required to take EL111 (i.e. **English communication Skills I**) are encouraged/expected to register for **EL112: English Communication Skills II** during their first semester of study at AOU.
5. EL111 is a prerequisite for EL112. In other words, no student is allowed to register for EL112 before attending EL111 unless being exempted from the latter.

5.	ENGLISH ORIENTATION PROGRAM
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The English Orientation Program (EOP)* is a non-credit intensive program of regular classroom (face-to-face) teaching which purports to upgrade students' proficiency in English to the level that will enable them to register for AOU English language courses (i.e. EL111 & EL112).

As of September 2011, the OOPT will be implemented in all seven AOU branches.

6.	COURSE COMPONENTS
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6.1. EL111: English Communication Skills I

EL111 is made up of six components as shown in the following table:

No.	Component	Title	Qty.
1.	SB	<i>On Target 1</i>	1
		<i>On Target 2</i>	1
2.	WB	<i>On Target 1</i>	1
		<i>On Target 2</i>	1
3.	ACs	<i>On Target 1</i>	3
		<i>On Target 2</i>	3
4.	Course Guide	<i>EL111: Course Guide</i>	1

5.	EL111 Online		
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Please notice also the following abbreviations which will be used in this booklet as well as in other publications related to this ECSP:

Abbreviations:

AGU	<i>Advanced Grammar in Use</i>
IC1	<i>In Charge 1</i>
IC2	<i>In Charge 2</i>
OT1	<i>On Target 1</i>
OT2	<i>On Target 2</i>
SB	Student Book
SEP	Specimen Examination Paper
TE	Teacher's Edition (i.e. book)
TMA	Tutor Marked Assignment
WB	Workbook

Details about the components listed in the above table can be found in **EL111 Course Guide**. Please read the course study guide as soon as you finish reading this booklet. Make sure that you focus your attention on every detail in it.

Other essential course components are:

1. **Tutor Marked Assignment (TMA) :**
Each semester students are expected to do one TMA (See Section 13 below).
2. **EL111 Online:**

Various aspects of the **ECS Program** are downloaded on **Arab Open University Website (www.arabou.org)**. For EL111 there are the following sub-components:

1. *On Target 1* Answer Key
2. *On Target 2* Answer Key
3. *On Target 1* Grammar Notes
4. *On Target 2* Grammar Notes
5. EL111 Specimen Examination Paper (SEP)
6. EL111 Online References

6.2 EL112: English Communication Skills II

Like **EL111**, **EL112** is made up of six components as shown in the following table:

No.	Component	Title	Qty.
1.	SB	<i>In Charge 1</i>	1
		<i>In Charge 2</i>	1
2.	WB	<i>In Charge 1</i>	1
		<i>In Charge 2</i>	1
3.	ACs	<i>In Charge 1</i>	3
		<i>In Charge 2</i>	3
4.	Course Guide	EL112: <i>Course Guide</i>	1
5.	EL112 Online		

Again, details about these components are to be found in **EL112 Course Guide**.

Other essential course components are:

1. **Tutor Marked Assignment (TMA) :**

Each semester students are expected to do one TMA (See Section 11 below).

2. **EL112 Online:**

Various aspects of the course are downloaded on **Arab Open University Website (www.arabou.org)**. For EL112 there are the following sub-components:

1. *In Charge 1* Answer Key
2. *In Charge 2* Answer Key
3. *In Charge 1* Grammar Notes
4. *In Charge 2* Grammar Notes
5. EL112 Specimen Examination Paper (SEP)
6. EL112 Online References

7.	STUDY CALENDAR
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EL111 Study Calendar is contained in **EL111: Course Guide**, whereas **EL112 Study Calendar** is in **EL112: Course Guide**. However, for your convenience we reinstate the two calendars at the end of this booklet (Sections 16 and 17 respectively). Please go over the two calendars carefully and notice in particular dates for the following tasks and activities:

1. TMA
2. Tutorials (1-15)
3. MTA

Details about this semester's TMA, tutorials and course MTA are shown below (Sections 13-15 in this booklet).

8. TEACHER'S EDITION/GUIDE

Each of the course books for **EL111** and **EL112** is accompanied by a **Teacher's Edition/Guide**. This guide is to be used only by the tutors and not the students. This explains why we do not list it as one of the course components in the study guides for **EL111** and **EL112**.

Although the discussions and suggestions incorporated in the **Teacher's Edition/Guide** are designed for face-to-face instruction, many of these discussions and suggestions are useful for tutorials and day-schools. Notice further that in addition to suggesting ways and means of presenting target material in each unit, the **Teacher's Edition/Guide** contains additional information on most skills and sub-skills covered in each unit, which you can make use of in tutorials and day-schools.

9. SOME KEY FEATURES OF COURSE BOOKS

Details about key features of the course books used for **EL111** and **EL112** can be found in any of the **Teacher's Editions/Guide**. There are, however, some important features that we would like to draw your attention to:

1. The teaching material in each unit is fully integrated in the sense that it presents language functions, vocabulary and target grammar through the various language skills of listening, speaking, reading, and writing.
2. The course books, though designed for face-to-face instruction, provide the students with ample opportunity to learn and practice the language skills independently.

10. FACE-TO-FACE TEACHING

As you know, ECSP is a skill-building program, which means that students should be given ample opportunity to **use** and **practice** the new skills and functions presented in each unit. In addition, the course books contain numerous exercises and activities that require group work or peer work. It is in view of this and in view of other educational considerations that AOU emphasizes face-to-face instruction in all its language programs and courses. This is more so in skill-building programs like the ECSP.

Ideally, a tutorial should aim at reviewing the new reading and writing strategies, language functions and target grammar covered in the student book.

The scope and sequence of this semester's tutorials are detailed in section 13 below for both EL111 and EL112.

Tutorials in the AOU system are not and should not be "Traditional Lectures". They are **interactive sessions** where each and every student takes an active role in accordance with an explicit plan. In other words, your role as a tutor should be that of a **coordinator** or a **facilitator**.

11. EL111 & EL112 ONLINE

If you are not connected to the Internet yet, you can make use of the Internet facilities at your branch. This is essential since in each unit students are expected to browse through **EL111 Online** and **EL112 Online** for answers and supplementary grammar notes. Furthermore, students are referred to some EFL websites and thus you should be familiar with the material on these sites.

It is anticipated that in the very near future **EL111 Online** and **EL112 Online** will be fully interactive in the sense that AOU students can log in, do tasks and forward questions to the course coordinator, staff tutors and tutors.

12. USING THE INTERNET IN ECSP

In addition to **EL111 Online** and **EL112 Online**, there are dozens of other websites addressed to EFL teachers. You can browse through such sites and make use of whatever material you think is relevant and appropriate.

Many EFL websites are in fact administered by well-known universities and academic organizations, and in most cases access to these websites is free of charge, including downloading material for teaching and research purposes. However, you have to observe terms and conditions of use in each case.

13. COURSE TUTORIALS: SCOPE & SEQUENCE

13.1. Scope and Objectives

Fifteen two-hour tutorials are scheduled this semester for each of EL111 and EL112. The scope and objectives of these tutorials are as follows:

1. Introducing the students to the course (objective, components, structure, TMAs, MTAs, course guide, etc.).
2. Reviewing in a systematic manner the target skills, vocabulary, grammar and language functions and providing ample opportunity for students to practice their English in a comfortable atmosphere. Special attention is to be given to the skills of reading and writing in each unit.

Note: LANGUAGE FUNCTIONS are presented in SB under the title **Speak Out**. Each unit in SB deals with one or two functions coupled with relevant activities in WB. The aim of these exercises and activities is to develop students' **fluency**. Again the SUMMARY OF SKILLS table at the beginning of SB identifies the function(s) to be presented in each unit. It goes without saying, however, that language functions are systematically linked to grammatical structures. This fact is highlighted in SB and thus tutorials will also review relevant grammatical points in a functional manner.

3. Answering students' questions about any aspect of the course: This means that you should thoroughly review the units to be covered before the tutorial is due. It is essential also that you carefully read the corresponding units in the **Teacher's Edition/Guide**.
4. Discussing with students their performance on TMAs and MTAs, particularly any noticeable pattern of errors.

13.2. Semester Schedule

The following two tables show the tutorials' schedule for this semester for both EL111 and EL112:

EL111 Course Tutorials

Classes	Units to be Covered
Week 1	Introducing the course Unit 1
Week 2	Units 2-3
Week 3	Units 4-5
Week 4	Units 6-7
Week 5	Units 8-9
Week 6	Units 10-11
Week 7	Unit 12 & Book1 Revision
Week 8	Mid-term Exam
Week 9	Book 2 Units 1-2
Week 10	Units 3-4
Week 11	Units 5-6
Week 12	Units 7-8
Week 13	Units 9-10
Week 14	Units 11-12
Week 15	General Revision

EL112 Course Tutorials

Classes	Units to be Covered
Week 1	Introducing the course Unit 1
Week 2	Units 2-3
Week 3	Units 4-5
Week 4	Units 6-7

Week 5	Units 8-9
Week 6	Units 10-11
Week 7	Unit 12 & Book1 Revision
Week 8	Mid-term Exam
Week 9	Book 2 Units 1-2
Week 10	Units 3-4
Week 11	Units 5-6
Week 12	Units 7-8
Week 13	Units 9-10
Week 14	Units 11-12
Week 15	General Revision

14. COURSE TMA: SCOPE & SEQUENCE

As you can see from the study calendar, students will be given one TMA this semester. Insist that students hand in their TMA during the week listed in the study calendar. Also make sure that you mark the TMA carefully, writing down as many notes as necessary. Then arrange for the TMA to be returned to the student within one week from the date it was received.

Notes on how to mark **Extended-Production Tasks** in TMA and exams are in Sections 18 below.

The following two tables show the scope and sequence of the TMA for each of EL111 and EL112.

(A) EL111 Semester TMA

TMA NO.	WEEK	COVERAGE
1	9	Units 1-12 On Target 1

(B) EL112 Semester TMA

TMA NO.	WEEK	COVERAGE
1	9	Units 1-12 In Charge 1

Emphasis in all TMAs will be on the skill of writing. Notice, however, that the suggested **Scoring Rubric** for extended writing tasks in Section 18 below identifies “Grammatical Control” as a main parameter (together with “Topical Control” and “Organizational Control”), which has serious consequences on the student’s overall score. Students’ attention should be consistently drawn to this fact.

15.	COURSE MTA: DATE & COVERAGE
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One MTA will be administered during this semester for each of EL111 and EL112.

The following two tables show the time and coverage of each MTA for each of EL111 and EL112.

(A) EL111 Semester MTA

WEEK	COVERAGE
8	Reading & Writing Skills <i>On Target 1 : (Units 1-12)</i>

(B) EL112 Semester MTA

WEEK	COVERAGE
9	Reading & Writing Skills <i>In Charge 1 : (Units 1-12)</i>

As pointed out above, in the marking of any productive task associated with both reading and writing, tutors should take “grammatical accuracy” seriously and student attention should be drawn to this fact well before the administration of the MTA. This means that students should pay due attention to the grammatical structures and the language functions presented in each unit in order to improve their productive skills (speaking and writing). It would be helpful to students if tutors insure that the MTA mirrors the final exam in format and question types.

16.	EL111 STUDY CALENDAR
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EL111 Calendar
First Semester – Academic Year 2010/2011
Textbook: *On Target 1 & 2*

Classes	Units to be Covered	Assignments & Exams
Week 1 2/10-8/10 2010	A. Introducing the course: (1) Objectives & learning outcomes, (2) Course content/structure: scope & sequence, (3) Assessment methods, (4) Learning support resources: LMS, E-Library, Course	

	Guide B. Unit 1: Book 1	
Week 2 9/10 – 15/10/2010	Units 2-3	
Week 3 16/2 – 22/2/2010	Units 4-5	(In-class diagnostic writing task) checked by tutor with comments shown to students, but papers are kept with tutor for further reference.
Week 4 23/10 – 29/10/2010	Units 6-7	TMA uploaded on LMS/ACES (20%)
Week 5 30/10 – 5/11/2010	Units 8-9	
Week 6 6/11 – 12/11/2010	Units 10-11	
Week 7 13/11 – 19/11/2010	Unit 12 & Book 1 Revision	
Week 8 20/11 – 26/11/2010		MTA 30% <i>On Target1, Units 1-12</i>
Week 9 27/11 – 3/12/2010	Book 2: Units 1-2	TMA submission 20%
Week 10 4/12 – 10/12/2010	Units 3-4	
Week 11 11/12 – 17/12/2010	Units 5-6	
Week 12 18/12 – 24/12/2010	Units 7-8	
Week 13 25/12 – 31/12/2010	Units 9-10	
Week 14 1/1/2011 – 7/1/2011	Units 11-12	
Week 15 8/1/2011 – 14/1/2011	General Revision	
		Final Exam 50%

Assessment Strategy

EL111 has two equally weighted assessment components: a continuous assessment component and an examinable component.

Continuous assessment:

1 TMA	20%
1 MTA	30%
Total	50%

Examinable component: the final examination constitutes **50%** of this component and is allocated 50 marks.

If you do not score a minimum of 20/50 on your final exam, you will fail the course regardless of the marks you have obtained in the continuous assessment.

EL112 Calendar
 First Semester – Academic Year 2010/2011
 Text book: *In Charge* 1 & 2

Classes	Units to be Covered	Assignments & Exams
Week 1 2/10-8/10 2010	A. Introducing the course: (1) Objectives & learning outcomes, (2) Course content/structure: scope & sequence, (3) Assessment methods, (4) Learning support resources: LMS, E-Library, Course Guide B. Unit 1: Book 1	
Week 2 9/10 – 15/10/2010	Units 2-3	
Week 3 16/2 – 22/2/2010	Units 4-5	In-class diagnostic writing task), checked by tutor with comments shown to students, but papers are kept with tutor for further reference.
Week 4 23/10 – 29/10/2010	Units 6-7	TMA uploaded on LMS/ACES (20%)
Week 5 30/10 – 5/11/2010	Units 8-9	
Week 6 6/11 – 12/11/2010	Units 10-11	
Week 7 13/11 – 19/11/2010	Unit 12 & Book 1 Revision	
Week 8 20/11 – 26/11/2010		MTA 30% <i>In Charge</i> 1, Units 1-12
Week 9 27/11 – 3/12/2010	Book 2: Units 1-2	TMA submission 20%
Week 10 4/12 – 10/12/2010	Units 3-4	
Week 11 11/12 – 17/12/2010	Units 5-6	
Week 12 18/12 – 24/12/2010	Units 7-8	
Week 13 25/12 – 31/12/2010	Units 9-10	
Week 14	Units 11-12	

1/1/2011 – 7/1/2011		
Week 15 8/1/2011 – 14/1/2011	General Revision	
		Final Exam 50%

Assessment Strategy

EL112 has two equally weighted assessment components: a continuous assessment component and an examinable component.

Continuous assessment:

1 TMA	20%
1 MTA	30%
Total	50%

Examinable component: the final examination constitutes **50%** of this component and is allocated 50 marks.

If you do not score a minimum of 20/50 on your final exam, you will fail the course regardless of the marks you have obtained in the continuous assessment.

18.	SCORING RUBRIC FOR MEASURING : EXTENDED PRODUCTION TASKS*
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*The notes below are extracted from *On Target 1 Achievement Tests* (2nd edition), Longman, 2001.

18.1. ESSAY SCORING SHEET

Area of Control	Level of Control	Rating
Topical Control	4 points – Complete topical control 3 points – Extensive topical control 2 points – Moderate topical control 1 point – Limited topical control 0 point – Poor topical control	-----
Organizational Control	4 points – Complete organizational control 3 points – Extensive organizational control 2 points – Moderate organizational control 1 point – Limited organizational control	-----

	0 point – Poor organizational control	
Grammatical Control	4 points – Complete grammatical control 3 points – Extensive grammatical control 2 points – Moderate grammatical control 1 point – Limited grammatical control 0 point – Poor grammatical control	----- x 2 = -----
	Total points possible (16) Average overall writing score	----- ÷ 4 = -----

Details about the three major areas of control referred to in the above table are shown in the following three tables.

18.2. TOPICAL CONTROL

Level of Control	Descriptors
Complete Control (4 points)	-Demonstrates full topical control for the proficiency level. -Fully satisfies the assignment. -Wide range of information supplied. -The information is relevant and valid.
Extensive Control (3 points)	-Demonstrates good topical control for the proficiency level. - Fully satisfies the assignment. - Good range of information supplied. - Some information may be irrelevant or invalid in places, but does not affect the overall quality of the piece.
Moderate Control (2 points)	- Demonstrates moderate topical control for the proficiency level. - Addresses the topic appropriately, but may not be well-developed in places. - Moderate range of information supplied. - Some information may be irrelevant and/or inaccurate.

Limited Control (1 point)	<ul style="list-style-type: none"> - Demonstrates limited topical control for the proficiency level. - May address the topic appropriately, but may not be well developed - Limited range of information supplied. - Information is irrelevant and/or inaccurate in places.
Little or no Control (0 point)	<ul style="list-style-type: none"> - Demonstrates little or no topical control for the proficiency level. - May not satisfy the assignment. - Lacks clear main ideas. Ideas are poorly developed, or there is not enough material to evaluate the piece.

18.3. GRAMMATICAL CONTROL

Level of Control	Descriptors
Complete Control (4 points)	<ul style="list-style-type: none"> -Demonstrates complete grammatical control for the proficiency level. - Full range of grammar and register. - Wide and sophisticated range of vocabulary. - May have a few random minor errors.
Extensive Control (3 points)	<ul style="list-style-type: none"> -Demonstrates extensive grammatical control for the proficiency level. - Large range of grammar and register. - Wide range of vocabulary. - May have some error types (e.g. articles) that do not impede communication.
Moderate Control (2 points)	<ul style="list-style-type: none"> - Demonstrates moderate to good grammatical control for the proficiency level. - Moderate range of grammar and register. - Moderate range of vocabulary. - May have a few errors that impede communication.
Limited Control (1 point)	<ul style="list-style-type: none"> -Demonstrates limited grammatical control for the proficiency level.

	<ul style="list-style-type: none"> - Small range of grammar and register. -A limited range of vocabulary. -May have several error types that impede communication.
Little or no Control (0 point)	<ul style="list-style-type: none"> - Demonstrates poor grammatical control for the proficiency level. - Extremely limited range of grammar and register. - A limited range of vocabulary. - May have several error types that impede communication.

18.4. ORGANIZATIONAL CONTROL

Level of Control	Descriptors
Complete Control (4 points)	<ul style="list-style-type: none"> - Demonstrates complete organizational control for the proficiency level. -Clear topic sentence, supporting sentences and conclusion. - Separate, coherent paragraphs. - Appropriate use of cohesive devices (e.g., pronouns) and transition words (e.g., however).
Extensive Control (3 points)	<ul style="list-style-type: none"> - Demonstrates extensive organizational control for the proficiency level. -Generally good control of topic sentences, supporting sentences and conclusions. - Paragraphs are separate and generally coherent. - Good use of cohesive devices (e.g., pronouns) and transition words (e.g., however).
Moderate Control (2 points)	<ul style="list-style-type: none"> - Demonstrates moderate organizational control for the proficiency level. -Developing control of topic sentences, supporting sentences and conclusions. -Paragraphs are separate, but may be incomplete or illogical in places. -Adequate use of cohesive devices (e.g. pronouns) and transition words (e.g., however).

<p>Limited Control (1 point)</p>	<ul style="list-style-type: none"> - Demonstrates limited organizational control for the proficiency level. -Developing control of topic sentences, supporting sentences and conclusions. - Paragraphs are sometimes incomplete or illogical. - Developing use of cohesive devices (e.g. pronouns) and transition words (e.g., however).
<p>Little or no Control (0 point)</p>	<ul style="list-style-type: none"> - Demonstrates poor organizational control for the proficiency level. - The topic sentences may be missing or unrelated. - Paragraphs may be unrelated or difficult to follow. - Limited use of cohesive devices (e.g., pronouns) and transition words (e.g. however.)