Module Specification: EL118 (Reading)

1. 1. Factual information			
Module title	EL118: Reading Comprehension	**Level**	4
Module tutor	Dr. Marine Milad	**Credit Value**	4
Module type	Taught	**Notional learning hours**	2 hours / week

2. Rationale for the module and its links with other modules
This is a four-credit-hour module of one semester in length. The module aims to help students become better readers of English texts and build their vocabulary. It focuses on expanding students' reading skills and vocabulary use so that they can cope with different academic, professional and social situations effectively. The course applies the *Interactive Reading* model where reading is an active process in which readers draw upon *top-down processing* (bringing meaning to the text), as well as *bottom-up processing* (decoding words and other details of language). The top-down aspect of this construct suggests that reading is facilitated by interesting and relevant reading materials that activate a range of knowledge in a reader's mind. This knowledge is refined and extended during the act of reading. The bottom-up aspect of this model suggests that the students need to pay attention to language proficiency, including vocabulary. As an academic reading course, it addresses the teaching of higher level reading strategies without neglecting the need for language support. In addition, it addresses both sides of the interactive model. High-interest academic readings and activities provide students with opportunities to draw upon authentic life experience in their mastery of a wide variety of reading strategies and skills, including   • previewing   • outlining   • skimming and scanning   • using context clues to clarify meaning   • finding the main idea   • isolating causes and effects   • annotating and highlighting

2. Rationale for the module and its links with other modules

- categorizing
- interpreting visuals
- describing trends
- making inferences.
- understanding analogies
- analysing criteria
- analysing advantages and disadvantages
- identifying ethics and values
- synthesizing information from several sources
- summarizing
- evaluating generalizations

The course optimizes the reciprocal relationship between reading and vocabulary. Rich vocabulary instruction and practice that targets vocabulary from the Academic Word List (AWL) provide opportunities for students to improve their language proficiency and their ability to decode and process vocabulary. The course also provides some resources to help students read with comprehension and use that knowledge to develop both a rich academic vocabulary and overall academic language proficiency, especially reading skills. The module prepares the students to write academic essays reflecting on a topic under discussion that will help them pursue their academic study throughout different core modules.

3. Aims of the module

The module aims to provide the learners with necessary skills trough:

1. Providing the students with opportunities to draw upon life experience in their mastery of a wide variety of reading strategies and skills that include previewing, scanning, using contextual clues to get the meaning, finding the main idea, summarizing and making inferences.
2. Improving the students' language proficiency and the students' ability to decode and process meaning.
3. Helping the students become independent learners by taking the responsibility of building their own vocabulary repertoire
4. Guiding the students to notice and effectively practice new vocabulary items as they encounter them.
5. Enhancing students' academic proficiency by highlighting the reciprocal relationship between reading comprehension and reflection writing.

4. Pre-requisite modules or specified entry requirements

The pre-requisite for EL118: Reading Comprehension course is EL111: General English Communication Skills (I).

5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: **A1.** demonstrate understanding of any given reading passages by responding correctly to its tasks and activities individually or in groups. **A2.** show knowledge and understanding of the learned reading strategies. **A3.** show recognition of the various "meanings" of words to reach a better understanding of the context and the written word. **A4.** reveal awareness of appropriate language structures and vocabulary items suitable for different contexts and situations.	- Exposing students to a variety of reading passages on various topics. - Training students on the use of relevant reading strategies. - Analysing sample reading passages through class discussions. - Having students identify key vocabulary items and how to use them in context.

B. Cognitive skills	Learning and teaching strategy
At the end of the module, learners will be expected to: **B1.** search for and collect specific data related to the topics under discussion. **B2.** draw conclusions for the discussed topics based on the collected data and analyzed information. **B3.** incorporate in writing the words learned in real life scenarios. **B4.** improve the analytical and critical thinking skills through the identification of possible "meanings". **B5.** analyze language functions used and identify useful language expressions.	- Conducting brainstorming sessions to generate ideas - Explaining different sub-reading skills followed by interactive in-class discussion. - Practicing in-class reading and vocabulary exercises. - Training students on the use of relevant reading strategies. - Analysing sample reading passages through class discussions.

C. Practical and professional skills	Learning and teaching strategy
At the end of the module, learners will be expected to: **C1.** communicate in English orally and in writing on diverse occasions. **C2.** identify problems in the given topics and provide creative solutions. **C3.** give oral presentations using power points, flipcharts, pictures, role plays, etc. to discuss what has been read orally. **C4.** assess the work done using self/peer-assessment.	- Exposing students to a variety of reading passages on various topics. - Performing pre-class reading preparation of assigned topics to conduct in-class discussions. - Doing some assignments (graded in difficulty) to assess students' reading comprehension level. - Encouraging cooperative interaction whereby learners express their viewpoints on the texts under discussion. - Assigning post–class activities to encourage students to expand their understanding by researching some relevant reading topics through the Internet and reflecting on what they have read through oral class presentation.

D Key transferable skills	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1.** enrich vocabulary repertoire through exploring new assigned topics and writing on those topics **D2.** develop communicative confidence (as reader and writer) **D3.** discuss all posed topics, problems, provided solutions and drawn conclusions. **D4.** develop effective presentation skills that would enhance self-confidence.	- Exposing students to a variety of reading passages on various topics. - Assigning pre-class preparation followed by in class discussions to practice close reading and text–analysis of sample reading passages. - Researching some relevant material through the Internet. - Giving class presentations that reflect learners' acquired theoretical and practical reading skills in relation to the relevant concepts discussed in the module.

6. Indicative content.

Week 1 & 2

 1. Course Introduction (a walk through the course book and the assessment)
 2. Unit 1: The Strength to Survive
    a. Building vocabulary
    b. Skimming
    c. Scanning
    d. Outlining

Weeks 3

Unit 2: Your Attention, Please
    a. Checking homework
    b. Building Vocabulary
    c. Eliciting main idea
    d. Identifying cause and effect

Weeks 4

Unit 3: Movie Magic
    a. Checking homework
    b. Building vocabulary
    c. Annotating
    d. Highlighting

6. Indicative content.

Week 5
Unit 4: The Power of Music
    a. Checking homework
    b. Building vocabulary
    c. Identifying /stating point of view

Week 6
Unit 5: Sensory Perception
    a. Checking homework
    b. Building vocabulary
    c. Categorizing
    d. Interpreting charts

Week 7
1. Check for integration of vocabulary into writing of Topics of Units1, 2, 3&4.
2. Revision of learned skills

Week 8
The MTA sittings are unified across branches. It consists of two sections:

(1) Reading Comprehension: Students read unseen reading passages and answer a variety of questions.

(2) Building Vocabulary: Students answer some vocabulary questions in the form of multiple choice, matching, fill in.

Weeks 9
Unit 6: The Boom and Bust
    a. Checking homework
    b. Building vocabulary
    c. Describing trends
    d. Summarizing

Weeks 10
Unit 7: Decisions, Decisions
    a. Checking homework
    b. Building vocabulary
    c. Evaluating generalizations
    d. Understanding analogies

Week 11
Unit 8: Searching for Success
    a. Checking homework
    b. Building vocabulary
    c. Analysing Criteria
    d. Determining degree

6. Indicative content.

Week 12
 Unit 9: Modelling Nature
    a. Checking homework
    b. Building vocabulary
    c. Analysing advantages and disadvantages
    d. Identifying ethics and values

Week 13
 Unit 10: The Mystery of Easter Island
    a. Checking homework
    b. Building vocabulary
    c. Identifying factors/causes
    d. Synthesizing information

Week 14
 Revision of learned skills
 Check for the integration of vocabulary into the writing Topics of Units 6,7,8, 9 and 10

Week 15
 The final exam sitting is unified across branches. It consists of three sections:
 (1) Reading Comprehension: Students read unseen reading passages and answer a variety of questions.
 (2) Building Vocabulary: Students answer some vocabulary questions in the form of multiple choice, matching, fill in.
(3) Writing Reflection: Students write a four-paragraph essay reflecting on one of the topics that have been discussed throughout the semester.

7. Assessment strategy, assessment methods and their relative weightings

EL118 as a module that examines reading and vocabulary in context is tested in a written format for reading comprehension and proper vocabulary usage. The assessment structure comprises two major components:

Continuous Assessment:
- ✓ 2 in-class activities where students have to apply the learned reading strategies and vocabulary acquisition within a structured assignment (writing analysis, summaries, synthesis; in addition to skimming, scanning, outlining, annotating, stating point of view, interpreting charts and visuals)
- ✓ 1 in-class presentation: Guidelines and marking criteria will follow
- ✓ 1 Mid-term Assessment (MTA) where the student is tested under invigilated conditions on the reading skills and vocabulary acquisition covered up to the MTA week.

7. Assessment strategy, assessment methods and their relative weightings

Final Assessment:

Similar to the MTA, the Final Exam is conducted under invigilated conditions and examines the student's grasp of the course content.

The breakdown of the components of assessment is shown in the following table:

Components	Form of Assessment	Marks	%
CONTINUOUS ASSESSMENT	In-class activity (1)	5	5%
	In-class activity (2)	5	5%
	Class presentation for one of the assigned reading topics	10	10%
	MTA	30	30%
FINAL ASSESSMENT	FINAL EXAM	50	50%
TOTAL		100	100%

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																
	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
In-class activity 1	X	X	X	X			X	X	X	X			X	X	X	X	
In-class activity 2	X	X	X	X			X	X	X	X			X	X	X	X	
Class Presentation			X	X	X	X		X		X	X	X	X	X	X	X	X
MTA	X	X	X	X			X	X	X	X	X			X	X	X	
Final	X	X	X	X		X	X	X	X	X	X			X	X	X	

9. Teaching staff associated with the module

Name and contact details	
Dr. Marine Miled	marine@aou.edu.kw

10. Key reading list

Author	Year	Title	Publisher	Location
Kent Richmond	2009	Inside Reading: The Academic Word List in Context	Oxford	New York

11. Other indicative text (e.g. websites)

Achieve3000 Program: http://www.achieve3000.com/