

**ENGLISH LANGUAGE FOUNDATION PROGRAMME****ENG 002 – READING I**

Course Title	READING I				
Course Code	ENG 002				
Course Type	Compulsory				
Level	Foundation				
Year / Semester	1 st Semester				
Teacher's Name	Antonia Christodoulou				
Credits		Lectures / week	4	Laboratories/week	0
Course Purpose	<p>The aim of the course is to provide students with the essential skills and strategies to be able to read and comprehend a range of texts. It aims to develop a basic understanding of texts from various genres and improve critical thinking skills. Students will learn to read academic texts in the form of transactional texts, informative texts, persuasive texts, research articles, essays and literary pieces identifying, selecting and extracting relevant key information whilst recognizing if a text provides factual information or targets to persuade readers. Students will learn how to obtain information as well as understand ideas, opinions and attitudes from several sources.</p>				
Learning Outcomes	<p>Upon completion of the course the students will be able to:</p> <ol style="list-style-type: none">1. interpret texts of varying length2. develop and enhance vocabulary3. identify main ideas and key details in texts4. distinguish factual information and ideas from a range of texts5. attain and relate information6. recognize the purpose and intention of texts				
Prerequisites	Certificate of English Language Proficiency (equivalent to level B1)	Corequisites	ENG 001 ENG 003 ENG 004 ENG 005		

Course Content	<p>The course will cover:</p> <ul style="list-style-type: none"> - <u>Vocabulary Building</u> <ul style="list-style-type: none"> - Introduction to new vocabulary - Learning strategies for understanding new words in context - Vocabulary exercises and word lists - <u>Reading Comprehension</u> <ul style="list-style-type: none"> - Strategies for improving reading comprehension - Reading and discussing main ideas and attitudes - Identifying relevant information and answering questions accurately - <u>Critical Thinking</u> <ul style="list-style-type: none"> - Develop critical thinking skills in reading - Discussing different perspectives presented in reading texts
Teaching Methodology	<p>The course employs a comprehensive teaching methodology that caters to students with diverse language backgrounds. It combines a balanced mix of skills-based instruction, including listening, speaking, reading, and writing, with a focus on effective communication. Utilising a communicative approach, interactive classes, and technology-enhanced learning tools, the course encourages active student participation and engagement. Additionally, personalised feedback and assessment strategies are integrated to monitor progress and provide targeted support to each student. Moreover, this course fosters a supportive and inclusive learning environment that encourages students to develop not only their language skills but also their self-confidence and academic readiness for further studies at a university level.</p> <p>In particular, students are taught through a combination of textbooks, lectures, seminars, class and forum discussions, group/pair workshops and extensive use of online related applications and practice. Self-assessment quizzes are provided to students through the university's e-Learning platform to reinforce their understanding of course material at their own convenience for further self-improvement. They will typically have 4 contact periods per week, as well as the opportunity to meet with their instructors for tailored advice outside scheduled lecture time, on a regular basis. Students will be required to do extensive study and practice of the language in their free time documenting their work with reports and further assignments.</p>

	Collaborative learning is facilitated through group activities engaging students in peer review and editing sessions. As stated above, the use of technology including online language usage resources, language analysis software, virtual writing tools and interactive quizzes platforms facilitates interactive learning. Self-assessment is also extensively used to foster self-improvement.
Bibliography	<p>(a) <u>Textbooks:</u></p> <ul style="list-style-type: none"> - Williams, J. (2022). <i>Reflect Reading & Writing 5</i>. National Geographic Learning: Cengage Learning. <p>(b) <u>References:</u></p> <ul style="list-style-type: none"> - Douglas, N. & Bolhke, D. (2020). <i>Reading Explorer 3</i>, (3rd Ed.). National Geographic Learning: Cengage Learning. - Anstey, S., Bhattacharya, A., Gould, J., Gould, M., Harper, K., & Kirkham, A. (2022). <i>Cambridge IGCSE: English As a Second Language Workbook</i>. Collins. - Anstey, S., Bhattacharya, A., Burch, A., Harper, K., King, H., & Kirkham, A. (2022). <i>Cambridge IGCSE: English as a Second Language Student's Book</i>. Collins. - Selection of newspapers, magazine and book extracts
Assessment	<p>Various assessment methods are used in order to evaluate different aspects of students' language skills for a more comprehensive view of their progress. The students' assessment includes the following:</p> <ul style="list-style-type: none"> • in-class quizzes and tests that assess students' knowledge of the language. (30%) • attendance and active participation in group and class activities are integral to the learning process. (10%) • successful completion of homework, activities, exercises and mini projects leading to a deeper understanding of the structure of the language. (20%) <p>The final exam serves as a comprehensive evaluation. (40%)</p>
Language	English