



## FOUNDATION YEAR

### PROGRAM OUTLINE

The Foundation Year Program courses are distributed across two semesters. In the first semester, candidates take core courses in all English skill areas, Personal Skills and Medical Terminology, which help them build essential skills and knowledge in different topics and themes in preparation for their medical degree course. The second semester courses build on these areas. Students are required to achieve 70% in all courses and a B2 on the CEFR scale in the final Aptis test in order to proceed to Year 1.

### OUTLINE OF COURSES

The Foundation Year Program requires candidates to complete 32 credit hours distributed across 32 weeks of face-to-face courses. Students who do not completely fulfil the admission criteria for Arabian Gulf University's medical program have the opportunity to join the Foundation Year program. Its courses are tailored to support students' English language and academic needs to face the University's medical program.

#### FIRST SEMESTER

Course Reference	Course Title	Credit Hours
ENGL001	English Reading & Listening	4
ENGL002	English Writing & Grammar	4
ENGL003	English Speaking	4
ENGL004	Personal Skills	3
ENGL005	Medical Terminology	1
Total Credits for 1st Semester		16

## SECOND SEMESTER

Course Reference	Course Title	Credit Hours
ENGL011	English Reading & Listening	4
ENGL012	English Writing & Grammar	4
ENGL013	English Speaking	4
ENGL014	Personal Skills	3
ENGL015	Medical Terminology	1
<b>Total Credit for 2<sup>nd</sup> Semester</b>		<b>16</b>

## COURSE DESCRIPTION

### 1. English Reading & Listening (ENGL001 & ENGL011)

These courses guide students through B1 and then B2 level English language texts and tracks over the academic year. Students develop an awareness of general medical topics and vocabulary with a range of question types to encourage comprehension. They also practice extensive reading skills through an international reading system. Students become familiar with ESL principles within authentic reading and listening materials, practice the ability to summarise, and improve their spelling and vocabulary skills.

### 2. English Writing & Grammar (ENGL002 & ENGL012)

These courses target the achievement of higher-order skills in English writing and grammar use. Moving from a B1-level focus in semester 1 to a B2 level in semester 2, students learn, recognise and master the uses and rules of a range of grammatical tenses and writing devices, as well as developing sentence, paragraph, connective and essay writing skills. Students learn to use and improve their editing skills through acknowledgement of mistakes, and produce a scaffolded range of written documents over the year.

### 3. English Speaking (ENGL003 & ENGL013)

The objective of these courses is to improve English spoken production, to familiarize students with talking freely in and about general medical situations, and to encourage the expression of opinions and ideas at a B1 and B2 level. Through roleplays, debates,

and discussions, students work on improving accuracy in their use of targeted phonemes, grammar, and medical vocabulary. Students learn spoken negotiation, how to describe, compare, and contrast photos, how to present topics of research in front of an audience, or in a recorded video, and to support oral presentations with visual aids. Foundation further encourages spontaneous communication skills and the ability to work comfortably with a range of different groupings of familiar and unfamiliar students.

#### 4. Personal Skills (ENGL004 & ENGL014)

Foundation's *Personal Skills* courses are divided into three areas that hone self-improvement and critical thinking skills, all with a view to using and developing English language skills within an unconventional context.

- **Introduction to University Studies** follows a Problem-Based Learning (PBL) structure with discussion, artefact production and feedback on topics that affect how students learn at university.

Students develop approaches for dealing with skills needed to succeed in university studies, recognise, develop and meet learning outcomes, work as a team to present findings, and reflect critically about themselves and others.

- **Teamwork** follows a structure of theory, practical and feedback sessions on topics that encourage group co-operation, supported by physical and digital learning tools, cumulating in a final group project in Semester 2.

In a PBL structure, and with experiential and game-based learning, students work towards goals together, and negotiate outcomes within a team, and with other teams. Students practice planning and strategy development as a group, taking turns as a leader and accepting others as leaders, as well as building group and individual reflective skills.

- **Self-Access Centre** work is based on two portfolios (discussion and writing) that students produce to improve their English language skills, as well as narrative and descriptive journal entries.

Students practice and develop discipline in self-directed learning by formulating, summarizing and expressing opinions on a variety of material formats. They learn how to search for and select suitable materials, log hours honestly and respond to feedback. They are also required to write descriptive and narrative journal entries and practise extensive reading. Weekly spoken discussion foster improvement in speaking skills.



## **5. Medical Terminology (ENGL005 & ENGL015)**

This course helps students prepare more directly for material encountered in Year 1, as they learn a range of core medical terms. Students understand and utilize basic combining forms in medical words, develop self-study skills, practise precision in spelling of terms and practice the pronunciation of medical terms. Lessons include the use of gamification to encourage participation.