



**Dhofar University Centre for Preparatory Studies  
Oman Academic Standards (OAS)  
English Language**

- a)** Actively participate in a discussion on a topic relevant to their studies by asking questions, agreeing/disagreeing, asking for clarification, sharing information, expressing and asking for opinions.
- b)** Paraphrase information (orally or in writing) from a written or spoken text or from graphically presented data.
- c)** Prepare and deliver a talk of at least five minutes. Use library resources in preparing the talk, speak clearly and confidently, make eye contact and use body language to support the delivery of ideas. Respond confidently to questions.
- d)** Write texts of a minimum of 250 words, showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary.
- e)** Produce a written report of a minimum of 500 words showing evidence of research, notetaking, review and revision of work, paraphrasing, summarizing, use of quotations and use of references.
- f)** Take notes and respond to questions about the topic, main ideas, details and opinions or arguments from an extended listening text (e.g., a lecture or news broadcast).
- g)** Follow spoken instructions in order to carry out a task with a number of stages.
- h)** Listen to a conversation between two or more speakers and be able to answer questions in relation to context, relationship between speakers, register (e.g. formal or informal).
- i)** Read a one- to two-page text and identify the main idea(s) and extract specific information in a given period of time.
- j)** Read an extensive text broadly relevant to the student's area of study (minimum three pages) and respond to questions that require analytical skills, e.g. prediction, deduction, inference. (OAAAQA, 2008)

## Breakdown of OAS by skill

Skill	OAS-Learning Outcome Standards (English)
Reading	<p><b>i</b> Read a one- to two-page text and identify the main idea(s) and extract specific information in a given period of time.</p> <p><b>j</b> Read an extensive text broadly relevant to the student's area of study (minimum three pages) and respond to questions that require analytical skills, e.g. prediction, deduction, inference.</p>
Writing	<p><b>b</b> Paraphrase information (orally or in writing) from a written or spoken text or from graphically presented data.</p> <p><b>d</b> Write texts of a minimum of 250 words, showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary.</p> <p><b>e</b> Produce a written report of a minimum of 500 words showing evidence of research, notetaking, review and revision of work, paraphrasing, summarizing, use of quotations and use of references.</p>
Listening	<p><b>f</b> Take notes and respond to questions about the topic, main ideas, details and opinions or arguments from an extended listening text (e.g., a lecture or news broadcast).</p> <p><b>g</b> Follow spoken instructions in order to carry out a task with a number of stages.</p> <p><b>h</b> Listen to a conversation between two or more speakers and be able to answer questions in relation to context, relationship between speakers, register (e.g. formal or informal).</p>
Speaking	<p><b>a</b> Actively participate in a discussion on a topic relevant to their studies by asking questions, agreeing/disagreeing, asking for clarification, sharing information, expressing and asking for opinions.</p> <p><b>c</b> Prepare and deliver a talk of at least five minutes. Use library resources in preparing the talk, speak clearly and confidently, make eye contact and use body language to support the delivery of ideas. Respond confidently to questions. (OAAAQA, 2008)</p>

GENERAL STUDY SKILLS	Level 1	Level 2	Level 3
OAS-GSS-6.2.1 Managing time and accepting responsibility	✓	✓	✓
OAS-GSS-6.2.2 Research Skills	x	x	✓
OAS-GSS- 6.2.3 Taking Notes	✓	✓	✓
OAS-GSS-6.2.4 Giving Presentations	✓	✓	✓

## DU CPS FP LO Scope & Sequence (English Language & General Study Skills)

Reading		
<b>OAS-E-i</b> Read a one- to two-page text and identify the main idea(s) and extract specific information in a given period of time. (OAAAQA, 2008)		
Level 1	Level 2	Level 3
Read a one-page text and identify the main idea(s) and extract specific information in a given period of time. (approx. 400 words)	Read a one to one and a half-page text and identify the main idea(s) and extract specific information in a given period of time (approx 500 words).	Read a one and half to two-page text and identify the main idea(s) and extract specific information in a given period of time.(approx. 600 words)
<b>OAS-E-j</b> Read an extensive text broadly relevant to the student's area of study (minimum three pages) and respond to questions that require analytical skills, e.g. prediction, deduction, inference. (OAAAQA, 2008)		
Level 1	Level 2	Level 3
Read an extensive text broadly relevant to the student's area of study (minimum one page) and respond to questions that require analytical skills, e.g. prediction, deduction, inference.	Read an extensive text broadly relevant to the student's area of study (minimum three pages) and respond to questions that require analytical skills, e.g. prediction, deduction, inference.	NA
Writing		
<b>OAS-E-b</b> Paraphrase information (orally or in writing) from a written or spoken text or from graphically presented data. (OAAAQA, 2008)		
Level 1	Level 2	Level 3
Paraphrase information from graphically presented data and write a report.	Paraphrase information from graphically presented data and write an analysis essay.	Paraphrase information from graphically presented data and write a report.
<b>OAS-E-d</b> Write texts of a minimum of 250 words, showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary. (OAAAQA, 2008)		
Level 1	Level 2	Level 3
Write texts of a minimum of <u>120</u> words, showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary.	Write texts of a minimum of 200 words, showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary.	Write texts of a minimum of <u>250</u> words, showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary.
<b>OAS-E-e</b> Produce a written report of a minimum of 500 words showing evidence of research, notetaking, review and revision of work, paraphrasing, summarizing, use of quotations and use of references. (OAAAQA, 2008)		
Level 1	Level 2	Level 3
<i>Achieved in Level 3</i>	<i>Achieved in Level 3</i>	Produce a written report of a minimum of 500 words showing evidence of research, notetaking, review and revision of work, paraphrasing, summarizing, use of quotations and use of

		references.
<b>Listening</b>		
<b>OAS-E-f</b> Take notes and respond to questions about the topic, main ideas, details and opinions or arguments from an extended listening text (e.g., a lecture or news broadcast). (OAAAQA, 2008)		
<b>Level 1</b> Take notes and respond to questions about the topic, main ideas, details from an extended listening text.	<b>Level 2</b> Take notes and respond to questions about the topic, main ideas, details, and opinions or arguments from an extended listening text.	<b>Level 3</b> Take notes and respond to questions about the topic, main ideas, details and opinions or arguments from an extended listening text (e.g., a lecture or news broadcast).
<b>OAS-E-g</b> Follow spoken instructions in order to carry out a task with a number of stages. (OAAAQA, 2008)		
<b>Level 1</b> <i>Achieved in Level 2</i>	<b>Level 2</b> Follow spoken instructions in order to carry out a task with a number of stages.	<b>Level 3</b> <i>Achieved in Level 2</i>
<b>OAS-E-h</b> Listen to a conversation between two or more speakers and be able to answer questions in relation to context, relationship between speakers, register (e.g. formal or informal). (OAAAQA, 2008)		
<b>Level 1</b> <i>Achieved in Level 3</i>	<b>Level 2</b> <i>Achieved in Level 3</i>	<b>Level 3</b> Listen to a conversation between two or more speakers and be able to answer questions in relation to context, relationship between speakers, register (e.g. formal or informal).
<b>Speaking</b>		
<b>OAS-E-a</b> Actively participate in a discussion on a topic relevant to their studies by asking questions, agreeing/disagreeing, asking for clarification, sharing information, expressing and asking for opinions. (OAAAQA, 2008)		
<b>Level 1</b> Actively participate in a discussion by asking questions, agreeing-disagreeing, sharing information, expressing and asking for opinion.	<b>Level 2</b> Actively participate in a discussion by asking questions, agreeing/disagreeing, asking for clarification, sharing information, expressing opinion.	<b>Level 3</b> Actively participate in a discussion on a topic relevant to their studies by agreeing/disagreeing, sharing information and expressing opinions.
<b>OAS-E-c</b> Prepare and deliver a talk of at least five minutes. Use library resources in preparing the talk, speak clearly and confidently, make eye contact and use body language to support the delivery of ideas. Respond confidently to questions. (OAAAQA, 2008)		
<b>Level 1</b> Prepare and deliver a presentation of at least TWO minutes. Speak clearly and confidently. Respond confidently to questions.	<b>Level 2</b> Prepare and deliver a presentation of at least <b>THREE</b> minutes. Speak clearly and confidently to support the delivery of ideas. Respond confidently to questions.	<b>Level 3</b> Prepare and deliver a talk of at least <b>FIVE</b> minutes. Use library/digital resources in preparing the talk, speak clearly and confidently, make eye contact and use body language to support the delivery of ideas. Respond confidently to questions.

General Study Skills		
<b>OAS-GSS-6.2.1 Managing time and accepting responsibility (OAAAQA, 2008)</b>		
Level 1	Level 2	Level 3
<p><b>6.2.1 a.</b> Work in pairs or groups and participate accordingly i.e. take turns, initiate a discussion, interrupt appropriately, express an opinion.</p> <p><b>6.2.1 c.</b> Bring required materials (pens, pencils, folder, etc) to class.</p> <p><b>6.2.1 d.</b> Work to imposed deadlines.</p> <p><b>6.2.1 e.</b> Show respect for teachers and others and their rights to have a difference of opinion.</p> <p><b>6.2.1 g.</b> Create term planners and study schedules noting key dates/events.</p> <p><b>6.2.1 m.</b> Describe learning experiences, challenges, insights in a daily journal.</p> <p><b>6.2.1 n.</b> Organise and maintain a system of recording vocabulary (keep a vocabulary log).</p>		
Level 1	Level 2	Level 3
<p><b>Achieved in Level 3</b></p>		
Level 1	Level 2	Level 3
<p><b>6.2.2 e.</b> Extract relevant information from a book or article using a battery of reading strategies (e.g. skimming, scanning, etc.)</p> <p><b>6.2.2.h.</b> Find specific information using internet search engines and electronic resources.</p> <p><b>6.2.2.i.</b> Cite a source in accordance with academic conventions.</p> <p><b>6.2.2.m.</b> Summarise and paraphrase information in one's own words.</p>		
<b>OAS-GSS-6.2.3 Taking Notes (OAAAQA, 2008)</b>		
Level 1	Level 2	Level 3
<p><b>6.2.3 d.</b> Extract and record key information (the gist) from a written or spoken source based on own interpretation of information.</p> <p><b>6.2.3 e.</b> Adopt a note-taking strategy (e.g. Cornell system; mind mapping).</p> <p><b>6.2.3 f.</b> Support key points with relevant additional</p>		
Level 1	Level 2	Level 3
<p><b>6.2.3.d)</b> Extract and record key information (the gist) from a written or spoken source based on own interpretation of information.</p> <p><b>6.2.3.e.</b> Adopt a note-taking strategy (e.g. Cornell system; mind mapping).</p> <p><b>6.2.3.f.</b> Support key points with relevant additional</p>		

details. <b>6.2.3 j.</b> Reproduce key information and supporting details from notes in one's own words. <b>6.2.3 k.</b> Sort out information and reject irrelevant pieces.	details. <b>6.2.3 j.</b> Reproduce key information and supporting details from notes in one's own words. <b>6.2.3 k.</b> Sort out information and reject irrelevant pieces.	details. <b>6.2.3.j.</b> Reproduce key information and supporting details from notes in one's own words. <b>6.2.3.k.</b> Sort out information and reject irrelevant pieces.
<b>OAS-GSS 6.2.4 Giving Presentations (OAAAQA, 2008)</b>		
Level 1	Level 2	Level 3
<b>6.2.4. a</b> Outline and define main concepts. <b>6.2.4. b</b> Address questions from the audience. <b>6.2.4. d</b> Speak in a clearly audible and well -paced voice. <b>6.2.4. f</b> Use presentation language (discourse markers etc.) <b>6.2.4. l</b> Observe time restrictions in presentations. <b>6.2.4. m.</b> Organise and present information in a logical order at a comprehensible speed.	<b>6.2.4. a</b> Outline and define main concepts. <b>6.2.4. b</b> Address questions from the audience. <b>6.2.4. d</b> Speak in a clearly audible and well -paced voice. <b>6.2.4. e</b> Follow a presentation format. <b>6.2.4. f</b> Use presentation language (discourse markers etc.) <b>6.2.4. k</b> Speak from notes in front of an audience using index cards. <b>6.2.4. l</b> Observe time restrictions in presentations. <b>6.2.4. m.</b> Organise and present information in a logical order at a comprehensible speed.	<b>6.2.4. a.</b> Outline and define main concepts. <b>6.2.4. b</b> Address questions from the audience. <b>6.2.4. c.</b> Plan and conduct a presentation based on information from written material, interviews, surveys, etc. <b>6.2.4. d.</b> Speak in a clearly audible and well-paced voice. <b>6.2.4. e</b> Follow a presentation format. <b>6.2.4. f.</b> Use presentation language (discourse markers etc.) <b>6.2.4. j.</b> Maintain some eye contact with audience <b>6.2.4. k.</b> Speak from notes in front of an audience using index cards. <b>6.2.4. l.</b> Observe time restrictions in presentations. <b>6.2.4. m.</b> Organise and present information in a logical order at a comprehensible speed.

## References

Oman Authority for Academic Accreditation and Quality Assurance of Education (OAAAQA). (2008). Oman academic standards for general foundation programs. Retrieved January 5, 2025, from <https://www.oaaaqa.gov.om/getattachment/54ac4e6a-0d27-4dd9-b4a2-ba8759979c25/GFP%20Standards%20FINAL.aspx?b=0>