

# AL-AIN UNIVERSITY OF SCIENCE AND TECHNOLOGY

## ENGLISH LANGUAGE CENTRE

### **Goals:**

The Center has three main goals:

- 1- Provide English Language instruction to enhance students' proficiency and enable them to attend college courses offered in English as a medium of instruction.
- 2- Prepare students to sit for international standardized tests such as TOEFL or IELTS and obtain the grades required by the University and Ministry of Higher Education.
- 3- Offer Language instruction to members of the wider community to help them gain communicative skills in specific areas such as academic English, Business English, Medical English, Secretarial English, etc.

### **Course Levels**

All students are required to sit for a Placement Test administered by the ELC. Depending on their score in the PT, students are placed in the following four levels.

- 1- Basic level (Level 0) from 0-29
- 2- Level 1 from 30-49
- 3- Level 2 from 50-64
- 4- Level 3 from 65-89

Those who obtain a score of 90 or above are encouraged to sit for the TOEFL or IELTS in order to obtain the grade required for joining their college courses and courses of specialization.

Students are allowed to sit for a challenge test at the end of each semester. Depending on their score in the test, they might be allowed to skip a certain level and get placed in a level commensurate with their grade.

Law students are also asked to sit for the Placement Test. However, because Law courses are offered in Arabic, Law students are permitted to register in the college of Law if they obtain a grade of 50. If they fail to obtain that grade, they will be required to take an English course for Law students (ENGT 01). These students are not required to sit for TOEFL or IELTS.

AL-AIN UNIVERSITY OF SCIENCE AND TECHNOLOGY

ENGLISH LANGUAGE CENTRE

LEVEL: One

COURSE DESCRIPTION

1. BASIC COURSE INFORMATION:

1. COURSE TITLE: <b>English Level 1</b>	2. COURSE NUMBER: <b>ENG Level 1</b>
	4. NUMBER OF CREDITS: 0
3. COURSE: Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>	5. NUMBER OF CONTACT HOURS: Theory: 12 hrs. Lab: 4 hrs.
6. COURSE PREREQUISITES: <ul style="list-style-type: none"><li>- <b>Placement Test: Score 30 - 49</b></li><li>- <b>Course: English Level 0 ( if offered by the university)</b></li></ul>	
7. COURSE TIME: It's a mandatory English language preparation course for students who scored between 30-49 on their AU Placement Test, or those who passed Level 0 course. The course is offered every term.	

2. COURSE CATALOG DESCRIPTION:

This course aims at enabling students to communicate in common and predictable contexts and within the area of basic needs, common everyday activities, and familiar topics of immediate personal relevance.

### 3. COURSE INSTRUCTIONAL OBJECTIVES:

#### **Reading**

Students are expected to understand:

- how to use different reading techniques such as skimming and scanning to get relevant information from non- prose texts.
- information from advertisements and simple everyday texts by skimming the texts.
- the gist of short newspaper articles.
- information in formatted texts: forms, tables, and schedules.
- the general rhetorical structures of written English.
- the different types of texts.
- topic sentences and supporting details of simple texts on everyday topics.
- the meaning of unknown words and phrases from the context.
- predict, guess new words in familiar context.
- pronoun and adverbial referents.
- and take notes on a short text.
- and summarize short texts.

#### **Writing**

Students are expected to learn to:

- recognize and construct the two types of sentences: simple and compound and the logical connectors.
- use correct punctuation and capitalization rules.
- understand the basic parts of a paragraph: topic sentence, supporting sentences and the concluding sentences.
- recognize types of writing (rhetorical writing).
- convey a range of goodwill messages (e.g., thanks, apologies, congratulations, goodbyes and sympathy).
- describe personal situation by completing short guided texts or by answering simple questions in writing.
- convey simple business messages as written notes.
- write a short text about personal or familiar situation.
- describe a person, object, place situation, event.
- convey personal messages in an informal or formal personal short letter to express invitations, thanks, regrets, cancellations and apologies.
- write a paragraph and a passage about a personal or familiar situation, event, personal experience.

## Grammar

Students are expected to:

- to use:
  - a. nouns
    - i. used only in the singular
    - ii. used only in the plural
    - iii. countable
    - iv. uncountable
  - b. pronouns: personal, possessive, reflexive
  - c. adjectives
- to turn adjectives into positive, comparative and superlative.
- to use the definite and indefinite article: *the, a, an* and the *zero article* to distinguish between specific and generic meaning: geographical news, names of streets and buildings etc.
- to use *some, any* and *no*.
- know the following tenses: simple present, simple past, simple future, present continuous, past continuous, future continuous, present perfect simple, past perfect simple, present perfect continuous.
- be aware of the difference between regular and irregular verbs.
- to use the primary auxiliary verbs (*be, have, do*).
- to form the interrogative with:
  - a. verbs: *to be, to have, to do*
  - b. wh- questions: *who, what, where, when, which, where, why, how*
  - c. question tags
- to write statements in the affirmative and negative (including contractions).
- to use and identify linking words: *and, but, because, and or*.
- to use prepositions:
  - a. of time (e.g. *until, since, for, during, after, before, while*)
  - b. of place (e.g. *in, at, to, on, under, behind*)
  - c. of direction (e.g. *across, over*)
- to use demonstrative and relative pronouns.
- to use the modal auxiliaries: *can, could, must, shall, should, will, would, may, might, ought to* and the semi-modals: *dare, need, used to* in the affirmative, negative and interrogative forms.
- to use quantifiers (e.g. *much, many, a lot of, plenty, a few, little, a little, several*).
- to use the active and passive.
- to change from direct to indirect speech.
- to use conditionals, wishes, clauses of time and clauses of result.
- to use the modal auxiliaries: *can, could, must, shall, should, will, would, may, might, ought to* and the semi-modals: *dare, need, used to* in the affirmative, negative and interrogative forms.

## **Speaking**

Students are expected to be able to:

- attract attention, request assistance and inquire about and state time.
- use and respond to a few courtesy formulas, greet someone known and not known.
- provide expanded basic personal information appropriate to the context.
- give a basic description and talk about things one enjoys.
- greet, introduce self and ask about the other person.
- indicate problems in communication and ask for explanation.
- give short, one- to two- clause directions relating to movement and position in space.
- ask and grant permission.
- advise someone of danger.
- ask for, offer, and accept assistance.
- tell a story about personal experience.
- describe briefly a person, object, situation and daily routine.
- express immediate and future needs, wants, and plans.
- talk about health and feelings.
- open, close and respond to short casual small talk.
- introduce two persons.
- take leave appropriately.
- answer the phone.
- leave a short simple message.
- request, accept or reject goods or services, assistance or offer in a service or sales situation.
- respond to warnings.

## **Listening**

Students are expected to understand:

- clear everyday speech with speakers able to adjust their language.
- simple directions related to movement and position in place.
- the gist, factual details, key words and expressions in a listening text as required.
- simple messages left on voice-mail (with two to four details).
- an expanded range of short one-sentence commands and requests.
- expressions and their meanings in tasks.
- short interviews about basic personal information between a student and a teacher, medical receptionist or other official.
- a short description of a missing object or a piece of clothing.
- the expressions in dialogues.
- formal and casual style and register of courtesy formulas and introductions.

- and infer contextual and situational details (participant roles, relationships, etc.) related to courtesy formulas and introductions.
- a story about a personal experience. Identify key words, expressions, main points and details.
- a description of a person, object, situation or routine in a monologue or in a conversation.
- a story about shopping, getting an appliance repaired, arranging travel, etc.; a weather report/forecast, traffic report; a radio/TV news item. public announcements and commercials.

#### 4. LEARNING AND INFORMATION RESOURCES:

##### Textbooks:

1. Interchange 2
2. Password 1

##### References:

Left upon teachers' discretion.

#### 5. LEARNING STRATEGIES:

Lecture : √ Discussions : √ Micro-Teaching :	Cooperative Teaching : √ Self-Learning : √
--	---

## 6. ASSESSMENT:

### \*\* Assessment Tool Key:

1. Short quizzes ✓	2. Midterm Exam ✓	3. Final Exam ✓	4. Presentations
5. Team Project ✓	6. Short Papers		7. Student Portfolio ✓
8. Course Survey	9. Field Visits	10. Discussion Groups ✓	

\*\* Test items are designed to assess student's statistical competencies and their mastery of the course goals. Grades will be distributed as follows:

<b>Course work</b>	<b>40 %</b>
<b>Midterm</b>	<b>20 %</b>
<b>Final</b>	<b>40 %</b>
<b>Total</b>	<b>100 %</b>

## 7. TECHNOLOGY SUPPORT:

**A. Software needed: Selection upon teachers' choices.**

**B. Technologies needed:**

1. Computer ✓	4. CD-DVD ✓
2. TV.	5. Data Show ✓
3. Over Head Projector	

AL-AIN UNIVERSITY OF SCIENCE AND TECHNOLOGY

ENGLISH LANGUAGE CENTRE

LEVEL: Two

COURSE DESCRIPTION

1. BASIC COURSE INFORMATION:

1. COURSE TITLE: <b>English Level 2</b>	2. COURSE NUMBER: <b>ENG Level 2</b>
	4. NUMBER OF CREDITS: 0
3. COURSE: Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>	5. NUMBER OF CONTACT HOURS: Theory: 12 Hours      Lab: 4 Hour
6. COURSE PREREQUISITES: None <ul style="list-style-type: none"><li>- <b>Placement Test: Score 50 - 64</b></li><li>- <b>Course: English Level 1</b></li></ul>	
7. COURSE TIME: It's a mandatory English language preparation course for students who scored between 50- 64 on their AU Placement Test. The course is offered every term.	

2. COURSE CATALOG DESCRIPTION:

This course provides students with the basic English language skills to function within an English medium university. It revises the students' fundamental knowledge of the English language in the following areas: grammar, reading, writing, listening, and speaking. After successful completion of this course, the students should be prepared to study level 3 (TOEFL).

### 3. COURSE INSTRUCTIONAL OBJECTIVES:

At the end of this course the students are expected to be able to do the following:

#### **Grammar**

- 1- To use relative pronouns as subject and object.
- 2- To use clauses with it and adverbial clauses with when.
- 3- To use gerund phrases as subjects and objects.
- 4- To use comparisons.
- 5- To use request and indirect request.
- 6- To use past continuous, simple past and past perfect.
- 7- To use noun phrases.
- 8- To express expectations.
- 9- To describe problems with past participles and nouns.
- 10- To describe problems with keep + gerund, need + gerund, and need + passive infinitive.
- 11- To use infinitive clauses.
- 12- To use would rather and would prefer; by + gerund to describe how to do things.
- 13- To predicate the future with will.
- 14- To use time clauses.
- 15- To refer to time in the past.
- 16- To give reasons.
- 17- To use the passive to describe a process.
- 18- To use tag questions for opinions.
- 19- To use complex noun phrase.

#### **Vocabulary**

- 1- To use the vocabulary to talk about personality.
- 2- To use the vocabulary to talk about jobs and suffixes.
- 3- To use the vocabulary to talk about collocation.
- 4- To use the vocabulary to talk about events.
- 5- To use the vocabulary to talk about culture shock and feelings.
- 6- To use the vocabulary to talk about electronics.
- 7- To use the vocabulary to talk about world problems.
- 8- To use the vocabulary to talk about personal qualities.
- 9- To use the vocabulary to talk about three word phrasal verbs.
- 10- To use the vocabulary to talk about historical events.
- 11- To use the vocabulary to talk about behavior and personality.
- 12- To use the vocabulary to talk about qualities for success.
- 13- To use the vocabulary to talk about reactions.
- 14- To use the vocabulary to talk about social issues.
- 15- To use the vocabulary to talk about antonyms.

### **Reading**

- 1- To read about making and keeping friends.
- 2- To read about strategies for keeping your job.
- 3- To read about the way people in different cultures respond yes and no.
- 4- To read about tabloid articles.
- 5- To read about journal entries about moving to another country.
- 6- To read about a TV show in which participants redecorate other people's rooms
- 7- To read about an island that is sinking into the ocean.
- 8- To read about different kinds of learning.
- 9- To read about techniques to improve memory.
- 10- To read about political and technological changes that bring people close together.
- 11- To read about people's life choice and regards.
- 12- To read about advertising failures.
- 13- To read a story about an unexplained phenomenon.
- 14- To read about the kind of movies made in India.
- 15- To read about exceptionally gifted young people.

### **Writing**

- 1- To write a description of a base friend.
- 2- To write a description of the pros and cons.
- 3- To ask for several favors
- 4- To complete a story.
- 5- To write a tourist pamphlet.
- 6- To write a letter of complaint.
- 7- To write a biography.
- 8- To write a TV commercial.
- 9- To write about predicament.
- 10- To write a professional statement of an application.

### **Speaking**

- 1- To talk about personality types.
- 2- To talk about pros cons.
- 3- To make polite request.
- 4- To narrate a story.
- 5- To talk about moving abroad.
- 6- To describe problems.
- 7- To talk about preferences.
- 8- To talk about things a person needs to have done.
- 9- To talk about the future.
- 10- To talk about the qualities of success
- 11- To make conclusion.
- 12- To describe how is something done or made.

## **Listening**

- 1- To listen for opinions; listening for descriptions of people.
- 2- To listen to descriptions of summer jobs; listening for likes and dislikes.
- 3- To listen to people making, accepting, and declining request.
- 4- To listen to news broadcasts; listening to a narrative about a past event.
- 5- To listen to information about living abroad; listening to opinions about customs.
- 6- To listen to people exchange things in a store; listening to complaints; listening to repair people describe their jobs.
- 7- To listen to environmental problems; listening for solutions.
- 8- To listen to descriptions for additional information.
- 9- To listen to suggestions for self – improvement.
- 10- To listen for opinions about public figures; listening to prediction.
- 11- To listen to descriptions of important events; listening to regrets and explanations.
- 12- To listen for features and slogans.
- 13- To listen to explanations; listening for the best solution.
- 14- To listen to a producer his work; listening for personality traits.
- 15- To listen for solution to everyday annoyance; listening to issues and opinions.
- 16- To listen to challenges and rewards of people's work; listening for people's goal for the future.

## **4. LEARNING AND INFORMATION RESOURCES:**

**Textbooks:** *Interchange* – Third Edition, Jack C. Richards with Jonathan Hull and Susan Proctor.  
*Password 2*: A reading and vocabulary Text. By Linda Butler

---

**References:** left upon teachers' choices.

## 5. LEARNING STRATEGIES:

Lecture ✓ Discussions ✓ Micro-Teaching	Cooperative Teaching ✓ Self-Learning ✓
--	---

## 6. ASSESSMENT:

### \*\* Assessment Tool Key:

1. Short quizzes	2. Midterm Exam	3. Final Exam	4. Presentations
5. Team Project	6. Short Papers		7. Student Portfolio
8. Course Survey	9. Field Visits		10. Discussion Groups

**\*\* Test items are designed to assess student's statistical competencies and their mastery of the course goals. Grades will be distributed as follows:**

<b>Short Quizzes and Assignments</b>	<b>40 %</b>
<b>Midterm</b>	<b>20 %</b>
<b>Final</b>	<b>40 %</b>
<b>Total</b>	<b>100 %</b>

## 7. TECHNOLOGY SUPPORT:

**A. Software needed: Selected upon teachers' discretion.**

**B. Technologies needed:**

1. Computer ✓	4. CD-DVD ✓
2. TV.	5. Data Show
3. Over Head Projector	

AL-AIN UNIVERSITY OF SCIENCE AND TECHNOLOGY

ENGLISH LANGUAGE CENTRE

LEVEL: Three

COURSE DESCRIPTION

1. BASIC COURSE INFORMATION:

1. COURSE TITLE: <b>English Level 3</b>	2. COURSE NUMBER: <b>ENG level 3</b>
	4. NUMBER OF CREDITS: 0
3. COURSE: Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>	5. NUMBER OF CONTACT HOURS: Theory: 12                      Lab: 4
6. COURSE PREREQUISITES:  - <b>Placement Test: Score 65-89</b> - <b>Course: English Level 2</b>	
7. COURSE TIME: It's a mandatory English language preparation course for students who scored between 65-89 on their AU Placement Test. The course is offered every term.	

2. COURSE CATALOG DESCRIPTION:

The main objective of Level 3 course is to prepare non-native speakers of English to enroll and successfully attend a variety of courses taught at AU. To achieve this aim, the students need to be extensively tutored in the four skills: (a) reading, (b) writing, (c) listening and (d) speaking – with special attention devoted to improving the students' academic English.

### 3. COURSE INSTRUCTIONAL OBJECTIVES:

#### **Grammar:**

Developing students' skills in:

- identifying subject and verb
- identifying objects of prepositions
- identifying appositives
- identifying present participles
- identifying past participles
- identifying multiple clauses
- using coordinate connectors correctly
- using adverb connectors correctly
- using noun clause connectors correctly
- using noun clause connector/subjects correctly
- using adjective clause connectors correctly
- using adjective clause connector/subjects correctly
- using reduced adjective clauses correctly
- using reduced adverb clauses correctly
- identifying sentences with inverted subjects and verbs
- inverting the subject and verb with question words
- inverting the subject and verb with place expressions
- inverting the subject and verb with negatives
- inverting the subject and verb with conditionals
- inverting the subject and verb with comparisons
- identifying problems with subject and verb agreement
- using correct subject and verb agreement after prepositional phrases
- using correct subject and verb agreement agree after expressions of quantity
- using correct subject and verb agreement in inverted structures
- using correct subject and verb agreement after certain words
- identifying parallel structures
- using parallel structure with coordinate conjunctions

- using parallel structure with paired conjunctions
- using parallel structure with comparisons
- identifying comparatives and superlatives
- forming comparatives and superlatives correctly
- using comparatives and superlatives correctly
- using the irregular -er, -er structure correctly
- identifying the verb form
- using past participle after *have*
- using the present participle or the past participle after *be*
- using the base form of the verb after *will*, *would* and modals
- identifying and using tenses correctly
- using *have* and *had* correctly
- using the correct tense with time expressions
- using the correct tense with *will* and *would*
- identifying the passive form
- using the correct form of the passive
- recognizing active and passive meanings
- using the correct singular or plural noun
- distinguishing countable and uncountable
- recognizing irregular plurals of nouns
- distinguishing the person from the thing
- using pronouns
- distinguishing subject and object pronouns
- distinguishing possessive adjectives and pronouns
- checking pronoun reference for agreement
- placing adjectives and adverbs correctly
- recognizing -ly adjectives
- using predicate adjectives correctly
- using articles with singular nouns
- distinguishing *a* and *an*
- distinguishing specific and general ideas

- recognizing incorrect prepositions
- recognizing when prepositions have been omitted
- distinguishing *make* and *do*
- distinguishing *like*, *alike*, *unlike*, and *dislike*
- distinguishing *other*, *another*, and *others*

**Reading:**

Developing students' skills in:

- identifying the main idea
- recognizing the organization of ideas
- reading for specific information stated in a text
- reading for specific information implied in a text
- identifying pronoun referents
- answering implied detail questions correctly
- answering transition questions correctly
- finding definitions from structural clues
- determining meanings from word parts
- using context to determine meanings of difficult words
- using context to determine meanings of simple words
- determining where specific information is found
- determining the tone, purpose, or course

**Writing:**

Raising students' awareness of text structure, referencing and paragraphing. Developing students' skills in writing:

- A For or Against Essay
- An Advantages and Disadvantages Essay
- An Opinion Essay
- A Letter of Complaint

**Listening:**

Developing students' skills in:

- listening for synonyms
- avoiding similar sounds
- drawing conclusions about *who, what, where*
- listening for negative expressions, double negatives, and "almost negative" expressions
- listening for negatives with comparatives
- listening for expressions of agreement
- listening for expressions of uncertainty and suggestion
- listening for emphatic expressions of surprise
- listening for wishes
- listening for untrue conditions
- anticipating the topic of a conversation and the questions
- anticipating the topic of a lecture and the questions
- determining the topic of a lecture

**Speaking:**

Developing students' skills in public speaking and academic presentations. Introducing elements of debating and conferencing. Facilitating students' participation in class discussions on academic subjects.

**4. LEARNING AND INFORMATION RESOURCES:**

**Textbooks:**

- Lynn Bonesteel *Password 3: A Reading and Vocabulary Text*
- Deborah Phillips *Preparation Course for the TOEFL Test*

**References:**

**Left upon teachers' discretion.**

## 5. LEARNING STRATEGIES:

Lecture ✓ Discussions ✓ Micro-Teaching ✓	Cooperative Teaching Self-Learning ✓
--	---

## 6. ASSESSMENT:

### \*\* Assessment Tool Key:

1. Short quizzes ✓	2. Midterm Exam ✓	3. Final Exam ✓	4. Presentations ✓
5. Team Project ✓	6. Short Papers ✓	7. Student Portfolio ✓	
8. Course Survey	9. Field Visits	10. Discussion Groups ✓	

**\*\* Test items are designed to assess student's statistical competencies and their mastery of the course goals. Grades will be distributed as follows:**

Short Quizzes and Assignments	40 %
Midterm	20 %
Final	40 %
<b>Total</b>	<b>100 %</b>

## 7. TECHNOLOGY SUPPORT:

### A. Software needed: Power Point

### B. Technologies needed: Computer Lab

1. Computer ✓	4. CD-DVD ✓
2. TV.	5. Data Show ✓
3. Over Head Projector ✓	

**ENGLISH LANGUAGE CENTER**  
**TESTING POLICY**

- **All students who apply to join AU should sit for AU placement Test (AU PT). Students who obtain a DP grade (90 or above) will be accepted in their respective department programs provided they secure a 500 grade in TOEFL or band 5 in IELTS within one semester.**
- **Students who fail to obtain a DP grade of 90 or above in the AU Placement Test are placed in language levels commensurate with their grades in the AU PT. There are three levels in addition to the Foundation Level.**
- **To pass from one level to a higher one, students have to sit for achievement tests and obtain an accumulative grade of 60 at the end of the semester.**
- **Challenge tests with specific benchmarks for each level are administered to students in all levels at the end of the semester. These tests provide students with a second chance to be promoted to the next level in case they failed to do so in the achievement tests. The challenge tests also provide students with a chance to skip the next language level should they prove capable of doing so.**
- **Should students of any level fail to obtain a grade of 60 in the achievement tests and fail to achieve the respective benchmark in the Challenge test, They would repeat their level.**

## AU Language Proficiency Policy

Students who apply for admission to undergraduate programs (except Law) are required to submit an evidence of a satisfactory English language proficiency score (500 in TOEFL or Band 5 in IELTS).

If students have no TOEFL or IELTS satisfactory scores, they are asked to sit for the AU Placement Test (PT) to determine their EL proficiency level.

Based on their results on the Placement Test, they are placed in one of the following levels.

- 1- Foundation Level (Score 0-29)
- 2- Level One (Score 30-49)
- 3- Level Two (Score 50-64)
- 4- Level Three (Score 65-89)

Students who obtain a score of 90 or above, are allowed to register for GE courses but are required to sit for TOEFL or IELTS and obtain a satisfactory grade before they take English medium course in GE.

Students who are placed in either the Foundation Level or in Level One are not allowed to register in any other University courses.

Students who are placed in Level 2 are allowed to register in one Arabic medium GE course. If they pass they will be promoted to level 3. Should they fail Level 2, they will repeat the level without taking another Arabic medium GE course.

Students who are placed in Level 3 are allowed to register in two Arabic medium GE course.

At the end of the course they are required to sit for TOEFL or IELTS. Should they fail Level 3, they would be required to repeat it.

At the end of each level students are allowed to sit for a Challenge Test to be given a chance to skip a level if their scores permit them to do so.

Students are also encouraged to sit for TOEFL or IELTS at any time they wish regardless of the level they are in.

In all cases students are not allowed to register in any English medium GE course or move into college or specialization courses without obtaining a satisfactory score in TOEFL (500) or IELTS (Band 5).

MBA students are required to submit an evidence of a satisfactory language proficiency score (550 in TOEFL or Band 6 in IELTS) before they are admitted to the program.

## **Administration**

### **Director**

**Dr. Abdalla Abu-Libdeh**  
Ph.D. TESOL  
Columbia Univ.  
Phone: 00971 50 4490294  
E-mail: [alibdeh@alainuniversity.ac.ae](mailto:alibdeh@alainuniversity.ac.ae)



### **Secretary**

**Mr. Vinodh Thrippukulam**  
Diploma, Engineering  
Govt. of Kerala, India  
Phone: 00971 50 5833029  
E-mail: [admin.vinodh.s@alainuniversity.ac.ae](mailto:admin.vinodh.s@alainuniversity.ac.ae)



## **Faculty members**

**Name: Mr. Noor Mukattash**  
**Assistant Director for Administrative Affairs**  
M.A, Linguistics  
University of Jordan  
AU Extension: 282  
E-mail: [Elc.Noor.M@alainuniversity.ac.ae](mailto:Elc.Noor.M@alainuniversity.ac.ae)



**Name: Mrs. Badia' Ahmad Karzoun**  
**Assistant Director for Academic Affairs**  
M.A, TESOL  
University of Jordan  
AU Extension: 388  
E-mail: [ELC.Badia'.K@alainuniversity.ac.ae](mailto:ELC.Badia'.K@alainuniversity.ac.ae)



**Name: Mrs. Sabina Anna Ostrowska**  
**Assistant Director for Research and Development**  
M.A, TESOL  
Nijmegen University  
The Netherlands.  
AU Extension: 246  
E-mail: [staff.sabina.o@alainuniversity.ac.ae](mailto:staff.sabina.o@alainuniversity.ac.ae)



**Name: Ms. Hanan Rahrouh**  
M.A, Diploma in Teaching  
Durham, England  
AU Extension: 325  
E-mail: [elc.hanan.r@alainuniversity.ac.ae](mailto:elc.hanan.r@alainuniversity.ac.ae)



**Name: Mrs. Isra'a Mohd. Al Rajab**  
M.A, Higher Diploma UNESCO  
University of Baghdad  
AU Extension:  
E-mail: [elc.israa.m@alainuniversity.ac.ae](mailto:elc.israa.m@alainuniversity.ac.ae)  
[israarajab@hotmail.com](mailto:israarajab@hotmail.com)



**Name: Mr. Muhammed Ali Bani Issa**  
M.A, TEFL  
Amman Arab University  
AU Extension: 277  
E-mail: [ELC.Mohammed.I@alainuniversity.ac.ae](mailto:ELC.Mohammed.I@alainuniversity.ac.ae)



**Name: Ms. Nosheen Asghar Mirza**  
Master in English Language Teaching  
Kinnaird College for Women, Lahore.  
E-mail: [elc.nosheen.a@alainuniversity.ac.ae](mailto:elc.nosheen.a@alainuniversity.ac.ae)  
[Noshin\\_mirza@hotmail.com](mailto:Noshin_mirza@hotmail.com)



**Name: Mrs. Rawaa Khalaf Nasser**  
M.A, Applied Linguistics  
Baghdad University  
AU Extension: 250  
E-mail: [ELC.Rawaa.H@alainiversity.ac.ae](mailto:ELC.Rawaa.H@alainiversity.ac.ae)



**Name: Ms. Rola Ibrahim Dukhan**  
M.A, University of Ottawa  
AU Extension: 280  
E-mail: [elc.rola.d@alainiversity.ac.ae](mailto:elc.rola.d@alainiversity.ac.ae)

