

## Bridge Course as a Learning Device

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### Abstract:

Bridge Courses are preparatory courses that are designed by different universities all across the globe.

They are connecting courses that connect a student's previous course and the course student wants to join so that they don't have to begin from the start of the course the student wants to take and it is different from the course he is pursuing .

The objective of the Bridge Course is to demystify what is expected of students in pre university level classes and to provide adequate foundation in the core applied science subject and English limited to moderate level so that students do not face any difficulty when the classes commence.

Bridging courses are short, focused learning programs designed to help high school students enter higher education institutions. They are also designed to get out-of- school children the opportunity to take informal classes for one year as a bridge into the formal school system . They bridge the gap in academic content of one grade and the next .

Bridge courses can be considered as valuable information that can be given to understudies to confer fundamental information in them about the serious subjects that will be educated to them in the impending future.

The bridge course defines children on the basis of age and standard of study .

Concerning English teaching and learning, Bridge courses is a performance-based and curriculum-embedded assessment tool designed to help teachers identify intellectual strength and construct learning profiles of individual students.

Keywords : Bridge Course , Learning Device

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## Introduction

Bridge courses are advanced courses designed especially for students taking an advanced course offer more attention to grammar and translation than do other advanced courses.

A bridge course for newly admitted students is conducted every year before the commencement of the first semester classes .

The main objective of the course is to bridge the gap between Subject of English studied at pre university level and subject of English they would be studying in graduation.

Bridge courses can be considered as valuable information that can be given to understudies to confer fundamental information in them in the impending future. For instance, if a student has finished his graduation in Engineering with Computer Science specialization and needs to seek after post graduation in Information Sciences, a bridge course might be educated to him so he can have the fundamental information on the course that will be instructed to him. This will ensure the student doesn't need to examine the whole college class of Information Sciences at present sparing the entirety of the student's time , energy and cash.

Bridge courses can be considered as supplementary knowledge to students to impart basic knowledge in them about the advanced subjects that will be taught to them in upcoming future.

Bridge course is conducted to make exposure through interesting contexts, to create interaction through grammar and vocabulary activities and to have consolidation through fun activities.

Bridge course program has been implemented for a number of years in various areas in India.It is designed to give out-of-school children the opportunity to take informal classes for one as a bridge into the formal school system year.

Bridge course is a short intensive learning program designed to help students gain skills or knowledge needed for further or higher education ( especially students who otherwise might not meet the usual entry requirements for a specific degree course ).

The research aims at presenting Bridge Course as an effective element in the field of teaching / learning .

## 1. Theoretical Background

### 1.1 Bridging in English:

Bridging in English is an innovative course for students offering dynamic and interactive modules designed to build and refine language and academic literacy skills to build a foundation for academic success in a university context.

Most bridging courses are run as a series of intensive workshops. They are delivered in a blended learning mode and utilise a flipped classroom approach. Students engage with the interactive online modules prior to the weekly tutorial to learn key concepts in a flexible, responsive and self-paced manner. The online learning activities have been designed to scaffold student learning and prepare and motivate them for active and confident engagement in face to face class learning. This ensures classroom time is maximised for interactive and collaborative activities that clarify concepts and contextualise knowledge through application, analysis and problem solving. Topics covered in English bridging usually include :

- communicating with texts
- arguments and perspectives
- sources of academic knowledge
- writing
- researching, reading and referencing

As an assessment instrument, Bridging produces a profile of a child's learning from two perspectives : The content of the child's learning-that is ,their understanding of the key concepts and their mastery of particular skills in a subject area;

The process of the child's learning-that is, their working approach or how they engage in tasks including such qualities as goal orientation, pace of work, and sense of humour. Thus,Bridging guides teachers in determining what a child has learned and how the child goes about learning. In some doing, teachers identify the child's strengths as well as areas where specific instruction, intervention, and practice will help further learning. Bridging supports teachers achieving their goals by means of five unique characteristics : scope, focus, method, approach to assessment, and curriculum connection. ( Chen, 2007 : 6 -7 )

### 1.2 What is Bridge Course ?

Bridge Course can be considered as supplementary knowledge that can be provided to students to impart basic knowledge in them about the advanced subjects that will be taught to them in the upcoming future.(ncdn.ampproject.org, 2020)

Bridging courses are short, focused learning programs designed to help high school students enter higher education institutions. They are seen as introductory level courses and can range from six months to one year. These courses are also created to prepare students for the pace and standard of tertiary education. ([www.caeersportal.co.za](http://www.caeersportal.co.za), 2019)

### **1.3 The Objectives of Bridge Course in English**

1. To bridge the gap between school and collegiate education to meet the students communicative requirements
2. To prepare the students for a classroom atmosphere in which English is the medium of instruction.
3. To help the students acquire the basic Listening/ Speaking/ Reading and Writing skills
4. To give students the confidence and skills to successfully transition to college and new curriculum.  
( [alvascollege.com](http://alvascollege.com), 2021 )

The objectives of bridge course are designed to demystify what is expected of students' levels and to provide adequate schools and universities in the core applied science subjects, limited to moderate level so that students do not face any difficulty when the classes commence.

### **1.4 Bridge Courses Guidelines**

Only courses that comply with the following guidelines will be approved as bridging courses for the purpose of mature student application and admission :

1. The course should be approved over the endorsed span by the public approving body .
2. The course educational plan must be scholarly in content. The course should utilize college –level materials and give guidance and huge practice in proficient basic abilities. A course with a prevalently non- scholastic educational plan, for example, a course intended to redesign Basic English Language aptitudes , will not qualify as a spanning course. In any case, a course may fuse non- scholarly arrangement as a subordinate or extra segment of the educational plan and still qualify as a connecting course , since the emphasis stays on scholastic issues for the necessary least term.
3. Grades must be founded on tried execution and must mean abilities satisfactory for college-level courses which request articles or potentially paper type assessments, and an evaluation of B or ‘better’ is important to have the outcome perceived with the end goal of confirmation.  
(admitkard,2020 : 15)

## 1.5 Role of Bridging Courses in the Admissions Process

For mature students with no previous post- secondary school record, completion of an approved bridging course with a grade of B or better shall be recognized as one of the bases of admission for mature student admission to the relevant faculty have been met .

For students who have previously attended post secondary institutions, successful completion of a bridging course is but one factor that may be considered when the entire academic record is reviewed at the time of application

## 1.6 Approval of Bridging Courses

In order for the successful completion of a university preparation course to be considered a basis of admission, the course must be approved as a bridging course through the normal route for course approval in the department, faculty, or non faculty institute offering the course. Approval should be granted only to a university preparation course that meets the requirements set out in the regulations that follow. Academic standards, Curriculum and Pedagogy should be informed of any decisions regarding the granting of approval of any university preparation course.

In this way, ASCP will be able to monitor decisions to ensure the consistent application of senate policy.

Bridge course approval can be Implemented according to the following sections :

1. Components that must include all pieces
2. Contextualized and Integrated Adult Education Curricula
3. Career Development/ Workforce Preparation
4. Transition Services
5. Technology Skills
6. Employability Skills
7. Comprehensive Student Support Services
8. Shared Learning Objectives
9. Team-Taught Environment
10. Contextualized Support Class
11. Narrative Description
12. Alignment of Instruction to Content Standards
13. Utilizing at least 1 of the 11 workforce training formats

**2. Bridge Course in English** :The purpose of Bridge Courses is to bridge the gap between what the students need to know before they can start taking the advanced courses in the college level and what they are actually aware of from the intermediate level .

Bridge course in English is taught to recap the problems of applications of methods of teaching . The bridge courses will cover typical weakness of students in language skills.

Bridge course to College English develops students' college and career readiness by building skills in critical reading, academic writing, speaking and listening, research and inquiry, and language use as defined by the Common Core State Standards

## **2.1 Bridge Course and Induction Program**

With a view to enhance the comprehension in subjects , a bridge course is framed to first semester B.A/ B.SC/ B.Com program students. The essentials and fundamentals of Higher Secondary Level subjects are necessary to understand the subject at an ease and this will lead to a better appreciation of the subject .

## **2.2 Objective**

The bridge course aims to act as a buffer for the new entrants with an objective to provide adequate time for the transition to hardcore of degree courses. This gives them a breather, to prepare themselves before the onset of courses for first year degree program. During this interaction of five hours with the faculty and their classmates, the students will be equipped with the knowledge and the confidence needed to take on bigger challenges in future . The students stay ahead o their counterparts in other schools or universities and finish their academic studies earlier. Students exhibited their communicative skills through enactment of creative thinking.

## **2.3 Design**

The course consists of 10 Hrs of interactive sessions and an internal examination designed by the respective departments which is compulsory for all students. The result will be published in the website as well as on the notice board .

## **2.4 Induction Program**

Program of student induction program is to help new students adjust and feel comfortable.

In the new environment , inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and self exploration.

The term induction is generally used to describe the whole process whereby the incumbents adjust to or acclimatize to their new roles and environment. In other words, it is a well planned event to educate the new entrants about the environment in a particular institution, and connect them with the people in it.

Student induction program engages with the new students as soon as they come into the institution; before regular classes start. At the start of the induction, the incumbents learn about the institutional policies, processes, practices, culture and values, and their mentor groups are formed.

## **2.5 Bridge to College English Language Arts**

The course curriculum emphasizes focused reading , writing, speaking and listening . It is based on K-12 learning standards for English ;Language Arts. This course develops students' college and career readiness by building skills in critical reading, academic writing, speaking and listening. Students are engaged with rigorous texts and activities that support the standards' additional goal of developing the capacities of literacy, including deepening appreciation of other cultures, valuing evidence and responding to varying tasks across content areas, and navigating technology to support their work. Students will learn to evaluate the credibility of information, critique others' opinions, and construct their own opinions based on evidence. By the end of the course, students will be able to use strategies for critical reading, argumentative writing, and independent thinking while reading unfamiliar texts and responding to them in discussion and writing, The course will also develop essential habits of mind necessary for student success in college, including independence, productive persistence, and metacognition. ( <https://www.rockpa.org> , 2021 )

### **2.5.1 The Interaction between Bridge Course and Language Skills of Reading and Writing**

#### **a. Reading**

Students should be able to :

1. Identify key textual evidence to attempt to support simple inferences, analysis, interpretations or conclusions.
2. Provide a simple summary of key events and / or details of a text.
3. Apply partial reasoning and use key textual evidence to begin to justify inferences or judgements made about text.
4. Analyze some interrelationships of literary elements in texts of low to moderate complexity.
5. Identify and determine meaning and impact of figurative language.
6. Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.
7. Summarize themes and some analysis of thematic development over the course of the text using relevant details. { In Informational texts } summarize central ideas, topics, key events, or procedures using sufficient supporting ideas and relevant details.

8. Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgements made about texts. { In Informational texts } apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information.
9. Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text ( including texts from the same period with similar themes, topics, or source materials ).
10. Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone. ( Martorell& Mcfarlin , 2011: 28 )

## **b. Writing**

Students should be able to :

1. Use minimal support and elaboration when writing brief informational/ explanatory texts.
2. Produce argumentative texts and attempt to acknowledge a counterclaim.
3. Demonstrate some awareness of audience and purpose when writing.
4. Pay limited attention to word choice and / or syntax .
5. Demonstrate some understanding of the conventions of grade-appropriate standard English grammar usage and mechanics to clarify a message .
6. Apply some strategies when writing or revising brief information/ explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/ tone, and including some relevant supporting evidence.
7. Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources.
8. Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain focus/ tone.
9. Demonstrate attempts to use varied syntax ,vocabulary( including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.
10. Apply and edit most conversations of grade-appropriate, Standard English grammar, usage and mechanics. ( Martorell& Mcfarlin ,2011 : 30 )



### 2.5.2 Bridge Course Description of listening Lesson:

Bridge courses are also designed to give Advanced ESOL students direct instruction on how to improve their pronunciation to better understood by native English speakers. It is highly individualized, and students will receive a comprehensive pre and post evaluation of their speech patterns.

The objectives of Listening Bridge course are :

1. To enable learners to listen to different kinds of listening texts
2. To familiarize learners with difficult accents
3. To train learners to listen for specific details and gist

Materials that are used to achieve these objectives are :

1. Audio files
2. TV programs
3. TED Talk
4. Podcasts
5. Video Clips of Speeches
6. Narration, Short-lectures, Conversations

Teaching Methods that are designed for this purpose are :

1. Pre-listening, While-listening , and Post-listening tasks
2. Discussion based on the materials
3. Worksheets based on the listening texts/ descriptive Q&A
4. Home Tasks can be Paraphrasing and Summarizing of listening materials from varied sources
5. More attention is offered to grammar and translation

### 2.5.3 Bridge Course Description of Speaking Lesson

The objectives of the course are :

To enable learners to speak in groups explaining their positions

To enable learners to take part in a discussion appropriately

To familiarize learners with the dynamics of group discussion

Materials can be :

Topics for group discussion

1. Plays ( one act )
2. Methods that are designed to this lesson are :
  1. Dividing the class and giving them topics
  2. Discussions

### 3. Reports

### 4. Enacting Plays/skits

Or Preparation for GD such as reading, discussing with others, jotting down ideas and so on are considered as Home Tasks .

Speaking and Listening courses are expected to provide teaching and learning opportunities to achieve five oral communication learning outcomes :

1. Students will be able to group and sequence ideas and supporting material.
2. Students will be able to use unbiased vocabulary, terminology, and sentence structure appropriate to the topic and audience.
3. Students will be able to provide suitable and authentic information that support the main idea of the subject or build the presenter's influence on the topic.
4. Students will be capable of using charts , eye contact and voice to show their interest in the topic they present and make the speaker confident of his /her presentation.
5. Students will be capable of articulating a precise, compelling , and memorable purpose or main idea of a presentation.

## 2.6 Bridge Course Options

All bridge course options require at least one credit hour of formalized instruction and out of class assignments focused on teaching and learning the specified common goal learning outcomes. Accordingly, course options fulfilling Bridge components may be :

1. Stand –Alone : 1+ credit hour course focused on common goal teaching and learning enrolled independent of other courses.
2. Add-On : 1 credit hour course focused on common goal teaching and learning, enrolled concurrently ( optional or required) with another course.
3. Embedded : 3+ credit hour course where 1 credit hour is focused on common goal teaching and learning.
4. Sequenced : Sequence of courses where required sequence delivers 1 credit hour of common goal teaching and learning across the sequence.
5. Structured : providing students with an opportunity to build their proofs skills prior to or concurrently with a bridge course.

## 2.7 Remedial Classes and Bridge Course :

Remedial classes are connected for slow learners in order to help them in achieving the academic requirements.

### 2.7.1 What is Remedial Education ?

Remedial Education ( also known as developmental education, basic skills education, compensatory education, preparatory education , and academic upgrading ) is designed to assist students in order to achieve expected competencies in core academic skills such as literacy and numeracy. ( The Hechinger Report , 2018 )

Remedial Classes are conducted Average and Below Average Students to assist them to achieve expected competencies in core academic skills such as literacy and numeracy.

Whereas special education is designed specifically for students with special needs, remedial education can be designed for any students, with or without special needs, the defining trait is simply that they have reached a point of lack of preparedness, regardless of why. For example, even people of high intelligence can be under-prepared if their education was disrupted, for example, by internal displacement during civil disorder or a war. ( Hamre & Pianta , 2011:625 )

### 2.7.2 Objectives

- To develop academic skills and assist the students in various subjects.
- To raise the level of understanding students in basic subjects to improve themselves for further academic work.

### 2.7.3 Methodology

Remedial classes are organized on working days after regular class hours, A special focus is laid to equip the students to help them perform well in the exams.

### 2.7.3 Bridge Course

“ The essence of education lies in drawing out the very best that is in you “

A bridge course for newly admitted students is conducted every year before the commencement of the first semester classes. The main objective of the course is to bridge the gap between subjects studied at pre-University level and subjects that would be studying in Graduation. The syllabus for the course is framed in such a way that they get basic knowledge on the subjects which they would be learning through graduation.

Following procedure is followed in conducting and recording remedial class work :

- Identifying the courses for remedial classes-Based on the previous year university result, level of difficulty and new courses, courses for the remedial classes are selected.
- Selecting the students for remedial class-based on the previous semester end exam marks/ continuous internal evaluation assessment marks, slow learners are identified, the students who find difficulty in grasping the courses are voluntarily enrolled.

- Allotment of faculty members for the remedial class subjects.
- Subject allotment information is sent to the respective faculty members.
- Preparation of course schedule. Schedule for remedial classes are prepared, usually conducting the classes during Saturday afternoons and after regular class hours.
- For students with backlogs, extra classes are conducted for the required courses.
- An attendance sheet is maintained by the faculty members, which includes the student attendance and topics covered in the class
- Finally, at the end of the semester, this sheet shall be submitted to the department academic coordinator, he/she will prepare the consolidated report of the remedial classes and submit the same to the department head.
- The remedial classes are not compulsory for the students but the slow learners are encouraged to take up the classes for their own benefit.
- Performance of the enrolled students in continuous internal evaluation and semester end exam are the key indicators of success. (Vadiraja, 2020)

## **2.8 Syllabus For English Bridge Course**

- Basic English Grammar
- Word building and their usage
- Idioms and phrases
- Sentence formation and transformation
- Listening and speaking skills mainly concentrating on conversation
- Interview skills
- Developing Listening, reading, writing and speaking skills
- Comprehension

Every year when the academic year begins, the teachers get ready to analyze the student's learnings. The teachers start testing the students whether they have gained the competencies in their previous grade set by the Education Department. If any student has not gained the required competencies, the teacher has to teach the students again to fill the gap before entering the next grade. To understand the gap between the previous grade and the present grade, the teacher has to test the student on competencies set by the Department of Education. For this, the teacher must be very much aware of the competencies and based on these competencies the teacher has to conduct tests and bridge the gap between the previous grade and the present grade. This is what is all about Bridge Course in short.

The required competencies that must be performed respectively :

- Enacts different roles and short skirts
- Narrates stories, videos, films, and photographs
- speaks on daily life issues
- Reads subtitles on TV book titles, news headlines, advertisements and pamphlets
- Reads printed script on the classroom walls, notice boards and posters
- Writes short and simple sentences independently
- Understands and uses instruction in English
- Recites and shares songs, poems, riddles, stories, and tongue twisters
- Answers questions based on day to day life experiences, un familiar story, poem heard or read
- Talks and writes about variety in food, dress and festivals as read/heard or seen
- Uses dictionary
- participates in activities like group discussion
- Recites and share poems and songs at home and in school
- Reads stories for enjoyment
- Reads from newspaper internet, diagrams and maps and explains them
- Speaks meaningful sentences for description
- Refers to the dictionary to check spelling
- Writes grammatically correct sentences independently
- Participates in activities as public speech.
- Narrates real life incidents
- Reads abridged versions of classics for pleasure
- Speaks about materials with correct grammar
- Use references for searching for new words
- Writes messages, diaries ,etc.
- Tries creative writing activities
- Participates in drama and grammar games
- Converses with people from different professions in English
- Reads a variety of texts for amusement
- Reads dialogues, poems, commentaries of games and explains in own words
- Asks questions in different contexts
- refers to dictionaries and encyclopedia as reference books for vocabulary
- Write short paragraphs with punctuation

- Listens and understands different forms of dialogues and discussions
- Participates in group discussions
- Reads the valuable pieces of literature
- Infers and analyzes different textual materials
- Writes essays , articles and reports
- Writes emails and browses internet
- Uses reference books
- Understands news, magazines ,sports commentaries on TV/ RADIO
- Converses appropriately with professionals
- Translates from 2nd language to mother tongue

### **3. The Necessity of Bridge Course**

The main objective of the course is to bridge the gap between subjects studied at pre university level and subjects they would be studying.

#### **3.1 Core Elements :**

Bridge coursed aid students in gaining in-depth knowledge of different subjects. Bridge programs assist students in obtaining the necessary academic, employability, and technical skills through three required components-contextualized instruction, career development, and support services. Required elements include:

1. Contextualized instruction that integrates basic reading, math and language skills and industry/ occupation knowledge.
2. Career development that includes career exploration, career planning within a career area, and understanding the world of work ( specific elements depend upon the level of the bridge program and on whether participants are already incumbent workers in the specific field ) .
3. Transition services that provide students with the information and assistance they need to successfully navigate the process of moving adult education or remedial coursework to credit or occupational programs. Services may include ( as needed and available ) academic advising, tutoring, study skills, coaching and referrals to individual support services, e.g., transportation and of child care . ( ICCB , 2020 )

#### **3.2 Eligibility**

Bridge programs are designed for adults 16 years old and older, who:

- a. Have reading and math levels at or above the 6<sup>th</sup> grade through pre-college level or
- b. Have English language proficiency at or above the low-intermediate ESL level

- c. May or may not have a high school credential
- d. May or may not be an incumbent worker

Specific eligibility requirements will depend upon the type of provider offering the bridge program and program requirements. Bridge course is a compilation which deals with concepts above in particular., that form the basis of much higher concepts of entrance exam syllabi.

This course gives a superior progress stage to set themselves up before beginning obviously for the primary semester. It overcomes any barrier between subjects they would concentrate on B.Sc. classes.

### 3.3 Education and Training Providers

Bridge programs may be provided by : 1. Community Colleges Boards; 2.the credit or non-credit departments of a community college; and 3. Community – based organizations or other types of provider that offer non- credit workforce training.

Bridge course is necessary to :

- a. Provide opportunities to earn college credit.
- b. Offer a multi-level program that moves people from an adult education course offered by one provider to a non-credit. occupational course offered by the same or another provider
- c. Offer dual enrollment in credit and non-credit programs.
- d. Use pre-skill assessment by program provider that are consistent with program requirements to place students into the appropriate courses as well as post- skill graduate assessment to measure progress
- e. Analyze key information about the program participants and .

### 3.4 Outcomes

1. Developed a rough outlines and some sample classes to try out.
2. sample Interaction with Teacher Group
3. Sharing lessons to get feedback
4. Understand the context and needs from multiple perspectives
5. Engagement of stakeholders by getting them involved right from the pre course stage
6. Identify problem areas
7. Provide need based inputs for teachers.
8. Provide learning materials for enrichment.
9. Evolve with appropriate strategies for support.
10. Enable corrective action process.

### 3.5 Bridge Course Ideas

#### 1. I'm busy

- I'm up to my neck
- I've lots to do
- I'm swamped
- I'm tied up
- My agenda is full
- Buried with work
- I'm up to my ears

#### 2. I don't like

- I'm not fond of -----
- I'm not a big fan of ----
- I'm not big on -----
- I'm not crazy about -----
- It's not for me.
- It's not my thing.

#### 3. Adding s or es

Add es if the word ends in : x , z, s, sh, ch

for everything else just add s

#### 4. Past Perfect

form : had + pp : Mahmoud had already studied Chapter 1

Negation : hadn't + pp : Mahmoud hadn't studied Chapter 1

Questions : Had + subject + pp : Had Mahmoud studied Chapter 1 ?

#### 5. Directions in English

Carry straight on

Keep to your left / right

When you get/ come to

Hang a right/ left

Look / watch out for

Along : walk / drive along the street

Next to : next to the cafe you will see your building

After : after the traffic lights continue for



Near to : the place you require is near to or besides or next to

Across : cross over or across means walk across the road, street etc.

#### 6. Collocations with :

have a holiday, have a shower, have a party, have a rest, have a fun, have a baby, have a break, have a meeting, have a swim, have a discussion, have a meal, have a talk, have a dream, have a run, have a haircut, have a lecture, have a fight, have lunch.

#### 7. Stop saying I Think

I believe---, I consider---, from my point of view---, If you ask me---, It's my belief that----, I honestly believe that----, To my way of thinking-----, In my point of view---- , The way I see things is that----, As far as I'm concerned-----, As far as I can tell-----, It seems to me that----- , To my mind---, It is my view----, As I see it -----, I would say---- .

#### 8. Challenge Advanced Level : It upgrades theoretical knowledge and practical understanding.

cub, cab, cup, cap, cop ; live, leaf, leave, live, life.

The silent B : bomb, comb, dumb, thumb, limb, plumber, tomb, numb.

#### 9. Other ways to say ( REALLY) :

in fact, actually, honestly, indeed, absolutely, certainly, for real, easily, surely, trustly

#### 10. Hurry up :

Shake a leg !

Get a move on

Scoot

Chop chop

Snap it up !

Step on it !

Put your skates on !

#### 11. Introducing Yourself :

I don't think we've met. My name is Eva.

I believe we haven't met .

Let me introduce myself. I am Eva Kovalska.

Excuse me. do we know each other ?

I am Eva.

#### 12. Hello :

Hi there, Howdy, Greetings, Hey, what's up ?, Morning/ afternoon/ evening, What's going on ?, How are things ?

13. Antonyms : about X exactly, above X below, absence X presence, abundanceX lack, accept X refuse, accidental x intentional, active X lazy, add X subtract, awful X nice, admit X deny, adult X child.
14. Phrasal verbs : come in, go out, put on, get in, get out, take out, look for, look after.
15. Human life cycle : Be born, start school, make friends, graduate, get job, fall in love, get married, have a baby, givorce, emigrate, retire, make a will, die.
16. Parts of a house : chimney, garage, driveway, roof, window, balcony, door, yard, letterbox, path.
17. Health problems : a backache, an earache, a broken leg, a sore throat, a headache, a cold, a cough, the flu, the measles, a toothache, a fever, a stomach ache.
18. In conclusion : To sum up, In Summary, In closing, To summarize, All in all, In the end.
19. “It’s hard” :
- It’s really difficult
  - It’s not so easy
  - It’s a bit tricky
  - It’s quite hard
  - It’s demanding
  - It’s challenging
  - It’s isn’t a walk in the park
  - It can be gruelling
  - It’s Catch -22
20. 10 idioms about books :
- a closed book : something that you accept has completely ended
  - an open book : someone is easy to know about because nothing is kept secret
  - read someone like a book : to understand easily what someone is thinking or feeling
  - the oldest trick in the book : a dishonest action that has been used many times before
  - in someone’s good books : used for saying that someone is pleased with you
  - by the book : following all the rules for doing something in a strict way
  - bring someone to book : to punish someone when they have done wrong
  - don’t judge a book by its cover : not to form an opinion about someone only from their appearance
  - cook the books : to change accounts and figures dishonestly, usually to get money

### 3.6 Model of Instruction:

1. Engage : student interest is piqued. Students make connections with prior experience and understanding is connected.
2. Explore : Students explore the concept through hands-on activities, identify real questions, develop a hypotheses and test variables.
3. Explain : The direct instruction phase presented in a collaborative fashion. Vocabulary is defined, concepts are explained.
4. Extend : Generalizations about the new learning is applied to previous investigations and new hypotheses are tested to draw conclusions.
5. Evaluate : Students evaluate their own learning and prove what they know in writing, conversation and demonstration. ( Bridge Course, 2020 : 20 )

Academic standards, Curriculum and Pedagogy should meet the requirements set in the regulations that follow.

### Conclusion

Bridge course are advanced courses designed especially for students taking an advanced course for the first time.

A bridge course is an additional course taken by most of the students right after their 10<sup>th</sup> standard. This is helpful to learn the subject of grade 11 priorly.

Students who complete the bridge to College English course will be able to :

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Develop academic/analytical essays that are focused on a central idea and effectively organized.

Regarding Speaking and Listening , Bridge course features :Must deliver teaching and learning opportunities to achieve all five oral communication learning outcomes.

1. May be offered from any discipline at any undergraduate level.
2. Must achieve oral communication content expectations.
3. May be offered in a variety of course formats.
4. Will be reviewed to ensure that at least one credit hour of formalized instruction is focused on teaching and learning oral communication learning outcomes.

Bridge course can be implemented on the field of researches through many steps like :

1. Construct a partial or undeveloped claim with limited use of evidence.

2. Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence
3. Develop an argument with a claim and minimal support.

Bridge courses are a tool to help students succeed in their graduate level studies. Bridge courses or prerequisites are a requirement must be fulfilled in order to continue with academic degree program and a stipulation of a student's acceptance to the Graduate School of any specialization

Bridge course is a university preparation course with an academic curriculum that is offered to prepare mature students for intellectual challenges.

Bridge course syllabus of English aims at developing students, sense of understanding, appreciation and ability of expression. The basic objective of it is to make the students able to understand the subject matters taught through English medium of teaching and to be expressive in a better way.

The Syllabus encompasses grammar, vocabulary building, reading skill, writing skill, speaking skill and listening skill.

The Qualitative Measuring outcomes of Bridge Courses are :

- a. Participation and feedback with various devices
- b. Watch Teacher hing Welcome English class with students
- c. Feedback and Workbook Completion

The Quantitative outcomes are :

- a. Special Worksheet
- b. School Evaluation

Bridge course book has graded units including ice-breaking sessions and various language activities that induce interactions and discussions among students to express themselves freely in English. Entry test and Exit test during the bridge course assess the progress of the students.

Bridge courses are primarily offered to students who need to improve their understanding in subjects that relate to particular study programs.

## المستخلص

## الفصول الدراسية التأهيلية كوسيلة تعليمية

أسماء سري محمود

تعتبر الفصول الدراسية التأهيلية أدوات تحضيرية مهمة دأبت مختلف الجامعات في أنحاء العالم على تصميمها. تعد هذه الفصول عوامل ربط تربط بين المراحل الدراسية السابقة التي تجاوزها الطالب وبين المراحل التي يروم الالتحاق بها لذا فهي لا ترتبط بفترة زمنية معينة وتختلف عن الفصول الدراسية التقليدية التي قد يرغب الطالب في الانخراط فيها مستقبلاً.

إن الهدف من الفصول الدراسية التأهيلية هو توضيح وتفسير المدركات التي قد يجد الطالب صعوبة في استيعابها وإدراكها أو في التعامل معها ضمن محيط الصفوف التمهيديّة التي تسبق الجامعة وكذلك تساهم في تزويد الطالب بالأساس السليم لما يود دراسته أو الخوض في غماره مستقبلاً من أجل تمكينه من تجاوز العقبات التي قد تواجهه في مجال التخصص المزمع دراسته.

تمتاز هذ الفصول بقصر مدتها وتركيزها على برامج تعليمية مصممة لإخراج الطالب من مرحلة الدراسة الاولية الى المعترك الفعلي واعطائه الفرصة الكافية التي تمكنه من الولوج في صفوف غير تقليدية قد تمتد لعام دراسي كامل وتمنحه القابلية على التفاعل مع نظام المدرسة الرسمي فهي تسد الثغرة الحاصلة في المحتوى الأكاديمي بين مرحلة دراسية أخرى.

تعتبر الفصول التأهيلية مادة تعليمية دسمة يمكن تطبيقها على المراحل الدراسية الأولى لتغذية الموسوعة الفكرية للطلاب والتي ترتبط بالمواد الأساسية وتتكيف هذه الفصول حسب السن والمستوى العلمي.

فيما يخص عملية التعلم والتعليم المرتبطة بمادة اللغة الانكليزية فان هذه الفصول هي بمثابة نشاطات تقييمية مستلة من المنهج تساعد على تعزيز قدرة الطالب في الأداء والاستيعاب وتمكن المعلم من تشخيص مواطن القوة الفكرية لطلبته وبناء الواقع التعليمي الخاص بكل طالب من خلال التركيز على المهارات اللغوية الثابتة.

لا ترتبط الفصول الدراسية التأهيلية بتخصص أو مرحلة أو سن معين ويمكن توظيفها لتلائم الواقع التعليمي والامكانيات الذهنية والمناهج الدراسية التي تصمم استنادا على الهدف المرجو من الفصل الدراسي التأهيلي و لصفوف اللغة السهم الأوفر كونها تعتمد على التواصل والتفكير الإبداعي لكل من المعلم والطالب .

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