

KINGDOM OF SAUDI ARABIA
Ministry of Education
NAJRAN UNIVERSITY
College of Science & Arts

المملكة العربية السعودية

وزارة التعليم
جامعة نجران
كلية العلوم والآداب



Student Guidebook
English Program
Academic Year
1437/1438
Faculty of Science & Arts
Program: Bachelor of English Language
(Education)

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Program: Bachelor of English Language(Education)

Importance of the Program(Develop a profile on the needs of the labor market and the community of the program)

First - economic reasons:

1. Keeping pace with development requirements and labor market needs
2. The growing need of community for large numbers of teachers in public education as a result of cultural changes

Second - social or cultural reasons:

The growing need of community for education services and keeping pace with the developed world and therefore has a great impact on the social and cultural aspects; consequently, it was necessary to prepare special cadres and qualifications in the field of serving and teaching English.

English Department Mission Statement

To deliver a distinctive teaching in English language which fulfils the academic standards of the programme in applying current teaching methods and technologies to generate academically and pedagogically qualified graduates who meet the labour market demands in teaching English in public education stages.

Program Objectives:-

- 1. Developing the students' linguistic and literary skills in listening, speaking, reading, and writing.**
- 2. Using computer, education technology, and modern communication means beneficial to language learning and teaching.**
- 3. Manipulating student's acquired cognitive skills in interacting with the surrounding environment.**
- 4. Increasing the scientific, professional, and educational levels of the graduates in order to meet the standards of the educational performance required for upgrading English language teaching in pre-university education phase.**
- 5. Preparing a generation of specialists in English language in the different majors needed by labor market.**

Academic Standards: (the academic standards of the program according to the national qualifications framework) (Learning Outcomes)

A) Knowledge:

1. Mention the modern trends of literature and linguistics.
2. Define grammatical, morphological, and syntactic rules of English language
3. Specify linguistic and literary styles and expressions used in English language.

4. Specify the different aspects of other human disciplines that help them in their majors.

5. Identify the main theories pertaining to lesson planning, presentation, and evaluation.

B) Cognitive Skills

1. Analyze and appreciate linguistic and literary English texts.

2. Infer linguistic, grammatical, and literary connotations

3. Translate texts from English into Arabic and vice versa

4. Use correct English grammatical rules when writing different topics and reports

5. Apply acquired language skills during field training

C) Interpersonal Skills and Responsibility

1. Appreciate others' points of view and show his own when participating effectively in team work.

2. Bear responsibility and lead a team Communication, D) Communication, Information Technology and Numerical Skills

1. Use modern methods of technology in learning English language skills and literature

2. Communicate with others in spoken and written English

E) Psychomotor Skills (If Any)

Not Applicable

Prerequisites for joining the Program

1. Capabilities Test

2. Obtaining a General Secondary School certificate

Requirements for Obtaining the Degree:

The duration of the program and the number of hours required are distributed as follows:

The Bachelor's degree in English (Education) will be taught in seven levels followed by field training in the eighth level. The bachelor's degree in English (Education) will be awarded after the student has completed the following requirements:

1. Meeting the conditions and items contained in the unified list of postgraduate studies in Saudi universities.
2. Studying at least (129) credit units approved and succeeding in them.

Compulsory Courses: (129) credit units, which are taught to all students enrolled in the program

Duration of the study and the degree obtained:

The Bachelor's degree in English (Education) is a seven-level course followed by field training at the 8th level. Then, a bachelor degree in English (Education) is obtained.

Facilities and laboratories required:

- 6 language labs which are equipped with the latest means of learning language and the capacity of each laboratory is 40 students.
- A large number of classrooms with a seating capacity of approximately 30 seats which are equipped with different learning techniques and projectors.

- 1 meeting room for faculty members in the department.

-Theaters are equipped

The study plan is distributed as follows:

LEVEL ONE				LEVEL TWO			
S.N	Code	Course Name	Hours	S.N	Code	Course Name	Hours
1	سلم 111	Introduction to Islamic Culture-1	2	1	سلم 112	Introduction to Islamic Culture-2	2
2	عرب 201	Language Skills	2	2	عرب 202	Arabic Composition	2
3	اثر 110	Foundations of Education	2	3	وسل 240	Computer in Education	2
4	Eng111	Grammar-1	3	4	Eng121	Grammar-2	3
5	Eng112	Listening & Speaking-1	3	5	Eng122	Listening and Speaking-2	3
6	Eng113	Writing-1	3	6	Eng123	Writing-2	3
7	Eng114	Reading-1	3	7	Eng124	Reading-2	3
8				8			
Total Credit Hours			18	Total Credit Hours			18
LEVEL THREE				LEVEL FOUR			
S.N	Code	Course Name	Hours	S.N	Code	Course Name	Hours
1	سلم 113	Introduction to Islamic Culture-3	2	1	سلم 114	Introduction to Islamic Culture-4	2
2	Eng211	Grammar-3	3	2	Eng221	English Phonetics	3
3	Eng212	Listening & Speaking-3	3	3	Eng222	Listening & Speaking-4	3
4	Eng213	Writing-3	3	4	Eng223	Writing-4	3
5	Eng214	Reading-3	3	5	Eng224	Reading-4	3
6	Eng215	Vocabulary-1	3	6	Eng225	Vocabulary-2	3
7							

8				8			
Total Credit Hours			17	Total Credit Hours			17
LEVEL FIVE				LEVEL SIX			
S.N	Code	Course Name	Hours	S.N	Code	Course Name	Hours
1	120 نفس	Developmental Psychology	2	1	221 نفس	Communication Skills	3
2	220 نفس	Educational Psychology	3	2	210 ترب	Education & Society	2
3	Eng311	Introduction to Linguistics	3	3	310 ترب	Educational Supervision	2
4	Eng312	Introduction to Literature	3	4	330 نهج	Curriculum	2
5	Eng314	Phonology	3	5	Eng321	Applied Linguistics	3
6	Eng315	Introduction to Translation	3	6	Eng323	Language Testing	3
7				7	Eng324	Approaches to Language Teaching	3
8				8			
Total Credit Hours			17	Total Credit Hours			18
LEVEL SEVEN				LEVEL EIGHT			
S.N	Code	Course Name	Hours	S.N	Code	Course Name	Hours
1	320 نفس	Educational Research Methods	2	1	435 نهج	Teaching Practicum	8
2	420 نفس	Educational Evaluation	3	2			
3	340 وسل	Teaching Techniques Applications	2	3			
4	430 نهج	E L T Methods	3	4			
5	Eng411	Language Acquisition	3	5			
6	Eng414	Morphology and Syntax-1	3	6			
7	Eng416	Research Methods	2	7			

8				8			
Total Credit Hours			18	Total Credit Hours			8

A brief description of each course including its objectives and content

Course Name: Grammar 1

Course Code: Eng 111

Credit Hours: 3

Level: 1

Pre-requisites: None

Course Description

The aim of this course is to develop students' abilities in using grammar and its usage, help them in using language. It also presents students with a foundation of English grammar and proper usage by providing extensive and varied practice that encourages growth in all areas of language use. The major topics of study include verb tenses, asking questions, nouns/pronouns, modal auxiliaries, comparisons, count and non-count nouns/articles, clauses, phrasal verbs, and preposition combinations.

Textbook(s): *Interactions I: Grammar* (2009). Elaine Kirn & Darcy Jack, London: McGraw Hill.

Reference book: Azar Betty Schramper. (1999). *Understanding and Using English Grammar*. Printice Hall.

Course Title:

Listening and Speaking 1

Course Code: Eng 112

Contact Hours: 3

Level: 1

Pre-requisites: None

Course Description:

The course is developed with the objective of enabling students master specific situational vocabulary items and notice and apply them. It also aims to activate prior knowledge (background schemata) in order to locate and be familiar with the tasks and activities attempted through pre-listening activities. The contents help cultivate critical thinking by

having to infer on the basis of furnished information.

Textbook: Judith Tanka and Paul Most (2009). *Interactions – 1: Listening and Speaking*: McGraw-Hill.

References:

1. Megan Webster and Judy Defilippo (1998). *So to Speak 1: Integrating Speaking, Listening, and Pronunciation*.
2. Miles Craven (2008). *Cambridge English Skills Real Listening and Speaking 1* with answers and Audio CD.

Course title: Writing 1

Course code: Eng 113

Credit hours: 3

Level: 1

Pre-requisites: None

Course description:

The aim of this course is to adapt the students with basics of English language writing components through a gradual, step-by-step approach. The course is designed to introduce learners into basic writing skills which will prepare them for academic writings in English language. The course focuses on the practice of the sentence structure and it will help the students to develop their writing to compose good written paragraphs.

Textbook(s): R. Harrison (1996) (12th ed.). *Keep Writing 2*. Longman.

References: 1. R. R. Jordan (1999). *Academic Writing*, 3rd Edition, Longman.

2. Cheryl Pavlik & Margaret Keenan Segal (2009). *Interactions – 1. Writing*. McGraw Hill.

Course Title: Reading 1

Course Code: Eng 114

Contact Hours: 3

Level: 1

Pre-requisites: None

Course Description:

The course is developed with the objective of enabling students to recognize reading structure in a text book, main ideas, supporting details, topics, and getting meaning from context. They will be able to identify cause and effect, recognize titles and paragraph topics, and supporting details. They will use skimming for topics and main ideas, and to make inferences. They will be able to understand anecdotes, and to recognize supporting detail. They will also be able to recognize reading structure.

similarities and differences, and to read for literal meaning and inferences.

Textbook(s): Elaine Kirn & Pamela Hartmann(2009) *Interactions 1 (Reading)* (Middle East Gold Edition)

References: Eric & Manya de Leeuw: *Read Better, Read Faster* (Penguin Books, Harmondsworth, 1965).

Course Name: Grammar 2

Course Code: Eng 121

Contact Hours: 3

Level: 2

Pre-requisites: Grammar 1 (Eng 111)

Course Description:

The course aims at helping students comprehend the basic knowledge of grammatical structure, use of fundamental grammatical elements and knowledge of grammar structures through both direct instruction and through exposure to the variety of authentic materials used in the course. The major topics of study include subject-verb agreement, modals, kinds of verbs, pronouns, phrases, the past, infinitives, modal verbs, and pronouns.

Textbooks: 1. Patricia K. Werner, John P. Nelson & Keesia Hyzer Mary Mitchell Church (2009). *Interactions II: Grammar*, London: McGraw Hill.

Reference book: Azar Betty Schramper. (1999). *Understanding and Using English Grammar*. Printice Hall.**Course Title: Listening and Speaking 2**

Course Code: Eng 122

Contact Hours: 3

Level: 2

Pre-requisites: Listening and Speaking 1 (Eng 112)

Course Description:

The course will enable students to use context clues to guess locations, to identify a speaker, to guess a person's job, to attempt to understand people's lifestyles, to guess about customs and body language, to identify people's tastes and preferences and to identify ceremonies. Giving impromptu speech, using expressions to offer, accept or decline help, comparing American and British English, talking about a vacation and generalizing are also covered in order to hone their listening skills for information.

Textbook: Interactions – 2

Author: Judith Tanka and Lida Baker

References:

1. Laurie Blass (2006) *Quest: Listening and Speaking*, Level 2, 2nd Edition (Intermediate to High Intermediate; Book only) -
2. Sally Logan and Craig Thaine (2008)*Cambridge English Skills Real Listening and Speaking 2* with answers and Audio CD -

Course Title: Writing 2

Course Code : Eng 123

Contact Hours: 3

Level: 2

Pre-requisites: Writing 1 (Eng 113)

Course description:

The general objective of this course is to enable intermediate students to progress from the pre-intermediate level. The course is designed to introduce/review and consolidate the following features of style and cohesion which will enable the students to develop their writing skills from those taught at the previous level.

The course focus will be on organizing ideas in order of importance, supporting opinions with reasons, writing topic sentences, writing concluding sentences, free writing to generate ideas and using graphic organizer to connect argument and reasons

Textbook: Cheryl Pavilk and Margaret Keenan Segal (2009) *Interactions 2 -Writing* , McGraw Hill Education.

Course Title: Reading 2

Course Code: Eng 124

Contact Hours: 3

Level: 2

Pre-requisites: Reading 1 (Eng 114)

Course Description:

The course is developed with the objective of enabling students to understand meanings of the new words, the main idea of paragraphs, and different emotions. They will also be able to distinguish main idea from details, analyze and paraphrase the passage, and to scan for specifications. Moreover, they will be able to find plot, forecast, comprehend the reading, and to identify the supporting details about the main idea. They will be able to tell details in reading with extraction and analysis of main points.

Text Book: Pamela Hartmann & Elaine Kirn (2009) *Interactions 2 (Reading)* (Middle East Gold Edition)

Essential References: Eric & Manya de Leeuw (1965). *Read Better, Read Faster*, Penguin Books, Harmondsworth.

Course Name: Grammar 3

Course Code : Eng 211

Contact Hours: 3

Level: 3

Pre-requisites: Grammar 2 (Eng 121)

Course Description:

The general objective of this course is to enable students to improve their grammatical structures and to develop the students' ability in following grammatical rules and proper usage by providing all-embracing and varied practice that persuade growth in all areas of language use. The major topics of study include perfect and progressive tenses, the passive, present perfect tense, adverbs of degree, and the different uses of connectives and conditionals.

Textbook: Patricia K. Werner Lou Spaventa, (2007). *Mosaic 1 Grammar*, London: McGraw Hill.

Reference Book: Azar Betty Schramper. (1999). *Understanding and Using English Grammar*. Printice Hall.

Course Title: Listening and Speaking 3

Course Code: Eng 212

Contact Hours: 3

Level: 3

Pre-requisites: Listening and Speaking 2 (Eng 122)

Course Description:

The course features tasks and activities like sharing personal observations of cooperation and competition, collaborating to brainstorm plans for a scientific expedition, making challenging excuses in everyday situations, listening for expressions that offer clarification, listening for information to label and explain diagrams, listening for expressions of likes and dislikes, pleasure and displeasure and listening for the main points in a lecture.

Textbook:

Jami Hanreddy and Elizabeth Whalley (2008) *Mosaic – 1Listening and Speaking*, McGraw Hill.

References:

1. Helen Kalkstein Fragiadakis (2006) *All Clear 3: Listening and Speaking*
2. Joann Kozyrev (2002) *Talk It Over!: Integrating Listening, Speaking, and Pronunciation*

Course Title: Writing 3

Course Code: Eng 213

Credit hours: 3

Level: 3

Pre-requisites: Writing 2 (Eng 123)

Course description:

This course is to develop the students' ability to write and to refine their writing techniques in terms of more sophisticated lexis and construction. The focus will be on essay writing. This course will act as a revision course of the previous writing courses in terms of paragraph writing. By the end of this course the students will be able to write a cause and effect essay, an information essay, an analysis essay, a definition essay, an interpretation essay and write an argument essay

Textbook: Merdith Pike-Baky and Laurie Blass(2008) *Mosaic 1(Writing) Gold edition*, McGraw Hill.

References:

1. *Writing Skills Success In 20 Minutes A Day* , 2005 , Learning Express, LLC
2. Virginia Evans (1998). *Successful Writing Proficiency*

Course Title: Reading 3

Course Code: Eng 214

Contact Hours: 3

Level: 3

Pre-requisites: Reading 2 (Eng 124)

Course Description:

The course is developed with the objective of enabling students to understand meanings of the new words, the main idea of paragraphs, and different emotions. They will also be able to distinguish main idea from details, analyze and paraphrase the passage, and to scan for specifications. Moreover, they will be able to find plot, forecast, comprehend the reading, and to identify the supporting details about the main idea. They will be able to tell details in reading with extraction and analysis of main points.

Text Book: Brenda Wegmann and Miki Knezevic (2009). *Mosaic 1 (Reading)* (Middle East Gold Edition)

Essential References: Eric & Manya de Leeuw (1965). *Read Better, Read Faster* (Penguin Books, Harmondsworth).

Course Title: Vocabulary 1

Course Code: Eng 215

Contact Hours: 3

Level : 4

Pre-requisites: None

Course Description:

Success in academic life requires a wide range of vocabulary. This course is designed to teach students different effective strategies for vocabulary development as well as using them in academic context through a wide variety of reading, writing and other relevant activities. The course explores dictionary uses, pronunciation symbols, spelling rules, word formation – roots, prefix, and suffix, idioms and phrasal expressions. Again, the course emphasizes to instill keeping vocabulary notebook and acquiring new vocabulary as a continuing lifelong habit. Students will be able to utilize learned vocabulary in a variety of academic skills such as reading, writing, listening and speaking, pronounce and spell words correctly, demonstrate improved vocabulary recognition skill in reading as well as in listening, and instill vocabulary development habits within themselves.

Textbook:

Stuart Redman, (2003). *English Vocabulary in Use: Pre-intermediate and Intermediate*. Cambridge University Press.

Course title: English Phonetics

Course code: Eng 221

Contact hours: 3

Level: 4

Pre-requisites: None

Course description:

This course is mainly concerned with English phonetics. It introduces briefly the English sound system with reference to Arabic; this includes the production of speech sounds, human speech organs, place and manner of articulation, description and distribution of English vowels and consonants. Phonetic description of English words has to be taught and students have to receive more training on how to transcribe and pronounce sounds and words phonetically.

Textbooks

1. Jackson, Howard (1982). *Analyzing English*. Oxford: Pergamon Press.
2. Hassan, Z. M. (2000). *English Phonetics Phonology for Arab Students*. Amman: Al-Hamed Press.
3. Roach, Peter (2000). *English Phonetics and Phonology*. Cambridge: Cambridge University Press.

References

- 1- Abercrombie, D. (1967) *Elements of General Phonetics*. Edinburgh: Edinburgh University Press.
- 2- Al-Khuli, M. (1991) *A Dictionary of Theoretical Linguistics*. Beirut: Librairie du Liban,
- 3- Al-Ani, S. H. (1970) *Arabic Phonology*. Mouton: The Hague.
- 4- Catford, J.C. (1988) *A Practical Introduction to Phonetics*. Oxford: Oxford University press.
- 5- Calrk, J. and Yallop, C. (1995) *An Introduction to Phonetics and Phonology*. Oxford: Blackwell.
- 6- Crystal, David (1991) *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell

Course Title: Listening and Speaking 4

Course Code: Eng 222

Contact Hours: 3

Level: 4

Pre-requisites: Listening and Speaking 3 (Eng 212)

Course Description:

The course invites students to participate in situations like discussing hopes and fears, developing strategies for getting help when confused, listing the main ideas from the Teacher's instructions, discussing surveys and selecting questions, role-playing on how to encourage a friend and designing a student-teacher dialogue. Students will listen to evaluate and judge given contexts to draw logical conclusions.

Textbook: Mary Shepard Wong () *You Said It! Listening/ Speaking Strategies and Activities*

References:

1. Jayme Adelson-Goldstein, Rheta Goldman, Norma Shapiro, and Renée Weiss (1993) *New Oxford Picture Dictionary: Listening and Speaking Activity Book*.

2. Dana Watkins (Jan 1995) *The Idiom Advantage: Fluency in Speaking and Listening* –

Course Title: Writing 4

Course Code: Eng 223

Credit Hours: 3

Level: 4

Pre-requisites: Writing 3 (Eng 213)

Course description:

This course will help the students to further the students' ability to write full-length academic essays, and refine their writing techniques and use of vocabulary and complex syntactic patterns. The course will also refine and develop the skills learnt in Writing 3.

Textbook: Merdith Pike-Baky and Laurie Blass (2009). *Mosaic 2- Writing* Gold edition.

Course Title: Reading 4

Course Code: Eng 224

Contact Hours: 3

Level: 4

Pre-requisites: Reading 3 (Eng 214)

Course Description:

The course is developed with the objective of enabling students to comprehend long passages and elicit the proper answers on the questions based on these passages. It aims at allowing students to apply reading strategies effectively to understand difficult expressions and vocabulary items in the given texts.

Textbook:

Slaght, J. , Harben, P., & Pallant, A. (2009). *English for Academic Study: Reading*. Garnet Education

References:

Williams, J. (2010). *Academic Connections 4*. Pearson Longman.

Course Title: Vocabulary 2

Course Code: Eng 225

Contact Hours: 3

Level: 4

Pre-requisites: Vocabulary 1 (Eng 215)

Course Description:

It aims to expand the vocabulary of the students through practicing different exercises to acquire not only new vocabulary, but also to retain the learned one and to use them in academic life. Students will learn vocabulary through different contexts of topics as well as mechanics of word formations such as roots, prefixes and suffixes. Emphasis will be given on correct pronunciation by familiarizing themselves with pronunciation symbols. Again, students will be taught different mnemonic rules to memorize new vocabulary as a lifelong habit.

Course goals: After successful completion of the course, students will be able

- to use learned vocabulary in different academic contexts of reading, writing, listening and speaking.
- to identify and to recall learned vocabulary.
- to pronounce and to spell words accurately.
- to instill vocabulary learning as a lifelong continuing habits.

Textbook(s): Michael McCarthy and Felicity O'Dell(2003) English Vocabulary in Use Upper-intermediate and Advanced. Cambridge University Press

References: 1. Oxford Advanced Learners Dictionary. Oxford University Press.

Course title: Introduction to Linguistics

Course Code: Eng 311

Contact Hours: 3

Level: 5

Pre-requisites: None

Course Description:

The course seeks to introduce students to the basic tenets of linguistics and language analysis with special reference to the core areas in phonetics, phonology, morphology, syntax and semantics. The course will help students understand all theoretical and applied areas in linguistics throughout their B.A study programme.

The course introduces the basic linguistic concepts and provides a short overview of modern linguistics and language analysis. It introduces students to the main tenets of linguistics as the scientific study of language over the twentieth and twenty first centuries. Besides, it discusses briefly the core areas in linguistic science, namely, phonetics, phonology, morphology, syntax and semantics. It also reviews briefly general topics in theoretical and applied linguistics.

Textbooks

1. George, Yule (2004). *The Study of Language*. Cambridge: Cambridge University press.
2. Akmajian, *et al.* (2001). *An Introduction to Language and Communication*. MIT Press.

References

1. Hockett, C.F. (1958) *A Course in Modern linguistics*. New York: Macmillan.
2. Dinneen, F.P. (1967) *An Introduction to General Linguistics*. Holt, Rinehart & Winston.
3. Lyons, J. (1968) *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University press.
4. Lyons, J. (1981) *Language and Linguistics*. Cambridge: Cambridge University press.
5. Robins, R.H. (1980) *General Linguistics: An Introductory Survey*. Longman: Longman.
6. Smith, N and Wilson, D. (1979) *Modern Linguistics*. London: Penguin.

Course Title: Introduction to Literature

Course Code: Eng 312

Credit Hours: 3

Level: 5

Pre-requisites: None

Course Description:

This course introduces students to a selection of literary readings that may provide them with pleasure and thought. As is the case with any fresh literary reading, this course takes into account the student's level of literary appreciation as well as their linguistic limitations, and is thus carefully designed with a primary focus on basic elements of literature and a progressive expansion of its genres. So, while teaching this course in the classroom, the teacher is supposed to discuss the elements first and then switch on to the selections. The course will include poetry, short story and drama.

Textbooks:

1. Abrams, M H: *The Norton Anthology of English Literature*, Vols. I & II, 7th Edition
2. Griffith, Kelly: *Writing Essays About Literature*, Fifth Edition, Harcourt Brace and Co., 1982.

Course Title: Phonology

Course Code: Eng 314

Contact Hours: 3

Level: 5

Pre-requisites: Phonetics (Eng 221)

Course description:

This course provides a general idea about sounds and their variants. It also discusses concepts such as phonemes, allophones, phones, complementary distribution and free variation. Besides, it introduces students to technical terms such as syllable, stress, and intonation in English with reference to illustrative examples from Arabic.

Textbooks

1. Jackson, Howard (1982) *Analyzing English*. Oxford: Pergamon Press.
2. Hassan, Z. M. (2000). *English Phonetics Phonology for Arab Students*. Amman: Al-Hamed Press.
3. Roach, Peter (2000). *English Phonetics and Phonology*. Cambridge: Cambridge University Press.

References

- 1- Abercrombie, D. (1967). *Elements of General Phonetics*. Edinburgh: Edinburgh University Press.
- 2- Al-Khuli, M. (1991). *A Dictionary of Theoretical Linguistics*. Beirut: Librairie du Liban,
- 3- Al-Ani, S. H. (1970). *Arabic Phonology*. Mouton: The Hague.
- 4- Catford, J.C. (1988). *A Practical Introduction to Phonetics*. Oxford: Oxford University press.
- 5- Calrk, J. and Yallop, C. (1995). *An Introduction to Phonetics and Phonology*. Oxford: Blackwell.
- 6- Crystal, David (1991). *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell.

Course Title: Introduction to Translation

Course Code: Eng 315

Credit Hours: 3

Level: 5

Pre-requisites: None

Course Description:

This course aims at enabling students to utilize their knowledge of both languages (Arabic and English, to improve such knowledge, and to enhance their command of both languages systematically. In addition, it aims at providing students with theoretical

instruction and practical experience in translating the basic components of Arabic and English texts. The course will also focus on general introduction to translation, grammatical and syntactic differences between English and Arabic, translating noun phrases, verbs and tenses, translating the different types of sentences.

Textbooks :

Ghazalah, H. (2004). *Translation as Problems and Solutions*.

References:

Baker, M. (1992). *A Coursebook on Translation*. London: Routledge
Catford, J.C. (1996). *A Linguistic Theory of Translation*. London: Oxford University press.
House, J. (1977). *A Model for Translation Quality Assessment*. Tübingen: Gunter Narr.
Nida, E.A. (1964). *Toward a Science of Translating*. Leiden: E.J. Brill.
Vinay, J.P. and Darbelent, J. (1995). *A Methodology for Translation*. Amsterdam/Philadelphia: John Benjamins

Course Title: Applied Linguistics

Course Code: Eng 321

Credit Hours: 3

Level: 6

Pre-requisites: Introduction to Linguistics (Eng 311)

Course Description:

In this course, students will learn about the history and development of what is now called *Applied Linguistics*. This will include understanding how different linguistic theories play a role in Applied Linguistics; why the distinction between *Linguistics* and *Applied Linguistics* is made.

The course introduces applied linguistics as a multidisciplinary approach linking theoretical linguistic studies, educational research and the planning and implementation of practical programmes in foreign and second language teaching. Topics include the definition of the term, its relation to the other disciplines, second language acquisition theories, contrastive analysis, error analysis, learning strategies, individual differences, and socio-cultural factors in second language learning.

Textbook(s):

- 1) Cook, Guy (2003). *Applied Linguistics*: Oxford: OUP.
- 2) Davies, Alan (2007). *An Introduction to Applied Linguistics: from practice to theory*, 2nd Edition, Edinburgh University Press.
- 3) Littlewood, W. (1984). *Foreign and Second Language Learning*, CUP.

References:

- 1) Els, T. et al (1984). *Applied Linguistics and the Learning and Teaching of Foreign Languages*, Edward Arnold.
- 2) Allen, J. Patrick B. and S. Pit Corder (eds) (1973–5). *The Edinburgh Course in Applied Linguistics*, vols 1–3. Vol. 1 (1973), *Readings for Applied Linguistics*; vol. 2 (1974), *Techniques in Applied Linguistics*; vol. 3 (1975), *Papers in Applied Linguistics*, London: Oxford University Press.
- 3) Corder, S. Pit (1973) *Introducing Applied Linguistics*, Harmondsworth: Penguin.

Course Title: Language Testing

Course Code: Eng 323

Credit Hours: 3

Level: 6

Pre-requisites: None

Course Description:

This course is intended to provide a working knowledge of the basic principles and procedures for test construction and testing with an emphasis on the Foreign Language Context. It gives the students a theoretical orientation to the field of testing in language teaching and learning. The course covers the concepts related to testing such as the types of tests, validity, reliability and other related issues in testing reading, writing, speaking, listening, grammar and vocabulary.

The course helps English majors acquire the knowledge, skills, and attitudes necessary for writing effective language tests. Greater emphasis will be placed on giving the students enough practice in the different processes of constructing a variety of useful test items. In this way, hopefully, the students will develop a deeper insight into the fundamentals and techniques of testing English as a foreign language.

Textbook(s)

1. Harold S. Madsen (1983). *Techniques in Testing*, Oxford: OUP

References:

- 1) Bachman, Lyle F. and Palmer, Adrian S. (1996). *Language Testing in Practice*. Oxford: OUP.
- 2) Brown, Lyle F. Brown (1990). *Fundamental considerations in language testing*, Oxford: OUP.
- 3) Brown, H. D. (2004). *Language assessment: principles and classroom practice*, Longman
- 4) Hughes, A. (1989). *Testing for language teachers*, Cambridge: CUP.

- 5) Brown, J. D. (1996). *Testing in language programmes*, New Jersey: Prentice Hall

Course Title: Approaches to Language Teaching

Course Code: Eng 324

Credit Hours: 3

Level: 6

Pre-requisites: None

Course Description:

This course is a critical survey of the field of methodology in second language teaching. The course examines approaches to different issues in teaching, theoretical foundations to language teaching and the methodological principles and procedures derived from them as well as a host of unresolved issues. The course does not espouse any particular approach to second language teaching but rather presents an overview of the many approaches to teaching second and foreign languages.

The course aims to develop a theoretical understanding and practical experience with several approaches to learning and teaching a second/foreign language. The course covers major approaches such as Silent Way, Community Language Learning, Suggestopedia, Total Physical Response, and Natural Approach, Task-Based Learning, etc.

Textbook(s)

- 1) Richards, J. C. and T. S. Rodgers. 2001. *Approaches and methods in language teaching*. 2nd ed. New York: Cambridge University Press
- 2) Larsen-Freeman, D. 2000. *Techniques and principles in language teaching*. 2nd ed. New York: Oxford University Press.

References:

- 1) Brown, H. D. 2000. *Teaching by principles: An interactive approach to language pedagogy*. 2nd ed. White Plains, NY: Longman.
- 2) Harmer, J. 1998. *How to teach English: An introduction to the practice of English language teaching*. New York: Longman.
- 3) Celce-Murcia, M., ed. 2001. *Teaching English as a second or foreign language*. 3rd ed. Boston: Heinle & Heinle.

Course Title: Language Acquisition

Course Code: Eng 411

Credit Hours: 3

Level: 7

Pre-requisites: Applied Linguistics (Eng 321)

Course Description:

This course aims to explore the processes of language development in young children learning their first languages as well as older children or adults learning a second or additional language. It covers theoretical approaches to language acquisition, including cognitive, psycholinguistic, socio-cultural and language socialization theories. Special attention will be paid to similarities and differences between first and second language acquisition, as well as implications of research for foreign language teaching.

The course discusses the process of second language acquisition such as the effects of the first language, the age of acquisition, motivation, aptitude, input factors and individual learner strategies.

Textbook(s):

- 1) Gass, Susan M. and Selinker, Larry (2008). *Second Language Acquisition: An Introductory Course*, 3rd edition, Taylor & Francis.
- 2) McLaughlin, Barry (1987). *Theories of Second-Language Learning*, London: Edward Arnold.

References:

- 1) Mitchell, Rosamond and Myles, Florence (2004). *Second Language Learning Theories*, Hodder Education
- 2) Ellis, Rod. (1992). *Second Language Acquisition and Language Pedagogy*. Multilingual Matters, Philadelphia.
- 3) ----- (1994). *The Study of Second Language Acquisition*. Oxford University Press, New York.

Course title: Morphology & Syntax 1

Course Code: Eng 414

Contact hours: 3

Level: 7

Pre-requisites: Introduction to Linguistics (Eng 311)

Course Description:

The aim of this course is to provide the students with a general introduction to English

morphology and syntax. It introduces students to the basic morphological and syntactic concepts and notions. It is designed to give the students a brief glimpse of the theory and practice of the structural grammar of the English language. A detailed analysis of English morphemes and word formation processes as well as the structure of English sentences and phrases will be treated. Besides, it provides a brief idea about structural syntax. It also introduces students to the syntactic analysis developed by Noam Chomsky and his followers within the TGG framework.

Textbooks:

1. Haegeman, L. (1994). *Introduction to Government and Binding Theory*. Oxford: Blackwell.
2. Radford, A. (1988). *Transformational Grammar*. Cambridge: Cambridge University Press.
3. Thakur, D. (2002). *Linguistics Simplified: Morphology*. Patna: Bharati Bhawan.

References

1. Adams, V. (1973). *An Introduction to Modern English Word-Formation*. London: Longman.
2. Akamjian, A. and Heny, F. (1975). *An Introduction to the Principles of Transformational Syntax*. MIT Press.
3. Chomsky, N. (1991). "The Theory of Principles and Parameters ", in Chomsky, N. 1995. (ed.) *The Minimalist Program*. 13-129. Cambridge, MA. The MIT Press.
4. Chomsky, N. (1995). *The Minimalist Program*. Cambridge, MA. The MIT Press.

Course Title: Research Methods

Course Code: Eng 416

Credit Hours: 2

Level: 7

Pre-requisites: None

Course Description:

This course introduces students to various approaches to research in the field of English language teaching. As part of this, students read and interpret a range of research reports, which use a variety of methodological approaches in the way data is collected, analyzed and interpreted.

Therefore, it becomes one of the requirements for students to graduate from the university. This is expected to cater for the knowledge and the ability to conduct a research on language teaching. Students understand the nature and the types of research and have basic knowledge about current issues on English Language Teaching Research.

Textbook(s):

- 1) Bell, Judith (2005). *Doing your Research Project: A guide for first-time researchers in education, health and social science*, Open University Press
- 2) Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: CUP.

References:

- 1) Johnson, Donna M. (1992). *Approaches in Research in Second Language Learning*. London: Longman
- 3) Brown, James Dean (1988). *Understanding Research in Second Language Learning*. NY: Cambridge University Press
- 4) Wallace, Michael J. (1998). *Action Research for Language Teachers*. London: Cambridge University Press

First Level Courses
111 Introduction to Islamic Culture-1
201 Language Skills
110 Foundations of Education
Eng111 Grammar-1
Eng112 Listening & Speaking-1
Eng113 Writing-1
Eng114 Reading-1
Second Level Courses
112 Introduction to Islamic Culture-2
202 Arabic Composition
240 Computer in Education
Eng121 Grammar-2
Eng122 Listening and Speaking-2
Eng123 Writing-2
Eng124 Reading-2
Third level courses
113 Introduction to Islamic Culture-3
Eng211 Grammar-3
Eng212 Listening & Speaking-3
Eng213 Writing-3
Eng214 Reading-3
Eng215 Vocabulary-1
Fourth level courses
114 Introduction to Islamic Culture-4
Eng221 English phonetics
Eng222 Listening & Speaking-4
Eng223 Writing-4
Eng224 Reading-4
Eng225 Vocabulary-2

Fifth level courses
120 Developmental Psychology نفس
220 Educational Psychology نفس
Eng311 Introduction to Linguistics
Eng312 Introduction to Literature
Eng314 Phonology
Eng315 Introduction to Translation
Sixth level courses
221 Communication Skills نفس
210 Education and Society ترب
310 Educational Supervision ترب
330 Curriculum نهج
Eng321 Applied Linguistics
Eng323 Language Testing
Eng324 Approaches to Language Teaching
Seventh level courses
320 Educational Research methods نفس
420 Educational Evaluation نفس
340 Teaching Techniques Applications وسل
430 E L T Methods نهج
Eng411 Language Acquisition
Eng414 Morphology and Syntax-1
Eng416 Research Methods
Eighth level course
435 Teaching Practicum نهج

Translated by:

Quality coordinator

Dr. Asmaa Al-Adham

&

10th standard responsible

Dr. Mariam Yousef