

## المقررات الدراسية

### الفصل الأول

ر.م	رقم المادة	اسم المادة	عدد الساعات	الأسبقية
1	1101	اللغة العربية	3	---
2	2111	Listening and Speaking A	4	---
3	2112	Reading Comprehension A	3	---
4	2113	Writing A	3	---
5	2114	English Grammar A	3	---
المجموع			16	

### الفصل الثاني

ر.م	رقم المادة	اسم المادة	عدد الساعات	الأسبقية
1	1102	Arabic Language Skills	3	1101
2	2110	French Language	3	-----
3	2201	Pronunciation	3	-----
4	2202	Introduction to English Literature	3	-----
5	3101	Arab-Islamic Civilization	3	-----
6	10101	General Psychology	3	-----
المجموع			18	

### الفصل الثالث

ر.م	رقم المادة	اسم المادة	عدد الساعات	الأسبقية
1	2301	Introduction to Linguistics	4	-----
2	2302	Reading Comprehension B	3	2112
3	2303	Writing B	3	2114
4	2304	English Grammar B	3	2113
5	2305	Listening and Speaking B	4	2111
المجموع			17	

### الفصل الرابع

ر.م	رقم المادة	اسم المادة	عدد الساعات	الأسبقية
1	2401	Literary Reading A	3	2202
2	2402	Reading Comprehension C	3	2302
3	2403	Essay Writing	3	2304
4	2404	Introduction to Translation	4	1102
		المجموع	13	

### الفصل الخامس

ر.م	رقم المادة	اسم المادة	عدد الساعات	الأسبقية
1	2501	Listening and Speaking C	3	2305
2	2502	Literary Reading B	3	2401
3	2503	English Grammar C	3	2303
4	2504	Phonetics and Phonology	4	2301
5	2505	Introduction to Applied Linguistics	3	2301
		المجموع	16	

### الفصل السادس

ر.م	رقم المادة	اسم المادة	عدد الساعات	الأسبقية
1	2601	Language Acquisition	3	2505
2	2602	Introduction to African Literature	3	2502
3	2603	Introduction to ESP	3	2505
4	2604	Workshops in Translation	4	2404
		المجموع	13	

### الفصل السابع

ر.م	رقم المادة	اسم المادة	عدد الساعات	الأسبقية
1	2701	Teaching Methodology & Strategies	3	2601
2	2702	Intro. To American Literature	3	2602
3	2703	Research Methodology	3	2403 – 2601 – – 2603 – 2602 2604

2604	3	Semantics	2704	4
	12	المجموع		

## الفصل الثامن

الأسبقية	عدد الساعات	اسم المادة	رقم المادة	ر.م
- 2701 – 2604 2704 – 2703 – 2702	4	Translation Theories & Practice	2801	1
- 2702 – 2701 704 – 22703	3	Research Project	2802	2
2703 – 2702– 2701 2704 –	3	Language Testing	2803	3
- 2701 – 2503 - 2703 – 2702 2704	4	Grammar D (Syntax & Morphology)	2804	4
-27032702 – 2701 2704 –	2	Islamic Culture	2805	5
	16	المجموع		

## Courses' Description and Syllabi

## توصيف المقررات الدراسية

### LISTENING AND SPEAKING A 2111

#### COURSE DESCRIPTION

Listening and Speaking A skills are closely intertwined. Since the interaction between these two skills in real time communication is essential for all types of discourse, the listening and the speaking components of this course are integrated. The listening component aims at developing students' ability to understand real-life spoken English in both academic and social context through recording of spontaneous, natural speech, which include a variety of voices and speaking style. The speaking component builds on the listening input for developing speaking skills that help students take part in class and other academic and general situation.

#### COURSE SYLLABUS

##### A. The Listening Component

Students will be exposed to listening input that stimulates their interest and motivates them to

engage in class activities and discussion. All the listening exercises should be geared toward helping the students identify and employ listening strategies for different types of listening comprehension situations. This is to be carried out through a wide range of recorded materials (audio tapes or CDs, video or DVDs) that are carefully selected in terms of their length and level of difficulty. These recordings include varieties of English use such as in the following situations:

- General transactional conversations
- Talks and speeches in academic contexts
- Other listening activities that expose students to a selection of vocabulary and speaking styles used in academic and everyday language.

The listening activities introduce students to sound recognition and train to do the following:

- Identify and understand the general topic and signpost language
- Identify specific details
- Listening for definitions and work out meaning from spoken context
- Recognise a wide range of words in isolation and in the stream of speech
- Recognise segmental features such as individual phonemes and minimal pairs

## **B. The Speaking Component**

The listening input is used to develop students' communication skills. Different types of oral activities are designed to encourage students to engage in productive communication in order to improve their spoken English. Simple, general topics that are related to student's life should be introduced first to establish confidence among the learners. Topics that may be presented at this level are university life, culture, art, literature, careers, and any other topics that enhance students' ability to understand and comprehend ideas and thoughts, and to relate these ideas and thoughts to their own experiences as students and as members of a larger community.

In teaching listening and speaking, the following will be emphasised:

- Cooperative learning is encouraged through pair and group work to give students an opportunity to produce spoken language.
- Students are given a specific reason for listening, so that they are able to bring real-life listening and speaking skills to bear on the task.
- It is recommended that students be sensitised to a particular point through a variety of activities before being asked to understand it intellectually
- Recycling of vocabulary throughout the course is promoted in order to bring words back into consciousness through engaging activities

## **READING COMPREHENSION A      2112**

### **COURSE DESCRIPTION**

This course Reading Comprehension A is based on the view that reading is an active process. It aims at providing students with carefully constructed materials to give them practice to reinforce

grammatical contexts covered in other related courses. The course focuses on the following skills:

### **WORD STUDY**

1. Introducing students to the word clues to comprehend the probable meanings, either by using dictionaries or by guessing the meaning from context.
2. To develop and improve reading speed and to help students acquire the rules of word spelling.

#### **A. SENTENCES STUDY**

1. To know the form and unit of the sentence.
2. To examine the relation of one sentence with another.

#### **B. PARAGRAPH STUDY**

1. To acquaint students with simple information of the paragraph.
2. To give the students practice to answer questions about certain points in a paragraph.

## **WRITING A 2113**

### **COURSE DESCRIPTION**

The goal of Writing A course is to enable students to master certain writing technicalities and to write different types of sentences, topic sentences, concluding sentences, short paragraphs, and personal letters to express and introduce their ideas. The course will cover copying sentences, and short paragraphs, dictation and spelling, punctuation and capitalisation, connectors and understanding sentence structure.

## **ENGLISH GRAMMAR A 2114**

### **COURSE DESCRIPTION**

The aim of this course English Grammar A is to acquaint students with English grammar. At this stage, students will learn the following: **PRONOUNS** (types and function) **NOUNS** (types, function and form of noun), **ADJECTIVES** (descriptive and proper adjectives), **ADVERBS** (types and position), **PREPOSITIONS** (place and time), **ARTICLES** (the basic usage), **PRESENT TENSE** (simple and progressive), **PAST TENSE** (simple and progressive), **SIMPLE FUTURE** and **PASSIVE VOICE** for the aforementioned tenses.

#### **A. PRONOUNS**

##### **▪ TYPES**

- i. Personal pronouns
- ii. Indefinite pronouns
- iii. Demonstrative pronouns
- iv. Possessive pronouns

- v. Reflexive pronouns
- vi. Reciprocal pronouns

▪ **FUNCTIONS**

- i. Subject / object of the verb
- ii. Subject complement
- iii. Object of preposition

**B. NOUNS**

▪ **TYPES**

- i. Personal nouns
- ii. Concrete or abstract nouns
- iii. Collective nouns
- iv. Nouns compounds
- v. Mass / unit

▪ **FUNCTIONS**

- i. Subject / object of the verb
- ii. Object complement
- iii. Object of preposition

▪ **FORM OF NOUNS**

- i. Inflectional forms (gender / number)
- ii. Possessive inflectional form
- iii. Derivational form of nouns

**C. ARTICLES**

- i. Indefinite articles a / an (with common countable nouns)
- ii. Definite article THE

**PRESENT TENSE** (simple and progressive), **PAST TENSE** (simple and progressive), **SIMPLE FUTURE**, and **PASSIVE VOICE** (for the aforementioned tenses).

## **PRONUNCIATION 2201**

### **COURSE DESCRIPTION**

The aim of Pronunciation course is to develop practical skills in pronunciation areas. The course covers the following objects:

1. To distinguish and produce selected vowel and consonant distinctions when reading at the word level.
2. To produce both initial and final consonant clusters when reading at the word level.
3. To apply appropriate rising or rising / falling intonation when reading aloud stretches of connected discourse.

The course should be connected with the communicative functions covered in speaking. For example:

COMMUNICATIVE FUNCTIONS	PRONUNCIATION POINTS
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<p>Greetings and introduction</p> <p>Requesting personal information</p> <p>Identifying classroom objects</p> <p>Describing people at relationship</p> <p>Narrating events</p>	<ul style="list-style-type: none"> <li>▪ Intonation in short</li> <li>▪ Statements; linking</li> <li>▪ Intonation in WH-questions</li> <li>▪ Questions and echo question</li> <li>▪ Linking sentences</li> <li>▪ Prominences</li> <li>▪ Word stress with special focus on compound nouns</li> <li>▪ -s endings</li> <li>▪ -ed endings</li> </ul>
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## INTRODUCTION TO ENGLISH LITERATURE 2202

### COURSE DESCRIPTION

Introduction to English Literature is the initial course in the core of the literature courses, which are offered to serve the following objectives:

- To expose students to the creative use of language.
- To provide students with the opportunity to read extensively.
- To train students to acquire an analytical approach to a literary text.
- To stimulate students' interest in imaginative writings.
- To develop in the students a sense of appreciation to literary work.

This introductory course introduces students to the three major genres of literature; poetry, drama and fiction by exploring the different literary elements, devices and features found in each genre and examining these in representative texts.

### COURSE SYLLABUS

Introduction to English literature is designed primarily to familiarise students with different aspects and forms of literature. Short passages and complete literary works are analysed to exemplify the literary elements in the three basic genres, poetry, drama and fiction.

The main components of this course are as follow:

1. Defining Literature
2. Types of English Literature: poetry, fiction, and drama etc.
3. Defining Poetry
  - The language of poetry: symbols, metaphors, similes, etc.
  - Main types of English poetry: sonnets, narrative, descriptive, etc.
4. Defining Fiction
  - Elements of fiction: characters, plot, and setting
5. Defining Drama
  - Elements of drama

- Types of plays: comedy, and melodrama, etc.

## **INTRODUCTION TO LINGUISTICS 2301**

### **COURSE DESCRIPTION**

Introduction to Linguistics is an introductory course in the field of modern linguistics. It covers the basic ideas concerning the scientific study of language as a system of communication and a form of human behaviour.

The content of the course:

- What is linguistics?
- What is language?
  - a. The nature of language
  - b. Defining language
  - c. Animal vs. human communication
  - d. The function of language
- The scope of linguistics
  - a. Language and parole
  - b. Competence and performance
  - c. Language structure and language use
- Investigating language
  - a. The use of intuition
  - b. The use of corpus linguistics
- A historical introduction
  - a. The early contribution of ancient linguistics
  - a. The Indians
  - b. The Greek
  - c. The Arabs
- Nineteen and Twentieth Century Linguistics
  - a. Historical linguistics
  - b. Descriptive
  - c. Generative linguistics
  - d. Synchronic linguistics vs. diagnostic linguistics
  - e. Prescriptive vs. descriptive
  - f. Structural linguistics
  - g. Transformational Generative Grammar
- Principles and levels of analysis
  - a. Phonetics
  - b. Phonology
  - c. Morphology



- d. Syntax
- e. Semantics
- f. Meaning in context: pragmatics
- Current issues and other areas of linguistics
  - a. Universal grammar
  - b. Formal linguistics
  - c. Functional linguistics
- Other areas of linguistics: Psycholinguistics and Sociolinguistics

## READING COMPREHENSION B 2302

### COURSE DESCRIPTION

Reading Comprehension B course, students during this stage should continue practicing structured elements that relate to other courses given for the same level in order to help students acquire the basic knowledge needed for comprehension of English of new patterns. The students can examine in a systematic method more complex grammatical context. Reading skills and strategies such as predicting, skimming scanning, and inferring are introduced with practice on authentic meaning of unfamiliar words and dictionary skills.

The course emphasises the following:

Vocabulary usage

1. The sentence study
2. The paragraph study

## ENGLISH GRAMMAR B 2303

### COURSE DESCRIPTION

English Grammar B course students at this stage will be exposed to the following: **present perfect** (simple and continuous), **past perfect** (simple and continuous), **future** (continuous and perfect), **conditionals** (real, unreal (present) and unreal (past)), **modals** (can, could, may, might, must, have to, need, should, ought).

### COURSE SYLLABUS

1. **PRESENT PERFECT** (simple and continuous)
  - a. Time expressions
  - b. Stative / active verbs
  - c. Affirmative / Negative / Interrogative
2. **PAST PERFECT** (simple and continuous)

- a. Time expression
  - b. Contrast with simple past
  - c. Affirmative / Negative / Interrogative
3. **FUTURE** (continuous and perfect)
- a. Time expression
  - b. Affirmative / Negative / Interrogative
4. **CONDITIONALS**
- a. Real conditions
  - b. Unreal conditions (present)
  - c. Unreal conditions (past)
5. **WISH / HOPE**
- a. Present
  - b. Past
6. **MODALS**
- a. Can / could (have)
    - Ability
    - Possibility
    - Permission
    - Requests
  - b. May / might (have)
    - Permission
    - Possibility
    - Wishes
  - c. Must / have to / need (have)
    - Obligation
    - Logical conclusion
    - Necessity
  - d. Should / ought to (have)
    - Strong possibility
    - Advisability
  - e. Will
    - Determination
    - Request
    - Invitation
    - Assumption
    - Insistence
7. **PASSIVE**
- a. With reference to the tenses studied in Grammar I and Grammar II
  - b. With prepositional phrases

- c. Difference between passive and adjectival phrases
  - d. Pseudo passive
  - e. Semantic changes
8. **ARTICLES**
- Review of the basic uses of articles:
- a. The with mass and proper nouns
  - b. A / an with mass and proper nouns
  - c. Zero article with singular count nouns
9. **ADJECTIVES**
- d. Sequence of adjectives
  - e. Comparative and superlative forms
  - f. Derivational form of adjectives
10. **ADVERBS**
- g. Sequence of adverbs
  - h. Comparative and superlative form
  - i. Derivational form of adverbs

## **WRITING B 2304**

### **COURSE DESCRIPTION**

The goal of Writing B is to enable students to write coherently in English. This will include the writing of topic sentences, supporting sentences, and punctuation and use translational signals correctly. Different paragraphs are introduced in this stage such as paragraph development by examples, process, description, comparison, and contrast, cause, and effect. The students should be able to write different types of business letters and be able to take notes and construct short summaries.

### **COURSE SYLLABUS**

1. Review of main points in writing A
2. Sentence structure
3. Paragraph development
4. Developing a paragraph from an idea
5. Unity and coherence
6. Punctuations
7. Topic sentence, supporting sentences, concluding sentence
8. Kinds of paragraphs
9. Description
10. Comparison
11. Contrast

12. Definition
13. Cause and effect
14. CV writing and application letter
15. Summary writing
16. Library assignment

## **LISTENING AND SPEAKING B 2305**

### **COURSE DESCRIPTION**

Students in the Listening and Speaking B component course are exposed to varieties of natural occurring spoken English through listening exercises that are intended to develop strategies for comprehending connected spoken English as used in narrative, descriptive or argumentative texts.

The aim of the spoken component is to develop what the students have started in listening and speaking A. They are to be given a good opportunity to move their communication skills outside the classroom by negotiating and discussing issues as well as situations that resemble real life language use. Thus, students should be taught how to interact, in the target language, with other people in any of the many situations they may find themselves in. The use of role-plays, pair and group work, teacher-student work, media-based material; TV, Radio, magazines, video cassettes, etc. is believed to be essential for highly interactive material that promotes fluency and compressibility in spoken English.

It is always suggested that listening-lead-to speaking methodology would promote communication skills and match real-life use.

## **LITERARY READINGS A 2401**

### **COURSE DESCRIPTION**

Literary Reading A course is in two parts: the short story and the novel.

#### **THE SHORT STORY**

Students are encouraged to read as many short stories as possible applying the elements of fiction they study.

- Definition-length and economy
- The short story as an art form
- Distinction from the sketch, tale, parables, fables, and anecdote.
- Differences between the short story and the novel in terms of characters, incident, theme and description.

#### **THE NOVEL**

- Origin and development of the novel.

- Types of novels: historical, social, and political etc.
- Elements: characterisation, point of view, theme, style, plot, and setting.
- Students are taught how to analyse novels from different periods of English literature.

## **READING COMPREHENSION C 2402**

### **COURSE DESCRIPTION**

Reading Compression C course students by this stage should be able to read longer texts from different sources and write summaries and reports. This will enhance their vocabulary and understanding of authentic texts regarding current topics. This course is designed to refine students reading skills and to improve their comprehension and critical skills through some authentic academic longer reading selections. Students are trained to understand the writer's message and to discuss and evaluate the writer's tone, bias, purpose, and opinion, as well as fact and evidence. Take notes while reading is also emphasise. Both intensive and extensive readings assignments will be considered to encourage students to read.

## **ESSAY WRITING 2403**

### **COURSE DESCRIPTION**

Essay Writing course, students are expected to learn how to write Curriculum Vitae (CV) and an application letter (covering letter). Moreover, students' should know how to choose a topic, write a thesis statement, construct an outline, and finally to write an essay. Class work and home assignment are a must in this course. Development of essay may include description, comparison and contrast, cause and effect, narration, etc.

## **INTRODUCTION TO TRANSLATION 2404**

### **COURSE DESCRIPTION**

This Introduction to Translation course is an introductory course, which allows students to get acquainted with translation theories and practice for the first time. The aim objective of this course is to provide students with basic ideas about translation process and the contemporary theories set out by some scholars in this field and to enable them to improve their English and increase their lexical stock while at the same acquire the art of translating from English into Arabic and vice versa.

### **PART ONE**

- What is a translation study?
- What is translation?
- The translator as mediator
- What is a translation theory?

## **TYPES OF TRANSLATION**

1. Translation as a process
2. Catford's translation process
3. Eugene Nida's translation process
4. Nida's componential analysis of meaning (CA)
5. Peter Newmark's translation process
6. Translation as a product

## **METHODS OF TRANSLATION**

1. The difference between Semantic and Communicative Translation
2. The problem of Equivalence in Translation
3. Author-oriented translation
4. Reader-oriented translation
5. Text-oriented translation

## **PART TWO**

- Meaning and translation
- Arabic– English language and culture
- Culture Aspects (social–religious–ideological–literary)
- Denotative and connotative meaning
- Collocation
- Phrasal verbs
- Idioms and proverbs
- Passive voice in translation
- Translation problems (Lexical, Grammatical, Culture)
- Translating English passive into Arabic
- Translating English sentences into Arabic
- Translating Arabic sentences into English

## **PART THREE**

The practical part of the course consists of selected graded units of language starting from morphemes, words, phrases, clauses, simple sentences, complex sentences, compound sentences, paragraphs to texts taken from various sources (scientific, literary, religious, journalistic, legal and political).

## **LISTENING AND SPEAKING C 2501**

### **COURSE DESCRIPTION**

Listening and Speaking C course is the final listening and speaking courses. It is aimed at a higher

level of language acquisition. By the end of the course, students are expected to have reached the level of proficient language user.

### **1. Listening Component**

This course consists of authentic listening and viewing material that are selected from different sources to stimulate students' interest in the learning process and at the same time enforce the skills and strategies introduced and practiced in the previous listening and speaking courses. Students should be able to comprehend listening texts and to be able to use the listening comprehension skills and strategies effectively. They are also encouraged through listening to a variety of topic to practice the following critical thinking skills:

1. Interpret points of view.
2. Distinguish facts from opinion.
3. Synthesise information from different listening input.
4. Relate listening texts to personal experience.
5. Classify information.
6. Compare and contrast different listening input.
7. Infer word meaning from the listening context.

Language overview and vocabulary development exercises related to the above skills and strategies are designed to facilitate the learning process. These skills can also be applied through oral discussions, oral reports and presentations, writing summaries, and taking notes.

### **2. Speaking Component**

This component of the course aims at introducing the students to a more complex language type and interactive material attention is to be paid to both accuracy and fluency. The principle of complexity is manipulated through exposing the students to the idiomatic use of the language and specialised vocabulary by introducing them to the language of law, science, economics, finance, etc.

Ample time should be given to typical modes of communicating in academic settings. Activities include participating in seminars, scholarly discussions, and debates, plus making oral presentations are vital in this stage. Emphasis should also be on current world time events on the bases of media-based materials.

## **LITERARY READING B 2502**

### **COURSE DESCRIPTION**

This course Literary Reading B builds on what have been studied in Literary Reading A. However, students will be exposed to more extensive readings in poetry and drama. Literary Reading B provides a chance for students to apply the knowledge they acquired in the previous literary courses to detailed and analytical study of complete works of arts.

## **POETRY**

Using knowledge gained in the Prerequisite courses, students now move to detailed and analytical study of selected poems.

Analytical the following are dealt with thoroughly:

- a) Form and content interrelationship.
- b) Content: descriptive, narrative, ideas, emotions ... etc.
- c) Form and technique.
  - 1. Figurative language.
    - Simile and metaphor.
    - Imagery.
    - Symbol.
    - Irony.
    - Personification.
- d) Versification
  - Rhythm and meter.
  - Stanza forms.
- e) Sound devices:
  - Alliteration.
  - Rhyme.
  - Assonance.
  - Onomatopoeia.

## **DRAMA**

The course provides students with the opportunity to study in depth a range of dramatic texts representing the most important periods of drama (i.e., the 16<sup>th</sup> and 17<sup>th</sup> centuries, the modern), and introducing the most prominent playwrights (e.g., Shakespeare and Shaw).

The following are focused on:

- 1. Types: tragedy, comedy, melodrama, etc.
- 2. Elements of drama: dramatic conventions, the play, the story, characters, plot, and dramatic structure.
- 3. Distinction between the novel and the play in terms of characterisation, composition, reading etc.

## **ENGLISH GRAMMAR C 2503**

### **COURSE DESCRIPTION**

English Grammar C course covers the grammatical topics such as articles, 'the special use of articles', infinitive, gerund, participles, reported speech, nominal clauses, adverbial clauses and



relative clauses.

## **SYLLABUS**

### **ARTICLES**

1. The in special grammatical constructions
  - With adjectives used as nouns
  - With gerund or abstract nouns followed by (of) phrases
  - In (of) phrases after words expressing quantity
  - In apostrophic construction
2. Special uses of A
  - After such, what used with a singular countable noun
  - After certain adverbs or adjectives—many a, quit a, rather a
  - Before noun quantifiers –a few –a little
  - After so or too+ an adjective+ singular noun
3. Idioms with *A* and *The* or ( *Ø* ) Zero articles

### **THE INFINITIVE**

#### **FORM**

- Infinitive with to
- Plain infinitive

#### **FUNCTION**

- Subject
- Object
- Complement
- Adverbial

#### **OTHER USES**

- Verbs followed by the infinitive only
- Verbs followed by either the infinitive or the gerund and the effect of this on meaning.
- Verbs of sensation following plain infinitive.
- Omission of the infinitive verb

### **THE PARTICIPLE**

#### **FORM**

1. The present (active) participle
2. The past participle

#### **USES**

1. The continuous
2. The passive and perfect
3. As adjectival (or noun modifier)
4. With verbs of sensation
5. As adjective clause equivalent
6. As adverb clause equivalent

#### **THE GERUND**

##### **a. Function**

- Subject
- Object
- Object of preposition
- Complement
- Noun modifier
- In short notice

##### **b. Other Uses**

1. Verbs followed by gerund
2. Verbs followed by either the gerund or the infinitive
3. The difference between the gerund and the participle when both are used as modifiers.
4. **RELATIVE CLAUSES (ADJECTIVAL CLAUSES)**
  1. Defining clauses, with non-personal antecedent
  2. Non-defining clauses, with personal antecedent
  3. More than one relative clause in a sentence
  4. Relative clauses and antecedents referring to time, place, and manner

#### **REPORTED SPEECH**

1. Statement
2. Questions
3. Imperative
4. Exclamation

#### **NOMINAL CLAUSES**

##### **▪ Types**

1. That-clauses
2. Interrogative sub clauses
3. Nominal relative clauses

4. Nominal to–infinitive clauses
5. Nominal (–ing) clauses

- **Function**

1. Subject
2. Object
3. Complement
4. Appositive
5. Prepositional complement

#### **ADVERBIAL CLAUSES**

- **Types**

1. Time
2. Place
3. Manner
4. Reason or cause
5. Purpose
6. Result or consequence
7. Condition
8. Concession
9. Comparison
10. Degree

- **Function**

1. To modify a verb
2. To modify an adverb
3. To modify another clause

## **PHONETICS AND PHONOLOGY      2504**

### **COURSE DESCRIPTION**

Phonetics and Phonology course is an introduction to the science of phonetics. It seeks to give an overview of the subject in order to equip students with the necessary knowledge, which will assist them in their subsequent theoretical courses in English department. Students will learn the organs of the vocal tract as well as how sounds are articulated. They will learn phonetic alphabet as well how to transcribe words as an aid for correct pronunciation. Furthermore, they will study suprasegmental features of English, including stress patterns in words and sentences in addition to intonational patterns.

### **1. SYLLABUS**

#### **a) Introducing Phonetics:**

- Articulatory phonetics.
  - Speech mechanism.

- Types of airstream.
- Vocal apparatus.
  1. The larynx and phonation.
  2. Articulators of the upper vocal tract.
- b) The Sounds of English:
  1. Consonant description / classification.
    - Voicing.
    - Places of articulation.
    - Manners of articulation.
  2. Vowel classification:
    - Cardinal vowel theory.
      - Height of the tongue.
      - Position of the tongue:
    - Spread, neutral 'non-round' and round Lips.
    - Vowel length.
  3. Transcription:
    - IPA symbols and their use.
    - Transcription of one-and-two-syllable words.
  4. Suprasegmental:
    - Syllable structure / English syllable structure
    - Stress patterns
    - Intonation
    - Weak and strong forms

## **INTRODUCTION TO APPLIED LINGUISTICS      2505**

### **COURSE DESCRIPTION**

Introduction to Applied Linguistics course is a general introduction to the area of applied linguistics. It covers the following topics:

- General introduction to linguistics
  - a. What is linguistics
  - b. What is language
  - c. Levels of analysis
  - d. Definitions
    - Sound
    - Syntax
    - Morphology
    - Semantics
- Areas of applied linguistics

- a. Psycholinguistics
- b. Sociolinguistics
- c. Language Teaching
- The techniques of applied linguistics
  - a. Contrastive Linguistic studies
  - b. The study of Learner's Language (Error Analysis)
- The application of linguistics
  - a. Linguistics in Language Teaching / Learning
  - b. Linguistics and Translation
  - c. Linguistics and Literature (Stylistics)
  - d. **PS.**
  - e. All of the above topics are introduced briefly and systematically.

## **LANGUAGE ACQUISITION 2601**

### **COURSE DESCRIPTION**

The aim of Language Acquisition course is to provide an introduction to first and second language acquisition. It presents the main theories of language acquisition and considers the implications of these for language teaching and classroom practice. It also deals with the effects of factors such as intelligence, personality, and age on language learning

### **COURSE SYLLABUS**

#### **ACQUISITION**

- **THEORIES OF SECOND LANGUAGE LEARNING**
  - a. Behaviourism
  - b. Cognitive Theory
  - c. Creative Theory
  - d. The second Language interactions view
- **FACTORS AFFECTING SECOND LANGUAGE LEARNING**
  - a. Intelligence
  - b. Personality
  - c. Motivation
  - d. Age
- **LEARNING LANGUAGE**
  - a. The concept of learner language
  - b. Types of error
- **SECOND LANGUAGE LEARNING IN THE CLASSROOM**
  - a. Learners in Traditional Classroom

- b. Learners in Communicative Classroom

## **INTRODUCTION TO AFRICAN LITERATURE 2602**

### **COURSE DESCRIPTION**

Introduction to African Literature course aims at introducing students to African literature produced in English—largely West African and South African. Students are presented with a brief historical sketch of African literature written in English.

The following should be focused on:

- Significance of introducing African writing into Libyan universities' curricula.
- The writer's role in society.
- Oral literature
- Negritude
- Apartheid.
- Cultural collision
- Post-independence corruption
- Language dilemma—using English to communicate.
- ILLs of colonialism, outside domination, social and economic injustice, poverty, and exploitation and imposition of alien languages and religions.

## **INTRODUCTION TO ESP 2603**

### **COURSE DESCRIPTION**

The aim Introduction to **ENGLISH FOR SPECIFIC PURPOSES**, henceforth, ESP course is to provide an overview of the field of English for specific purposes. It looks at its definitions, aims, and types. It also looks at other central concerns of ESP such as language issues in ESP and needs analysis.

1. An introduction of to the development of ESP.
2. Definition and aims in ESP.
3. Discourse and genre analysis.
  - Needs analysis.
  - English for business purposes.
  - English for vocational purposes.
  - Teaching approaches to ESP.
  - Testing in ESP.

## **WORKSHOPS IN TRANSLATION 2604**

### **COURSE DESCRIPTION**

Workshops in Translation course students will practice how to translate from Arabic into English

and from English into Arabic. This kind of translation process is achieved through a workshop where students render different type of texts from different genres. Students will be exposed to the procedures and techniques used in the practice of translation. They will also put theory into practice and develop various practical translation skills. They will be taught how to translate different types of texts in various fields such as literary, social, technical, scientific, legal, political, and so forth.

## **COURSE SYLLABUS**

### **PART ONE**

Translation from Arabic into English

1. Argumentative Texts
2. Expository Texts
3. Instructive Texts

### **PART TWO**

Translation from English into Arabic

1. Argumentative Texts
2. Expository Texts
3. Instructive Texts

## **TEACHING METHODOLOGY AND STRATEGIES      2701**

### **COURSE DESCRIPTION**

This aim of Teaching Methodology and Strategies course is to give an overall picture of the traditional approaches to ELT together with development that is more recent. This course is divided into two parts. The first part is definitions and theory, which underline the English language teaching practice. The second part is techniques and application.

The content of the course

1. Terms related to ELT
  - Authentic text and task
  - Choral repetition
  - Communicative activity
  - Context
  - Controlled practice or guided practice
  - Creative practice or freer practice
  - Drill
  - Deductive learning approach

- Elicit
  - Error analysis
  - Formal instruction
  - Gist
  - Inductive learning approach
  - Input
  - Information gap activity
  - Language teaching
  - The language syllabus
  - Method
  - Methodology
  - Output
  - Receptive and productive skills
  - Second language acquisition and second language learning
  - Teaching practice
2. Teaching and learning the language
    - The nature of language
    - The nature of learning
  3. Learning theories
    - The behaviourist theory
    - The cognitive theory
    - Implications to classroom practice
  4. Structuralism in language teaching
  5. Functionalism in language teaching
  6. Methods and approaches in ELT
    - The grammar translation method
    - The audio–lingual method
    - The reading method
    - The eclectic approach
    - The communicative approach
  7. The language syllabus
    - Structural syllabus
    - Situational syllabus
    - Functional syllabus
    - Discourse based syllabus
  8. Levels of language description
    - Teaching pronunciation
    - Teaching vocabulary
    - Teaching grammar



9. Language skills

- Teaching reading
- Teaching writing
- Teaching listening
- Teaching speaking

## **INTRODUCTION TO AMERICAN LITERATURE 2702**

### **COURSE DESCRIPTION**

Introduction to American Literature course is a survey of the main literature genres in American literature poetry, fiction, and drama from the beginnings to the 20<sup>th</sup> century. A general treatment covers major authors and their work in a historical context with selections from such works.

## **RESEARCH METHODOLOGY 2703**

### **COURSE DESCRIPTION**

The aim of Research Methodology course is to enhance the students' understanding and application in some technical aspects of research. Students should know how to choose a topic, write a purpose, make a preliminary outline, prepare a bibliography, and footnote entries for different references. Students are also made familiar with the library and its resources for research. Writing III is a prerequisite. Thus, students are expected to write coherently and present well organised research papers.

### **COURSE SYLLABUS**

- Introduction to Key Terms
- World Wide Web Resources
- Literary visit and assignment
- Choosing a Topic
- Using the library
- Narrowing the focus
- Finding relevant books and articles
- Preliminary bibliography
- Preliminary thesis statement
- Preliminary outline
- Plagiarism
- Taking notes (summary, paraphrase, quotation)
- Revised thesis statement and outline
- Format of APA Style
- Format of MLA Style Sheet
- A student's Research Paper

- Writing first draft

## **SEMANTICS 2704**

### **COURSE DESCRIPTION**

Semantic course has been carefully planned to introduce students to all the main elements of semantics in a simple step by step fashion. Students begin by discovering the values and fascination of studying semantics and move on to such topics as sense and reference, basic sense relations, simple logic, word meaning, and interpersonal meaning. This course meets the needs of those who will develop their skills in the field of the study of meaning.

### **COURSE SYLLABUS**

1. Basic ideas in semantics
  - About semantics
  - Sentences, utterances, and propositions
  - Reference and sense
2. From reference
  - Referring expressions
  - Predicates
  - Universe of discourse
  - Deixis and definiteness
  - Words and thing: extensions and prototypes
3. Sense
  - Sense properties and stereotype
  - Sense relations
4. Logic
  - About logic
  - A notion of simple propositions
  - Connectives

## **TRANSLATION THEORIES AND PRACTICE 2801**

### **COURSE DESCRIPTION**

Translation Theories and Practice course is a further development of the basic course "introduction to Translation". Throughout this course, students will be exposed to some contemporary translation models, methods, approaches, and theories. The aim of this course is to narrow the gap between theory and practice in translation. Discourse analysis will be introduced through the study of the Text Linguistic Model. By the end of the course, students will be to analyse source text structurally and semantically in order to provide the most appropriate translation.

### **COURSE SYLLABUS**

1. Re-Examination of Translation Models
2. The Linguistic Model
3. The Cultural Model
4. Text Typology
5. Discourse parameters
6. Text Linguistic Model
7. Seven Standard of textuality:
  - Cohesion
  - Coherence
  - Intentionality
  - Acceptability
  - Informativity
  - Situationality
  - Intertextuality

## **RESEARCH PROJECT 2802**

### **COURSE DESCRIPTION**

As part of their graduation requirements, students have to write a Research Paper in the field of applied linguistics, literature, language teaching, or translation. They need to apply technical aspects of research writing that had been studied already in the Research Methodology course.

## **LANGUAGE TESTING 2803**

### **COURSE DESCRIPTION**

The aim of Language Testing course is to provide the students with basic information about testing English as a foreign language. Students should be given the opportunity to study different samples of achievement, placement, and proficiency tests. By the end of the course student should be able to understand how to construct, administer, and score a language test.

### **COURSE SYLLABUS**

1. Introduction to language testing.
2. Classroom and standardised language tests.
3. Types of language tests.
4. Test construction and administration.
5. Testing language components 'grammar and vocabulary'.
6. Testing reading and listening. Testing speaking and writing.
7. Evaluating and improving tests.
8. Basic Test Statistics.

## **ENGLISH GRAMMAR D (SYNTAX AND MORPHOLOGY) 2804**

## **COURSE DESCRIPTION**

English Grammar D “Syntax and Morphology” covers the main descriptive rules of English grammar. Then the students’ main task is to apply these rules to different grammatical operation. This course looks at English Grammar from a different point of view. It gives a systematic description of English Syntax. It aims at giving the students the tools of describing different structures that they have covered previously and building up a thorough understanding English Syntax. On the whole, this course gives a careful and a simple account of major areas of English Syntax that will provide a foundation for more advanced work in theoretical Linguistics.

## **COURSE SYLLABUS**

### **THE ORGANISATION OF THE GRAMMAR**

1. Units of Grammar
  - a. The sentences
  - b. The clause
  - c. The phrase
  - d. The morpheme
2. Syntactic Classes and Function
3. Sentence Patterns

### **THE VERB PHRASE**

- The structure of the verb phrase
- Finite and non-finite verb phrase
- Verb Patterns; simple and complex: operational and lexical
- Types of verb complementation:
  - a. Intransitive verb
  - b. Mono-transitive verbs
  - c. Di-transitive verbs
  - d. Complex transitive verbs
- Verb classes in English and their environment
- Phrasal and prepositional verbs
  - a. What is a phrasal verb?
  - b. Types of phrasal verb?
  - c. Transitive and intransitive phrasal verb
  - d. Prepositional verbs
  - e. Phrasal prepositional verbs
  - f. Di-Transitive-prepositional verbs
- Mood and voice
- Time-Tense-Aspect

- Meaning of the verb phrase

## **THE NOUN PHRASE**

- Identifying the noun phrase position and function in the clause
- The structure of the noun phrase
- The types of noun phrase: classifying noun structurally
- Head Noun: count vs. non-count; proper vs. common
- Reference and articles
- Number-gender-case
- Pre- modifiers and post-modifiers

## **THE PRONOUNS**

- Definition
- Syntactic
- Morphological characteristics
- Classification of sub-classes of pronouns

## **THE ADJECTIVES PHRASE**

- Definition 'structure of adjective phrases'
- Form and criteria
- Classification of adjectives
- Central: attributive and predicative

## **PERIPHERAL: ATTRIBUTIVE OR PREDICTIVE**

- Adjectives and other word classes: adverbs, nouns and participles
- Syntactic Function of adjectives
- Adjectives as nouns phrase head
- Semantics classification of adjectives
- Order of multiple adjective in pre-modification function
- Comparison of adjectives

## **THE ADVERB PHRASE**

- Definition
- Morphological
- Syntactic function
- Classes of adverbials
- The prepositional phrase
- Definition
- Syntactic function
- Morphology classification

9. Meaning of prepositional

10. Uses of preposition

## **GENERAL ENGLISH (SCIENCE) 0101**

### **INTRODUCTION**

This course improves the students' overall English language skills and develop professional skills—such as critical thinking, oral presentation and intercultural communication—needed for Science students.

### **COURSE DESCRIPTION**

The course will provide framework for reading, writing, and discussing contemporary scientific issues based on selections from texts related to the field of Science.

### **COURSE OBJECTIVES**

#### **STUDENT WILL**

- Gain confidence and skills in scientific and technical English speaking and listening.
- Strengthen pronunciation and oral presentation skills.
- Learn new technical vocabulary and concepts.
- Discuss various scientific technological topics.
- Develop critical thinking and analytical skills.
- Gain awareness of current issues in applied science and technology.
- Create and deliver a professional presentation.
- improve their English listening, speaking, reading and writing ability.
- Write a cohesive report.
- Discuss information, make suggestions and express opinions.
- Read texts, identify main ideas and details and make inferences.

### **COURSE GOAL**

To consolidate the students' knowledge of the type of English that could be used for scientific purposes.

### **SKILLS AND LANGUAGE FUNCTIONS**

- Skimming and scanning making suggestions.
- Reading and extracting information from reading texts
- Writing definitions identifying expressed opinions
- Learning scientific vocabularies and concepts
- Learning grammatical constructions that are used in scientific discourse.

## **GENERAL ENGLISH (SCIENCE) 0102**

### **INTRODUCTION**

This course improves the students overall English language skills and develop professional skills– such as critical thinking, oral presentation and intercultural communication–needed for Science students.

### **COURSE DESCRIPTION**

The course will provide framework for reading, writing, and discussing contemporary scientific issues based on selections form texts related to the field of Science.

### **COURSE OBJECTIVES**

#### **STUDENT WILL**

- Gain confidence and skills in scientific and technical English speaking and listening.
- Strengthen pronunciation and oral presentation skills.
- learn new technical vocabulary and concepts.
- discuss various scientific technological topics.
- Develop critical thinking and analytical skills.
- Gain awareness of current issues in applied science and technology.
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- Learning grammatical constructions that are used in scientific discourse.

## **GENERAL ENGLISH (ARTS) 2101**

**COURSE: CUTTING EDGE FOR ELEMENTARY**

### **THE OBJECTIVE OF GENERAL ENGLISH**

With a **TASK-BASED LEARNING APPROACH**, the main objective for students is to use the language in order to achieve a particular communication goal.

#### **CUTTING EDGE PRESENTS:**

1. A comprehensive syllabus with thorough grammar, vocabulary and skills work.
2. Systematic vocabulary building which focuses on high-frequency, useful words and phrases.
3. Clearly structured tasks to encourage student's fluency and confidence.
4. A basic range of situations immediately relevant to the student's needs in simple every day situation.
5. The use of basic written language to write simple sentences for simple practical purposes.
6. A help to understand the main point of short extracts in a limited range of situations.

### **GENERAL ENGLISH (ARTS) 2102**

#### **COURSE: CUTTING EDGE FOR ELEMENTARY**

### **THE OBJECTIVE OF GENERAL ENGLISH**

With a **TASK-BASED LEARNING APPROACH**, the main objective for students is to use the language in order to achieve a particular communication goal.

#### **CUTTING EDGE PRESENTS:**

1. A comprehensive syllabus with thorough grammar, vocabulary and skills work.
2. Systematic vocabulary building which focuses on high-frequency, useful words and phrases.
3. Clearly-structured tasks to encourage student's fluency and confidence.
4. A basic range of situations immediately relevant to the student's needs in simple every day situation.
5. The use of basic written language to write simple sentences for simple practical purposes.
6. A help to understand the main point of short extracts in a limited range of situations.