

Reading 1

(قراءة استيعابية 1)

This course is designed to develop students reading in comprehension and thinking skills, reading for pleasure, and vocabulary building. The course consists of reading texts from a broad range of texts types such as short stories. Teaching strategies are silent reading, pair work and group discussions, and a whole class activity. There is not a pre-requisite for this course.

Reading 2

(قراءة استيعابية 2)

The course aims at developing students' reading proficiency to enable them understand various types of texts and train them in the skills of scanning, skimming, inferring, fast reading, looking for specific facts, guessing meaning from the context, finding out main ideas, and summarizing. This course is taught by different strategies such as pair work or group work activity, and silent reading, and Prerequisite of this subject is Reading comprehension 1.

Advanced Reading Comprehension

(قراءة استيعابية متقدمة)

This 3-credit-hour course is designed for students with an advanced level of academic English proficiency. It aims at improving students' reading and critical thinking skills. Topics include vocabulary enrichment, extracting implied meaning, drawing conclusions and summarizing. Sustained silent reading and group discussion are among the teaching strategies. It is evaluated through a number of reading exercises and assignments, presentations, quizzes and tests. Prerequisite of this subject is Advanced Reading Comprehension II.

writing I

(مهارات الكتابة 1)

This course is intended to develop students' ability to write cohesive and coherent English texts. The topics chosen for this purpose are of different background and are related to students' immediate needs. Spelling, punctuation, grammar, and organization are to be dealt with practically in almost all the writing tasks following each unit. The course starts with a topic specially meant to enhance the writing conventions. Word and phrase linkers are to be taken in consideration to emphasize the concepts of phrase, and paragraph. The course focuses on the sentence structure in all its dimensions starting with the simple sentence and ending with the complex sentence. The course also focuses on outlining a paragraph (simple & detailed), and the paragraph structure in all its aspects including writing descriptive and narrative paragraphs.

writing 2

(مهارات الكتابة 2)

The course provides students practice in producing a variety of grammatically correct sentences in unified paragraphs that are patterned logically. Topic sentence use in all writing is stressed as well as adequate development of ideas. This course is also intended to acquaint the students with the basic background information of the skill of writing different types of paragraphs as a preliminary step toward short essay, different types of essays, different types of reports, writing different types of business letters, the art of taking notes, and the techniques of filling up forms. Some of the important factors affecting the skills of writing would be discussed in detail and individual as well group strategies would be applied to the classroom. Some high-interest topics would be brought to develop the above mentioned skills.

Advanced Writing Skills

(مهارات كتابية متقدمة)

This course is intended to provide students with a practical and efficient approach to acquire the skills, strategies, and knowledge that are necessary for developing students' ability. This course also helps to provide opportunities for students to explore their opinions, discuss their ideas, and share their experiences through written communication. By guiding developing writers through the experience of composing various types of essays, this course also involves practice in producing longer and substantial essays of several paragraphs. Attention will be given to the process of developing formal argumentative essays. Emphasis will be also given to rules of evidence and the methods of presenting it to support the points of view used. In order to make teaching effective and interesting, topics that might be of interest and informative at the same time are thrown at student for discussion in class.

Listening and Speaking 1

(مهارات تحدث واستماع 1)

This three hours speaking course is largely of practical nature. Students are exposed to various situations which they learn to talk about /discuss in correct English. Those situations are related to their daily life. Students learn a number of new vocabulary related to the previous situations. Along with oral performance, students have good deal of listening practice. Some care will be given for pronunciation (problematic sounds).

Listening and speaking 2

(مهارات تحدث واستماع 2)

This course is three credit hours. It is designed to continue along with the lines drawn in spoken English description. However, special focus is given to students style, register, intonation, stress, ability to arrange ideas, run an argument, creating suitable conversations for the suited situation. Students are exposed to extra speaking, listening materials other than those in their books. They also learn to realize the way of their speaking the language by using it to express issues that are related to their daily life.

Advanced Listening and speaking

(مهارات تحدث واستماع متقدمة)

This course is three credit hours. The course is designed to help develop the oral communication for students in academic and professional settings promoting cumulative learning. Advanced Spoke develop the ability and confidence to communication comfortably and effectively. It encourages students to examine their own opinions and values. Fluency and accuracy are important, as is the essential and appropriate use of vocabulary and features of discourse. Integrated work on all skills prepare students for the development of a substantial s spoken output.

Grammar and Usage 1

(قواعد 1)

This course is the first of three courses in grammar and usage. The course intends to sharpen students' skills in recognizing and using grammatical structures thorough revision or the rules expected to have been introduced to students during their preparatory and secondary stages. In this course, students will develop their knowledge of the rorn1. meaning, and use or English grammar structures. These structures will help students understand grammatical structures, and communicate better in social and academic situations.

Grammar and Usage 2

(قواعد 2)

This 3-hour-credit course is designed for students with an intermediate level of academic English proficiency. It aims at developing students' knowledge and understanding of grammar in interactive and communicative ways. Grammar structures are introduced and practiced in various ways, formal and informal, oral and written. It is evaluated through a number of written assignments, quizzes and examinations. Prerequisite of this subject is Grammar and Usage I.

Phonetics and Phonology

(علم الصوتيات)

The course is based on pre-requisite skill courses. It attempts to provide information about English sound system. It includes phonetics and phonology. Students in this course are exposed to different branches of phonetics and different types of organs of speech. Students will be exposed to the different ways of describing English sounds. They are also exposed to the different suprasegmental features like stress, intonation and to the syllables and syllable structure as well. Students are also exposed to differences between British English and American English.

Morphology

This course tries to present English morphology at an introductory level. It tries to illustrate word formation process in morphology. It presents a detailed description of various types of prefixes and suffixes in English. It discusses the process of inflection and derivation with a wide range of considerations. It provides theoretical background on morphology and substantiates it with practical exercises to develop better understanding of morphology. The teaching strategy included techniques such as flash cards. Power-point slides, materials, white board etc.

English Syntax

(النحو الإنجليزي)

This course aims at providing an introductory knowledge of English Syntax. It presents a detailed descriptions of traditional definitions of parts of speech (such as Nouns, Pronouns, Verbs, Adjectives etc.) It also discusses various types of phrases such as Noun Phrase, Verb Phrase, Adjective Phrase etc. This course also provides a detailed description of various types of clauses in English and the way in which they are different from English sentences. In the end, this course tries to look at syntax from the Transformational Generative Grammar Approach. The teaching strategy included techniques such as flash cards, power-point slides, white board etc.

Semantics

(علم المعاني)

This course provides learners of English with some of the basic notions of semantics as understanding of meaning which is one of the core linguistic problems that the learners of a foreign language face. This course offers an introduction to the basic concepts and methods in the analysis of natural language meaning through a survey of major current approaches and their findings. It also tries to look at study of semantics from different modern approaches such as structuralist and generative approaches.

Introduction to Literature

(مقدمة في الأدب)

Introduction to English Literature is an introductory course. It is intended to provide a background for the various literary courses that are going to be studied in subsequent semesters and levels. Therefore, it is designed to provide the students of English with a brief but comprehensive overview of English literature.

The selected items of this course in addition to its importance in enriching the students' language, vocabularies, personal experience, aimed at making the students aware of the nature and history, trends and movements, forms and terms, and important writers and works of English literature. It includes a selection of simple poems, sample of novels and plays and historical background of English literature. The teaching strategy includes techniques such as lectures, discussions, dialogues, co-operative learning, presentations, group and individual work, etc.

17th Century Drama

(مسرح القرن السابع عشر)

17th Century Drama is an elective course. It will help students to put the 17th century Drama in proper perspective in the context of the Annals of English Literature. It will give them a sense of continuity and make them understand the contributions 17th century made for the growth of all genres of English literature and how it enriched the 18th Century literature immediately following it. It aims at familiarizing students with the major dramatists of the age. The course also aims at developing students' knowledge and understanding of drama as a distinctive literary genre. a

selection of simple plays are suggested to be in the syllabus of this course, where students are trained on literary implementations of the literary analysis, approaches and devices they had studied earlier. However, exploring intended meanings, alongside with the surface meaning, of the texts in focus is another objective of the course. The teaching strategy includes techniques such as lectures, discussions, co-operative learning, presentations, group work, etc.

18th Century Novel

(رواية القرن الثامن عشر)

18th Century Novel is an elective course. It aims at familiarizing students with the major novelists of the age. It was the age that landmarked the emergence of novel as a brand new literary form. The course also aims at developing students' knowledge and understanding of novel as a distinctive literary genre. A selection of simple novels are suggested to be in the syllabus of this course, where students are trained on literary implementations of the literary analysis, approaches and devices they had studied earlier. However, exploring intended meanings, alongside with the surface meaning, of the texts in focus is another objective of the course. The teaching strategy includes techniques such as lectures, discussions, co-operative learning, presentations, power-point slides, etc. **19th Century Literature**

(أدب القرن التاسع عشر)

This is a general course in Literature for students of English language. It aims at familiarising the students with the major poets as well as the novelists of the age. Novels and poetry were the genres of the age. Being a general course, a selection of simple poems and plays are suggested to be in the syllabus of this course, where students are trained on literary implementations of the figures of speech they had studied earlier and how they serve the meaning of the text in focus. Exploring intended meanings, alongside with the surface meaning, of the texts in focus is another objective of the course. On the other hand, the students should not read in depth the several schools of poetry and the technical differences that underline the differences between these schools of poetry and prose. The teaching strategy includes techniques such as lectures, discussions, co-operative learning, presentations, group work, etc.

20th Century Literature

(أدب القرن العشرين)

This course, in addition to its importance in enriching the students language, vocabularies, personal experience, aims at familiarising the students with the major poets as well as the novelists of the age. It includes a selection of simple poems, novels and plays where students are trained on literary implementations of the figures of speech they had studied earlier in the Introduction to Literature Course in addition to some literary works that flourished in 17th, 18th and nineteenth centuries and how they serve the meaning of the text in focus. Exploring intended meanings, alongside with the surface meaning, of the texts in focus is another objective. On the other hand, the students should not read in depth the several schools of poetry and the technical differences that underline the differences between these schools of poetry and prose. The teaching strategy includes techniques such as lectures, discussions, co-operative learning, presentations, group work, etc.

Introduction to Linguistics

(مقدمة في علم اللغة)

The course is based on pre-requisite skill courses. It attempts to provide basic information of linguistics including subareas like phonetics, phonology, morphology, syntax, semantics, and pragmatics. Students in this course are exposed to varieties of sound speech of English language. more specifically where and how these sounds are produced. Also students are exposed to an in-depth insight of the patterns of speech sounds. It also provides students a basic idea of sentence construction and introductory concepts of morphology. The teaching strategy included techniques such as flash cards, power-point slides, audio-video materials, white board etc.

Introduction to Translation

(مقدمة في الترجمة)

This course aims at acquainting students with an overall image of the nature of translation and some major differences between English and Arabic in translation. It also provides some background knowledge on the techniques, kinds, and types of translation. Listening & Speaking Skills 2, Writing Skills 2, Advanced English Grammar, and Advanced English Reading are prerequisites for this course. Students are required to do extensive readings and presentations in class.

Leaderships Skills

(تنمية المهارات القيادية)

This course aims to strengthen the skills necessary for essential leaderships that learners need in order to be successful at directing others to achieve their own goals. The course provides students with opportunities to understand the concept, theories, and styles of leadership. The course also aims to give students opportunities to practice essential skills such as Self-Management Skills, Creative & Critical thinking Skills, managing process, conflict resolution, negotiating and empowering, motivating and persuading, stress management, problem solving, interpersonal communication, and decision-making. Teaching methods includes lectures, class discussion, videos, oral presentations, written assignments, and group projects.

(مناهج البحث)

يُعد هذا المقرر من أهم المقررات الدراسية كونه يمكن الطالب الجامعي من المهارات التي تساعد على إنجاز بحث التخرج، وهو يعمل على إكسابه مجموعة من المعلومات والمعارف حول العلم والمعرفة، والبحث العلمي ومناهجه، وينمي الاتجاهات الإيجابية لدى المتعلم تجاه البحث العلمي، ويتحقق ذلك من خلال مجموعة من الأنشطة الفاعلة (طرائق وأساليب تدريس، ووسائل) كطريقة الحوار والمناقشة، والتعلم الذاتي، والبحث، والتطبيقات، مع استخدام الباوربوينت عند العرض، وتقييم الطالب من خلال المشاركة الصفية والتكاليفات المصاحبة- الصفية واللاصفية – والاختبار النصفى والنهائى.

Translation Theories

(نظرية الترجمة)

This subject attempts to present a solid theoretical foundation to the other translation skill courses so that the student can apply the theoretical principles on in/out classroom practical translation activities between English and Arabic. It aims at providing student with sufficient knowledge of the essential theoretical translation-related issues. The student is required to make presentations and work in groups and pairs to explain the theoretical concepts of the subject. The student is expected to work with in/out-class papers as well. The pre-requisite of this course is introduction to translation.

Technical Translation

(الترجمة الفنية)

This course introduces students to technical texts extracted from various fields of knowledge, drawing their attention to the distinctive features of technical writing with respect to style, syntax and vocabulary. Such background knowledge will prepare them to translate similar texts from English to Arabic and vice versa. Introduction to Translation is a prerequisite course whereas Theories of Translation is a co-requisite course.

Electronic Tools for Translation

(الترجمة الالكترونية ووسائلها)

This subject attempts to highlight the use of translation aids that might take part in contributing to the success of the process of translation. Translation aids, or tools, are such as: bilingual paper-packed and electronic dictionaries and encyclopedias. Other computer-centered genres of translation such as subtitling and dubbing will be demonstrated as well. Besides, machine translation will be discussed. Students are expected to be an intrinsic part of the process of instruction since the practical nature of this subject will encourage students to prepare, work and evaluate the process of handling the translation tools to bring the translation to a success. The pre-requisites for this subject is acquiring computer skills sufficiently and introduction to translation. Testing will be through projects, quizzes and exams.

News Translation

(ترجمة الأخبار)

This course is designed to familiarize students with media style, format and features. In addition, it will enhance students' translation skills with respect to Arabic- English media translation and further familiarize them with the socio-cultural, linguistic and technical dimensions that characterize this type of translation. The course also offers a wide range of news materials through which students can study various problems that may appear at the time of translation and can propose and suggest possible solutions. Introduction to Translation and Theories of Translation are pre-requisite courses, whereas English Syntax is a co-requisite course.

On-sight Translation

(الترجمة المنظورة)

This course prepares students to do consecutive and simultaneous interpretation in level four. To practice sight-translation, students are required to do a lot of practical exercises, both in English and Arabic. These will be done through individual presentations, pair work and group work. The course will consist of texts from various areas, including political, social, touristic, sport, etc. Students are also required to select their own texts and bring them to the class for discussion and translation. Introduction to Translation and Theories of Translation are pre-requisite courses, whereas English Syntax is a co-requisite course.

Literary Translation

(ترجمة النصوص الأدبية)

This course aims at providing students with sufficient knowledge about the nature of literary translation, its characteristic, difficulties and ways of approaching literary texts in translation. Of course, the course will not be only theoretical, rather, every theoretical aspect is subjected to actual practical translation exercises by the students. Therefore, well selected literary materials, English-Arabic and Arabic-English, (poems, short stories, acts of some plays and chapters of novels) with their translations are to be studied. Designing the course in this way is most likely to help the students to learn how to deal with the translational difficulties of literary texts through the study of literary works in translation.

Legal Translation

(ترجمة النصوص القانونية)

This course introduces students to the field of legal discourse, which is fairly different from other types of discourse. It lays the foundation for the practice of legal translation. The course also prepares students to court interpreting that can be a component of interpretation. The course will cover texts taken from a variety of legal sources. Introduction to Translation and Theories of Translation are pre-requisite courses, whereas English Syntax is a co-requisite course.

Consecutive interpreting

(الترجمة المتتبعية)

The course aims at providing intensive practice in consecutive interpreting from English to Arabic and vice versa. The course focuses on "as-if-real" professional situations. Students will learn how to behave, listen and talk like professional interpreters. They will develop short term memory building and exercising strategies, reading capabilities and note-taking techniques for interpreting. A prerequisite of this course is Introduction to Translation.

Business translation

(الترجمة التجارية)

Business translation is meant to provide students with knowledge of business translation and a wide range of terminology related to finance, economics, and business correspondence that needs to be, efficiently, rendered from Arabic into English and vice versa. Students are expected to do this through student-centered activities such presentations and projects. The evaluation of the students will be through strategies like quizzes, assignments and exams. The prerequisites mention earlier are required for this subject.

Editing and Revising of Translation

(مراجعة الترجمة وتحريرها)

The importance of this course stems from the fact that a finished translation is never really finished, it IS nearly half finished. More work has to be done specially when the translation is to be published for target audience. Wide variety of activities involved in both revising and editing are required. Therefore, after studying several courses or translation, students undoubtedly need to take this course, otherwise their study may simply be considered incomplete since any piece of translation needs to be thoroughly revised, checked, improved and edited accurately and precisely to fulfill the purpose it is made for.

Simultaneous Interpreting

(الترجمة الفورية)

The course aims at providing intensive practical instruction in simultaneous interpreting from English to Arabic and vice versa. The course focuses on "as-if-real" professional situations. Students will learn how to behave, listen and talk like professional interpreters. They will learn how to behave in booth and what are the ethics of simultaneous interpreting. A prerequisite of this course is consecutive interpreting and introduction to translation.

Training – Translation

(التدريب)

This course aims at training students of translation on the translation of journalistic, political, commercial, and legal texts. Practice is based on authentic documents from the market to be translated from Arabic into English and vice versa. The course includes the presentation of linguistic and cultural issues affecting meaning transfer from the original text into target language. Legal Translation, Business translation and Introduction to Translation are prerequisites.

Translation of Religious Texts

(ترجمة النصوص الدينية)

Religion is believed to be an intrinsic part of one's identity. Besides, understanding Islam as the most rapidly spreading in the world needs to be born in mind seriously so that it can reflect a figure that does not represent the peaceful image of Islam. Thus translating the message of Islam can help in bringing this to a success. Students are, thus, expected to experience translating Islamic and non-Islamic texts and apply the strategies of translation to overcome the difficulties they may face. The evaluation can be through presentations, assignments, quizzes and exams.

Applied Linguistics

(اللغويات التطبيقية)

The course is based on pre-requisite skill courses. It attempts to provide information about language acquisition, language learning and language teaching. Students in this course are exposed to different approaches in the first language acquisition and second language learning. Students will be exposed to the differences between language acquisition and language learning. The relationship between applied linguistics, in one hand, and theoretical linguistics, sociolinguistics and psycholinguistics, in the other, will be shown to the students. Students are also exposed to the different error analyses in second language learning. The non-linguistic factors that may affect the learning process will be discussed too.

psychology of foreign language learning

(علم اللغة النفسي)

The course offers a psychological understanding of language learning to the student of English as foreign language. It attempts to provide a detailed description of human mind and what goes on in the mind minds of English. It also tries to explain what the psycholinguistic factors that affect language learning are and what are the ways, in which, students can utilize them for the interest of learning. It discusses various roles of teachers and the problems behavior of students. It even tries to explore the ways that can help improve teaching of English. The teaching strategy included such as flash cards. Power-point slides, audio-video materials, white board etc

CALL

(استخدام الحاسوب في تعليم اللغة)

This course provides students with a fundamental understanding of the principles underlying the use of computer technology in language learning and teaching as well as hands-on activities of designing and producing computer assisted language learning

(CALL) programs and materials. The topics include computer and Internet basics, principles of computer assisted language learning, CALL software and website evaluation, using technology to teach learn listening, speaking, reading, and writing skills, web-based CALL activities, using computer –mediated communication in language learning and teaching and designing and creating CALL activities and programs.

Foreign Language Teaching

(تدريس اللغة الأجنبية)

This is a core professional course for the trainee teachers of English. It aims at equipping trainee teachers of English with an overall view about language learning theories and the approaches to language teaching. It also aims at providing them with a thorough information about different methods of teaching; starting with the grammar translation method and concluding with the communicative approach to language teaching.

It is also meant to equip them with the main classroom techniques, lesson planning, presenting of the oral form, meaning and written form of new vocabularies, new structures, grammar points, texts and dialogue exploitations. This requires students to be competent in the four language skills in addition. The course is commonly presented through lecturing, class discussions, brain storming and frequent presentations and demonstrations in the class.

Language Assessment

(تقييم اللغة)

This course is designed to introduce students to present day language testing theory and practice. The objectives are primarily to increase students' skills in writing classroom tests, selecting and using already developed instruments. Discussions and cooperative learning are used as teaching strategies among some others. Students are required to present in class and prepare an achievement test. Instructional Media, Foreign Language Teaching, Computer Assisted Language Learning, and Material Development are prerequisites.

Training 1- Applied

(التدريب 1)

This course includes three components: 1. Theoretical part, that is commonly covered in the first week of the first semester. Students are introduced to different theoretical lectures, discussions on different teaching methods and several classroom management techniques, audio-visual aids that are commonly available in English classes. 2. School visits and classroom observations, students are divided into small groups and assigned to visit a chosen school. Each student must attend three different classes to watch three different teachers teaching three different lessons and report their visits to their instructors. 3. Peer teaching sessions that commonly last for twelve weeks. Students will be divided into small groups; each student will be given 2 to 3 opportunities to prepare a mini lesson plan to make formal teaching presentation in front of their classmates. At the end they get feedback from their supervisor and classmates. This practical course provides the trainee teachers with constructive feedback on their teaching ability so they can get over the expected challenges in real teaching field.

Sociolinguistics

(علم اللغة الاجتماعي)

This course is an introduction to sociolinguistics, the study of the relationship between language and society. The course looks at variation at all levels of language and how such variation is constructed by language and culture. An exploration of attitudes and ideologies about these varieties will be of particular importance to understanding this relationship. This topic provides a straight forward and accessible survey for students of the basic issues and topics involved in the study of the interrelationship between language and society and social stratifications.

Pragmatics and Discourse Analysis

(البرجماتيات وتحليل النص)

This course combines two linguistic branches: pragmatics and discourse analysis which are concerned with contextual meaning as related to spoken or written English discourse. The aim of the course is to enable the university students of English to possess the ability of analyzing linguistic texts at different dimensions such as syntax, semantics, lexis, morphology and pragmatics, etc. The focus of the course will be on language in use which will classify it as one of the Applied linguistics domains.

Training 2

(التدريب 2)

This course is a pure practical one. It lasts for two weeks and is commonly done in the first two weeks of the second semester. It allows students to put the theoretical information they have been studying into practice in real situations. Students are divided into small groups and each is sent to practice actual teaching in schools for twelve consecutive days or a day in every week for 12 weeks under the supervision of a staff member. Each individual will be visited at least three times by their supervisor. The purpose of the first visit is to provide students with feedback about their lesson plan and their classroom practices. The second two visits are meant, in addition to providing trainee teachers with the required feedback, to assess their teaching. This course allows students to be exposed to real teaching in a real learning and teaching environment, giving them the chance to create the best they could in teaching. Some pre-requisite courses are given in the previous

semesters like Methods of teaching English, Instructional media, Foreign Language Teaching, Language Testing, Computer Assisting Language Learning, Instructional Design.