جامعة المجمعة
Majmaah University
كلية التربية بالزلفي

ENGLISH LANGUAGE DEPARTMENT

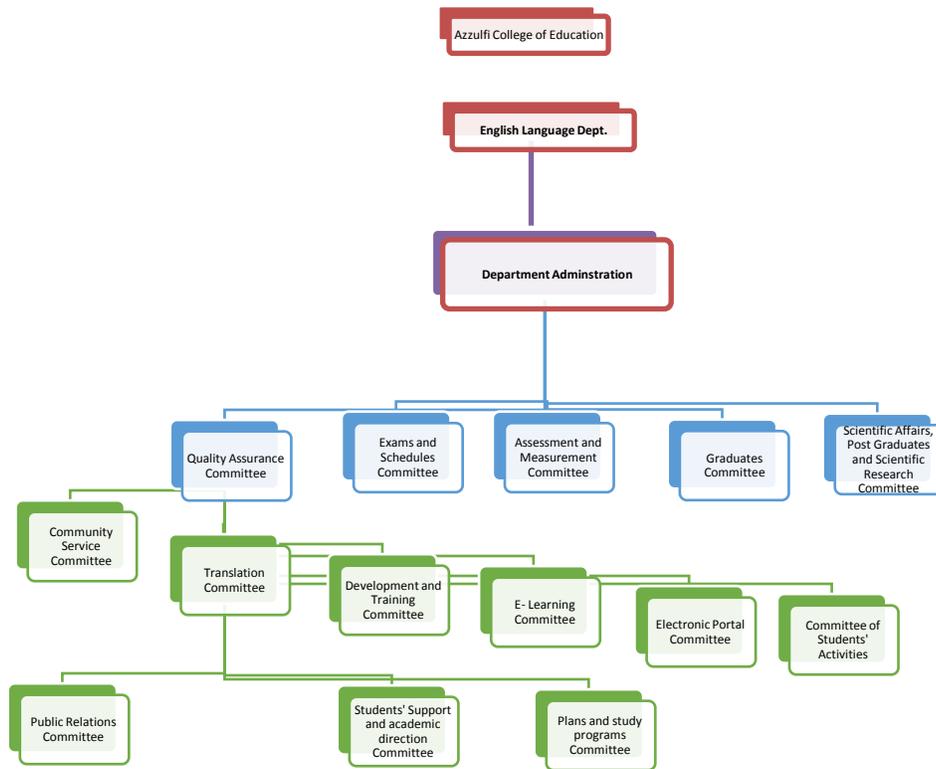GUIDE

AZZULFI COLLEGE OF EDUCATION

MAJMA'AH UNIVERSITY

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Message from the Dean

The Kingdom of Saudi Arabia has undergone a massive development in different fields. Most prominently is the educational field which has received a great support from the government. Part of this support has resulted in establishing universities and colleges. Founded at the University of Majmaah, The College of Education in Zulfi is playing a pivotal role in keeping pace with development plans. There are a number of majors at the college: the Department of Islamic Studies, Arabic Language Department and the Department of English Language, along with the Department of Educational Science. The College strives to place too much importance on not only educational and academic aspects but to scientific research and community service. The College's future plans, which is derived from the strategic plan, focuses on education and community needs based on clear vision and mission.

عميد كلية التربية بالزلفي

د. ناصر بن عثمان العثمان

Message from the Head of Department

The Department of English Language - as one of the departments of the College of Education in Zulfi – stands out as a hub of advanced education in the fields of theoretical linguistics, applied linguistics, translation and literature, and aims to prepare educational outputs of a high level in translation, literature and language skills to meet the requirements of the labor market and to achieve the Kingdom's ambitious 2030 Vision. The department strives to achieve high levels of quality in education and scientific research, and to keep abreast of new developments in all tracks to achieve the honorable level that places us in the ranks of the prestigious English language departments locally and regionally.

The Department of English Language engages distinguished faculty members who specialize in the sciences of theoretical and applied linguistics and English literature; and who have expertise in the fields of teaching and publishing research in peer reviewed journals, and participating in local and regional conferences and seminars.

Dr. Abdulrahman Nasser Alqefari

Overview of the Department

The Department of English at Az Zulfi College of Education was established to meet the high demand for the English language and its areas of specialization in linguistics, literature and translation both at the local and national levels. It reflects the awareness of decision makers of the growing need for this specialization.

The department is part of the College of Education at Az Zulfi, which is a branch of Al-Majmaah University. It was established in 2003 and started with a few number of female students. In 2012, the first group of male students were enrolled to the department. The department aims to qualify students both lingually and educationally to serve the local community.

The Department offers Bachelor's degree in Arts and Education where students spend eight semesters studying language skills, linguistics, literature and translation. Besides, students study other courses related to general culture and thinking skills.

English Department consists of a number of distinguished Saudi and non-Saudi staff members. Besides, the department encourages and supports teaching assistants and lecturers to pursue their post-graduate studies abroad. In addition, the department make use of the most recent technological tools exemplified in modern laboratories and classes equipped with smart boards are and train staff members to use electronic platforms to attain high quality outcomes.

Vision - Mission - Objectives

Vision

Attaining academic excellence in the field of the English Language and Educational Sciences to build a knowledge society.

Mission

Providing an integrated academic and professional training program in the domains of English Language, Literature, Linguistics, and Translation; alongside a constant endeavor to promote scientific research, community service and inter/cross-cultural communication and societal partnerships

Objectives

1. Preparing and training competent graduates to cater for the job market needs in the field of English Language and Applied Linguistics, Translation and Literature.

2. Producing fluent speakers, good writers, thoughtful readers and critical thinkers with pertinent technology awareness.

3. Enriching academic research in the domains of English language and Literature, Descriptive and Applied Linguistics, Translation and Socio-cultural Studies.

4. Providing community services in terms of general proficiency and ESP English language courses (e.g., diplomas, public lectures, social activities, visits and tours, particular consciousness-raising campaigns, etc.)

5. Fostering an academic and social environment, which raises both students and faculty consciousness of the latest developments in their relevant fields.

Values

- Responsibility toward the society.
- Teamwork.
- Interaction with other cultures while feeling proud to maintain the Islamic and National values.
- Job ethics: scientific honesty, respecting others' opinions, objectivity and neutrality.

Department Teaching Staff

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m.sulaiman@mu.edu.sa	Writer	Maha AlAmmar	٤.

Study Plan (Educational)

The Study Plan (Educational) of the English Department

Notes	Requirements	Activity Practical	Activity Theoretical	Hours per week	Course Name	Course Code	
-	-	-	٢	٢	A University Requirement	-	Level One
-	-	-	٢	٢	A University Requirement	-	
-	-	-	٢	٢	A University Requirement	-	
-	-	-	٢	٢	Teaching Techniques and Communication Skills	CURR ENG 116	
-	-	-	٢	٢	Origins of Islamic Education	EDU 117	
-	-	-	٢	٢	Educational System and Policy in KSA.	EDU 118	
-	-	-	٢	٢	English Grammar and Sentence Structure 1	ENG 111	
-	-	-	٢	٢	Listening and Speaking 1	ENG 112	
-	-	-	٣	٣	Reading and Vocabulary Building 1	ENG 113	
	19 Hours					Total	
-	-	-	٢	٢	A University Requirement	-	Level Two
-	-	-	٢	٢	Developmental Psychology	EDU 126	

-	-	-	٣	٣	Learning English Pronunciation	ENG 121	
-	ENG 111	-	٣	٣	English Grammar and Sentence Structure 2	ENG 122	
-	ENG 112	-	٣	٣	Listening and Speaking 2	ENG 123	
-	-	-	٣	٣	Reading and Vocabulary Building 2	ENG 124	
-	-	-	٢	٢	Writing 1	ENG 125	
18 Hours						Total	
-	-	-	٢	٢	A University Requirement	-	Level Three
-	EDU 126	-	٢	٢	Mental Health	EDU 216	
-	-	-	٢	٢	Principles of Educational Research	EDU 217	
-	-	٢	٢	٣	Computer Assisted Language Learning	ENG 211	
-	ENG 122	-	٣	٣	English Grammar and Sentence Structure 3	ENG 212	
-	ENG 123	-	٣	٣	Listening and Speaking 3	ENG 213	
-	ENG 124	-	٣	٣	Reading and Vocabulary Building 3	ENG 214	
18 Hours						Total	
-	-	-	٢	٢	A University Requirement	-	Level Four
-	EDU 126	-	٢	٢	Educational	EDU 226	

					Psychology	
-	ENG 125	-		٣	٣	Writing 2	ENG 221
-	Passing 50 Hours	-		٢	٢	Foreign Language Learning Strategies 1	ENG 222
-	Passing 50 Hours	-		٣	٣	An Introduction to Linguistics	ENG 223
-	Passing 50 Hours	-		٣	٣	An Introduction to Translation	ENG 224
-	Passing 50 Hours	-		٣	٣	An Introduction to Literature	ENG 225
	18 Hours						Total

-	-	-	٢	٢	Educational Planning and Administration	EDU 316	Level Five
-	-	-	٢	٢	Production and Sources of Electronic Learning	EDU 317	
-	ENG 214	-	٣	٣	Advanced Reading	ENG 311	
-	ENG 221	-	٣	٣	Advanced Writing	ENG 312	
-	ENG 223	-	٣	٣	Applied Linguistics	ENG 313	
-	ENG 223	-	٣	٣	Phonetics	ENG 314	
-	ENG 223	-	٣	٣	Morphology	ENG 315	
	19 Hours					Total	
-	-	-	٢	٢	Teaching Strategies	EDU 326	Level Six
-	-	-	٢	٢	Curricula	EDU 327	
	ENG 212	-	٣	٣	English Syntax	ENG 321	
-	ENG 314	-	٣	٣	Phonology	ENG 322	
-	ENG 223	-	٣	٣	Semantics	ENG

						323	
-	ENG 223	-	٣	٣	Comparative Linguistics	ENG 324	
	ENG 223	-	٣	٣	Pragmatics	ENG 325	
	19 Hours					Total	
-	EDU 326	-	٢	٢	New Trends in Teaching Strategies	EDU 416	Level Seven
-	-	-	٢	٢	Educational Evaluation	EDU 417	
	-	-	٣	٣	Methods of Research	ENG 416	
	ENG 223	-	٣	٣	Sociolinguistics	ENG 417	
	ENG 223	-	٣	٣	Discourse Analysis	ENG 418	
	ENG 223	-	٣	٣	Historical Linguistics	ENG 414	
	ENG 211	-	٣	٣	Computer Assisted Language Learning 2	ENG 415	
	19 Hours					Total	
-	Passing 128 + Hours EDU326 EDU 416	١٢	-	٦	Field Education	EDU 421	Level Eight
	Passing 128 Hours	-	٣	٣	Teaching English	ENG 425	
	Passing 128 Hours	-	٣	٣	English Exams	ENG 426	
	12 Hours					Total	

Brief Course Specifications

- ENG 111-English Grammar 1 (2 hours)

The main learning outcomes for this course are meant to support students' ability to construct English sentences using different tenses correctly, both in written and oral texts. In addition, this course aims at helping them to take part in discussions using the grammatical categories and structures, and searching for more similar information and details through the internet or books. The topics covered could be verb tenses (present, simple and progressive, perfect and perfect progressive, future time) adverb clause of time, subject-verb agreement and nouns and pronouns.

ENG 112- Listening and Speaking 1 (2 hours)(ساعتان)

The main learning outcomes for students enrolled in the course are that students will be able to speak about different topics in different communicative situations, produce spoken language that has an acceptable level of proficiency, acquire the ability to stand and present different topics through the course, concentrate while listening and develop general listening skills. The course topics are: academic life around the world, experiencing nature, living to eat or eating to live, meetings and greetings, finding your way and your heath.

-ENG 113- Reading and Vocabulary Building 1 (3 hours)

This is an online course. The summary of the main learning outcomes for students enrolled in the reading course is that students will be able to develop abilities, visualize what is being described in a written discourse, focus on difficult or challenging parts of a text, develop the skill of finding out information in the dictionary and finally increase the reading speed. The course topics include academic life around the world, experiencing nature, living to eat or eating to live, in the community, and finally home.

-(3 hours) ENG 121- Teaching Pronunciation

This is a practical course that aims to enhance students' skill of English pronunciation for

the sake of more effective communication. The objective of the course is twofold. It is targeted towards developing pronunciation, as a productive skill, through fostering listening, as a receptive skill. By the end of the course, Students are expected to improve their pronunciation of English vowels and consonants in words and sentences. Then they are expected to distinguish English short and long vowels, diphthongs and triphthongs. Finally, students are expected to improve their knowledge in voicing, aspiration, places and manners of articulation. Authentic pronunciation websites with visual diagrams and videos are essential teaching aids in this course.

- ENG 122- English Grammar 2 (2 hours)

The course is intended for students who have acquired the basics of grammar (ENG 111 is a prerequisite). It also presents English grammar through lively activities. Word classes, grammatical categories, phrases, and sentences are discussed in terms of forms and functions. Students practice the new structures in a variety of contexts to help them internalize and master them. By the end of this course, level-two grammar students are expected to be able to practice tenses furthermore in real life situations, identify and use count and non-count nouns, identify modal auxiliaries, identify phrasal verbs, identify compound and complex sentences, recognize and use connectors, identify and use adjectives and adverbs, identify and use the passive voice, and recognize and use adjective clauses.

ENG 123- Listening and Speaking 2 (2 hours)

The main learning outcomes for students enrolled in the course are that the students will be able improve their academic listening and speaking skills and expand using these skills in different communicative situations. They are also intended to develop their skills of preparing and delivering effective presentations in a variety of everyday life topics.

-ENG 124- Reading and Vocabulary Building 2 (3 hours)

At the end of this course, students are expected to develop their abilities to visualize what is being described in reading texts, focus on difficult or challenging parts of a text, and develop their skills of finding out information in the dictionary. The course has a collection of texts of various genres about different topics that belong to students' interests.

(2 hours) ENG 125- Writing 1

By the end of this course, the students are expected to recognize the differences between topic sentences, major sentences and supporting sentences. They will be able to organize ideas quickly and write them coherently and cohesively. This course aims at teaching students the basic elements of writing short essays to construct and improve their writing skill.

-(3 hours)   ENG 211- CALL (Computer-assisted Language Learning)

This is an online course that focuses on the theory and practice of Computer-Assisted Language Learning (CALL). Areas covered in the course include: a brief review of the history of CALL; latest pedagogical approaches; the introduction of various CALL software packages (vocabulary and grammar learning programs, electronic-storybooks, language quizzes and games, etc.); introduction of online language teaching and learning (WebQuest, online communication, WWW resources, etc.); the use of E-dictionaries and thesauruses; and the use of computer as a tool and a tutor for language teaching and. Other related topics such as machine translation, speech recognition and language learning through using computers are also briefly introduced.

-ENG 212- English Grammar 3(3 hours)
This course is intended for students with an advanced academic level of English language proficiency and focuses on specific grammar points. The course includes a quick review of some of the basic and common elements of English grammar. Instructions are at the advanced level using a variety of practice activities in all four skill areas: listening, writing, speaking and reading. The specific emphasis and focus of instruction is on advanced grammatical concepts in English grammar in both the written and oral form. The course aims to deepen students' knowledge of grammatical components of the target language, particularly with reference to the analysis of complex sentences.

ENG 213- Listening and Speaking 3 (3 hours)

This course is a continual path for Listening and Speaking 2 in which the students enrolled in the course will be able to speak about different topics in different communicative situations, with high level of proficiency, acquire the ability to stand and present different topics through the course and concentrate while listening and develop general listening skills. The course components are Global connections, Language and communication, Tastes and Preference, New frontiers, and Ceremonies.

3 ENG 214- Reading and Vocabulary Building 3 (3 hours)

The course aims at developing the students' ability to read and comprehend the main ideas and details that are explicitly and implicitly stated in a text and to develop their ability to infer the meaning of difficult words from context, recognize the text structure and connect pronouns with their referents. The reading strategies that students are intended to master in this course are previewing the topic and vocabulary, identifying the topic and main idea, identifying supporting details, understanding conclusions, skimming for the topic and main idea, and predicting content.

ENG 221- Writing 2 (3 hours)

The main objective of this course is to enable students to write a clear, well developed short essay with an appropriate introduction, conclusion and a clear thesis statement. This writing course aims to develop independent writers through a systematic approach to the writing process. The writing strategies that the students are expected to master by the end of this course are generating and developing ideas, learning language directly related to the topic, applying the appropriate rhetorical pattern to a specific writing task and evaluating and revising initial drafts of their work.

ENG 222- Strategies for Foreign Language Learning (2 hours) -

This course starts by providing working definitions for language learning and use of strategy terminology. It is concerned with five problematic issues that have arisen in the language learning strategy field. They are the distinction between the term strategy and other terms, the issue of whether learning strategies need to be conscious in order to be referred to as strategies, criteria for classifying language learning and use of strategies, a broadening of the concept of strategic competence, and the linking of learning strategies to learning styles and other personality-related variables. Finally, an example of how these problematic issues are dealt with in a program of strategy-based instruction at the university level is discussed.

-Introduction to Linguistics (3 hours) - ENG 223

The course focuses on the various aspects of human language: the features unique to human language, its functions, mediums, levels, skills, families, and syntactic types. The

course discusses properties languages have in common and some ways they differ. Basic concepts of linguistics and methods of analysis of language are explored throughout the course and an overview of linguistics and the role of language in society will be covered as well. Different branches of linguistics, e.g. phonology, morphology, syntax, and semantics are discussed in addition to various subfields of linguistics. This course helps students to understand the nature, structure and use of language. Students will be equipped with the basic tools for the analysis of language structure and will be prepared for future studies in language theory and for the use of basic linguistics concepts.

ENG 224- Introduction to Translation(3 hours)

This course is designed to be an introduction to the history, theory, and practice of translation, both from Arabic into English and from English into Arabic. This course has both theoretical and practical components. Students will be introduced to various theories of translation and will learn to implement them in practice. They will be exposed to the fundamentals of translating literary works, letters, legal documents, newspapers, commercial advertisements, etc. Various modes and types of translation as well as translation strategies and techniques will be discussed as well. Basic concepts and problems in the area of translation studies are identified and discussed. By the end of the course, students should be able to construct a translation with an intended purpose and /or artistic effect.

ENG 225- Introduction to Literature (3 hours

This course offers a comprehensive introduction to English literature analysis. Taking selected drama masterpieces including Macbeth and the Crucible and several poems as examples, the course introduces the learner to literature, plays and theatre analysis. It aims to serve as an overview of some of the most influential and important literature in England's history as well as information about the culture, values, tastes and attitudes of each time period.

-(3 hours)   ENG 311- Advanced reading

The course objectives are drawing inferences from reading, evaluating different points of view on a common subject, distinguishing main ideas from supporting ideas in readings.

The activities of the whole textbook include reading texts, comprehension questions and various exercises devised for advanced students. The evaluation consists of oral quizzes, written mid-term tests and final exams. The suggested activities are pair /group presentations.

-ENG 312- Advanced writing (3 hours)

This course is designed to help students develop better writing skills at the level of sentence, paragraph, and research paper. A variety of writing concepts and techniques are illustrated to guide students to develop clearer and more organized writing. The course also introduces various writing skills including error correction, grammar usage, punctuation usage and how to polish or refine the sentences to write a research paper in a specific style.

-ENG 313- Applied Linguistics (3 hours)

The aim of Applied Linguistics is to promote a principled approach to language education and other language-related concerns by encouraging enquiry into the relationship between theoretical and practical studies. This course is an interdisciplinary field of study that identifies, investigates, and offers solutions to language-related real-life problems. Some of the academic fields related to applied linguistics are education, linguistics, psychology, computer science, anthropology, sociology. In addition, the course sheds light on the distinction between L1 and L2 disorders, translation and interpretation, and stylistics and rhetoric.

ENG 314) - 3 hours (Phonetics

Synchronic (descriptive) phonology investigates sounds at a single stage in the development of a language to discover the sound patterns that can occur. This course aims to help students review some of the key concepts and elements of English phonology and phonetics. By providing a variety of multimedia resources and activities, it aims to help them review segmental and suprasegmental elements of English phonology, practice phonemic transcription and analyze authentic speech data.

(3 hours)   ENG 315- Morphology

Morphology is the study of the word formation processes of language. It is the identification, analysis and description of the structure of a given language morphemes and other linguistic units, e.g. root words, affixes, parts of speech, and intonation/stress. This course is concerned with aspects of English inflectional and derivational morphology. Morphology aims to understand the internal constituent parts of words to understand morpheme relationships and, in so doing, to understand how a language building relates to words constituent parts and their morphemes. The function of morphology is to identify individual morphemes, which may be words or parts of words, and analyze their meaning and lexical function. Students should have a detailed knowledge of the formation of the vocabulary of English, the nature of the lexicon and the relation between a lexical item structure and its meaning. They should also be familiar with controversies in these areas and be able to discuss primary sources.

EDU 321- Teaching Strategies (2 hours)

The learning community consists of both students and teachers. Students benefit from effective teaching and learning strategies inside and outside the classroom. It focuses on teaching strategies you can use in the classroom to foster effective learning. Helping students learn is our challenge as teachers. Identifying effective teaching strategies, therefore, is our challenge as we both assess the effectiveness of our current teaching style and consider innovative ways to improve our teaching to match our students' learning styles. The strategic plan sets forth three broad objectives to achieve and maintain, namely ‹educational excellence, research leadership and technology transfer leadership.

ENG 321- Syntax (3 hours)

It is the study of the principles and processes by which sentences are constructed in particular languages. This course is concerned with some of theoretical approaches to the discipline of syntax, such as generative grammar, categorical grammar, and dependency grammar. It aims at teaching students the components /units of the English language that would affect the accuracy and quality of written composition. The course contents may include grammar in the system of language, grammatical classes of words, the categories of gender and number, the possessive case, the articles, and parts of speech.

- ENG 322- Functional Phonetics (Phonology) (3 hours)

Functional phonology is a branch of phonology concerned with the systematic organization of sounds in languages. It focuses on the study of the distinction between articulatory and perceptual features and representations. The course contents include functional phonology in the historical context, functions of language, phoneme, allophone, phonological form, oppositions, neutralization and archiphoneme, distribution of phonemes, distributional unit, and suprasegmental features. At the end of the course, students will be able to explain differences between these approaches, summarize basic principles of functional phonology and apply them on the sound structure of various languages. They will also be able to evaluate advantages and drawbacks of the previous theories.

-ENG 323- Semantics (3 hours)

This course introduces all the basics of semantics in a simple, step-by-step fashion. Each lecture includes short sections of explanation with examples, followed by stimulating practice exercises. Feedback follows each exercise to enable students to monitor their progress. No previous background in semantics is assumed, as students begin by discovering the value and fascination of the subject and then move through all key topics in the field, including lexical semantics, simple logic, semantics and grammar, word meaning and utterance meaning. New guides and exercises are added to the end of each unit to help reinforce and test learning. Modern teaching of semantics is necessary for introductory courses in linguistics.

ENG 324- Contrastive linguistics (3 hours)

This course studies the differences and similarities between two or more languages such as Arabic and English. Students study the basic claim of contrastive linguistics, its methodology and the language units compared. The present course compares Arabic and English at the various linguistic levels: sounds, morphemes, words, sentence structure, punctuation, and discourse features above the sentence level. By the end of this course, students will be able to contrast and compare different aspects of both Arabic and English and conduct a research about one of these different aspects.

- ENG 325- Pragmatics (3 hours)

The aims of this course are to give students basic understanding of pragmatics as well as to promote a general approach to the study of linguistic phenomena based on the analysis of naturally occurring data. The course contents are to define   pragmatics, theory and practice, uses and aims of pragmatics, pragmatics principles, the cooperative principles, speech acts, conversational analysis and finally conversation and context. The educational aids involve class discussion of different approaches, data analysis exercises and group presentation of selected topics. The evaluation techniques involve class participation, written assignments, oral group presentations and exams.

EDU 411- Modern Teaching Strategies (2 hours)

Modern teaching techniques that take advantage of multiple intelligences (musical, visual and kinetic) involve all areas of the brain in an effective English teaching environment in the ESL\ EFL classroom. The course comprises topics such as how to use Google translate to teach English in an English teaching environment for ESL, EFL and TESOL teachers and classes, teaching conversational skills - tips and strategies, tips and strategies concerning the teaching of English conversational skills.

-ENG 412- Sociolinguistics(3 hours)

Sociolinguistics is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and the effects of language use on society. It also studies how language varieties differ between groups separated by certain social variables, e.g., ethnicity, religion, status, gender, level of education, age, etc., and how creation and adherence to these rules is used to categorize individuals in social or socioeconomic classes. This course aims to review various aspects of sociolinguistics; in order is to help students using language in a proper way, taking into consideration several factors which depend directly on the social conditions surrounding the speaker (s). By the end of this course, students are able to compare different linguistic features that appeared in language over time. They are also expected to analyze the influence of different social factors on language change.

-ENG 413- Discourse Analysis (3 hours)

This course studies aspects of language use and structure above the sentence. The domain of discourse analysis is the study of the structures and meanings of texts. The focus is on

defining the notion of text and its sub-types, the communicative language use in texts, the contexts in which a text is made, the inter-relationships between elements within texts (cohesion and coherence), how speakers and listeners negotiate meaning expressed in texts and how texts are analyzed in terms of their various discourse features.

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 -ENG 414- Historical Linguistics (3 hours)

Historical linguistics is the branch of linguistics that focuses on the interconnections between different languages in the world and/or their historical development. Historical linguists investigate how languages evolve and change through time, how multiple "offspring" languages can arise from one past "parent" language, and how cultural contact between speakers of different languages can influence language development and evolution. On the completion of the course, the students are aware of the techniques of language comparison and reconstruction. Also, they will be able to recognize historical development account for the main types of language change such as the phonological change, the syntactic change and the semantic change.

ENG 415- CALL (Computer-assisted Language Learning 2) -

This is an online course through which students will learn how to use multi-media programs and various online sources for English language teaching and learning. In addition to giving an overview of the uses of CALL tools in teaching/learning, the course covers a review of interactive instructional technologies in language teaching/learning, the Internet in English language teaching, and evaluation of English language teaching software and use of Web 2.0 tools in the language classroom. Students will be provided with hands- on experience, and they will also develop their own multimedia CALL materials (e.g. web pages, wikis, blogs, etc.). In addition, they will be able to use simple authoring programs to devise their own on-line teaching materials that could be assigned to their students as homework or separate group projects. Students will be encouraged to use new technologies such as the smart board in their teaching.

- Research Methods   (3 hours)

This course introduces students to the different principles and scientific methods of research writing. It provides students with the tools and skills required to conduct research both theoretically and practically. It helps students develop research questions, based on critical appraisal of existing research towards conducting their research project.

-EDU 421- Practicum (6 hours)

This is a practical course, in which students are given the chance to practise their knowledge and experience in the field of teaching at schools. The importance of this opportunity is to enable the students to be an effective teacher, have a chance to practice their skills, to have self-confidence.

-ENG 425- English Language Teaching (3 hours)

This course aims to give an overview of foreign language teaching methods. It relates them to theories of second language learning and research. In addition, the course explores the integration of the social and cultural aspects of teaching English in a foreign language environment. Students completing the course are expected to differentiate between instructional approaches in English language teaching, plan a lesson effectively, find and use various teaching resources and integrating technology to improve their English teaching approach.

-ENG 426- English Language Testing (3 hours)

Testing in its broader sense is part of our everyday life. In playful activities, we learn to set and achieve goals, to enjoy victory as well as to cope with defeat. Accounts of language testing can be found throughout the history of mankind. However, the history of modern language testing is relatively young. It is based on the assumption that the four basic language skills listening, reading, writing and speaking are independent from one another and can therefore be assessed separately. In contrast to this, the notion of integrative testing acknowledges the fact that mastery of a language's formal system alone is not enough. For this reason, integrative tests aim at adding a context-specific component to the purely decontextualized discrete point testing format. Typical tasks include essay writing (e.g. as a response to a given statement or essay) as well as an oral interview. These tests may thus reflect natural linguistic behavior more accurately and feature a more appropriate theoretic approach, but, as judges are needed to assess the individual test.

Study Plan (Non-Educational)

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	ICENG 001	General English Language			8	Dept.
Level 2	ENGL 111	English Grammar and Writing Sentences 1			3	Department
	ENGL 112	Listening and Speaking 1			3	Department
	ENGL 113	Reading and Building Vocabulary 1			3	Department
	ENGL 114	Writing 1			3	Department
	SALM 101	Introduction to Islamic Culture			2	Institution
Level 3	ENGL 121	Communicative Grammar		ENGL 111	2	Department
	ENGL 122	Practical Phonetics		ENGL 112	3	Department
	ENGL 123	Reading and Building Vocabulary 2		ENGL 113	3	Department
	ENGL 124	CALL			3	Department
	SALM 102	Islam and Society Building			2	Institution
Level 4	ENGL 211	Introduction to Literature			3	Department
	ENGL 212	Listening and Speaking 2		ENGL 112	3	Department
	ENGL 213	Reading and Building Vocabulary 3		ENGL 123	3	Department
	ENGL 214	Writing 2		ENGL 114	3	Department
	ENGL 215	Introduction to Linguistics			3	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	SALM 103	The Islamic Economic System			2	Institution
Level 5	CS 101	Communication Skills			2	institution
	ENGL 221	Principles of Literary Criticism			3	Department
	ENGL 222	British Novel and Drama		ENGL 211	3	Department
	ENGL 223	Collaborative Writing			2	Department
	ENGL 224	Introduction to Translation		ENGL 214	2	Department
	ENGL 225	Second Language Acquisition			3	Department
Level 6	ENGL 311	American Novel and Drama		ENGL 211	3	Department
	ENGL 312	Phonetics and Phonology		ENGL 122 ENGL 212	3	Department
	ENGL 313	Applied Linguistics		ENGL 215	3	Department
	ENGL 314	Morphology		ENGL 215	3	Department
	ENGL 315	Advanced Translation		ENGL 224	3	Department
	ENGL 316	Language Learning Strategies		ENGL 225	2	Department
Level 7	ENGL 321	Survey of English Poetry		ENGL 211	3	Department
	ENGL 322	History of English Language			2	Department
	ENGL 323	Culture and Society			2	Department
	ENGL 324	Computer-aided Translation (CAT)		ENGL 215	2	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	ENGL 325	Sociolinguistics		ENGL 215	3	Department
	NS 101	Numerical Skills			2	Institution
Level 8	ENGL 411	Research Methods			3	Department
	ENGL 412	Semantics and Pragmatics		ENGL 215	3	Department
	ENGL 413	Syntax		ENGL 215	3	Department
	ENGL 414	Discourse Analysis		ENGL 224	3	Department
	ENGL 415	Special Topics in Translation		ENGL 215	2	Department
	ENGL 416	Ecolinguistics				Department
Level 9	ENGL 421	Advanced Literary Criticism		ENGL 221	2	Department
	ENGL 422	Historical and Comparative Linguistics		ENGL 215	3	Department
	ENGL 423	Language and Diplomacy		ENGL 215	2	Department
	ENGL 424	Language Evaluation and Assessment		ENGL 313	2	Department
	ENGL 425	Special Topics in Linguistics		ENGL 215	2	Department
	ENGL 426	Methods and Strategies of English Language Teaching		ENGL 313 ENGL 316	3	Department
	ENGL 427	Psycholinguistics		ENGL 215	2	Department
	ENGL 428	Graduation Project		ENGL 411	2	Department

Brief Course Specifications

- Grammar 1 (3 hours)

The main learning outcomes for this course are meant to support students' ability to construct English sentences using different tenses correctly, both in written and oral texts. In addition, this course aims at helping them to take part in discussions using the grammatical categories and structures, and searching for more similar information and details through the internet or books. The topics covered could be verb tenses (present, simple and progressive, perfect and perfect progressive, future time) adverb clause of time, subject-verb agreement and nouns and pronouns.

- Listening and Speaking 1 (3 hours)

The main learning outcomes for students enrolled in the course are that students will be able to speak about different topics in different communicative situations, produce spoken language that has an acceptable level of proficiency, acquire the ability to stand and present different topics through the course, concentrate while listening and develop general listening skills.

-Reading and Vocabulary 1 (3 hours)

This is an online course. The summary of the main learning outcomes for students enrolled in the reading course is that students will be able to develop abilities to visualize what is being described in a reading, focus on difficult or challenging parts of a text, develop the skill of finding out information in the dictionary and finally increase the reading speed. The course topics are academic life around the world, experiencing nature, living to eat or eating to live, in the community, and finally, home.

- Writing 1 (3 hours)
By the end of this course, the students are expected to recognize the differences between topic sentences, major sentences and supporting sentences. They will be able to organize ideas quickly and write them coherently and cohesively. This course aims at teaching students the basic elements of writing short essays to construct and improve their writing skill.

- Practical Phonetics (3 hours)

This is a practical course that aims to enhance students' skill of English pronunciation for the sake of more effective communication. The objective of the course is twofold. It is targeted towards developing pronunciation, as a productive skill, through fostering listening, as a receptive skill. By the end of the course, Students are expected to improve their pronunciation of English vowels and consonants in words and sentences. Then they are expected to distinguish English short and long vowels, diphthongs and triphthongs. Finally, students are expected to improve their knowledge in voicing, aspiration, places and manners of articulation. Authentic pronunciation websites with visual diagrams and videos are essential teaching aids in this course.

-Communicative Grammar (2 hours)

The course is intended for students who have acquired the basics of grammar (ENG 111 is a prerequisite). It also presents English grammar through lively activities. Word classes, grammatical categories, phrases, and sentences are discussed in terms of forms and functions. Students practice the new structures in a variety of contexts to help them internalize and master them. By the end of this course, level-two grammar students are expected to be able to practice tenses furthermore in real life situations, identify and use count and non-count nouns, identify modal auxiliaries, identify phrasal verbs, identify compound and complex sentences, recognize and use connectors, identify and use adjectives and adverbs, identify and use the passive voice, and recognize and use adjective clauses.

-CALL (Computer-assisted Language Learning) (3 hours)

This is an online course that focuses on the theory and practice of Computer-Assisted Language Learning (CALL). Areas covered in the course include: a brief review of the history of CALL; latest pedagogical approaches; the introduction of various CALL software packages (vocabulary and grammar learning programs, electronic-storybooks, language quizzes and games, etc.); introduction of online language teaching and learning (WebQuest, online communication, WWW resources, etc.); the use of E-dictionaries and thesauruses; and the use of computer as a tool and a tutor for language teaching and. Other related topics such as machine translation, speech recognition and language learning through using computers will also be briefly introduced.

- Reading and Vocabulary 2 (3 hours)

At the end of this course, students are expected to develop their abilities to visualize what is being described in reading texts, focus on difficult or challenging parts of a text, and develop their skills of finding out information in the dictionary. The course has a collection of various types of texts about different topics that belong to students' interests.

- Listening and Speaking 2 (2 hours)

The main learning outcomes for students enrolled in the course are that the students will be able improve their academic listening and speaking skills and expand using these skills in different communicative situations. They are also intended to develop their skills of preparing and delivering effective presentations in a variety of everyday life topics.

-Reading and Vocabulary 3 (3 hours)

The course aims at developing the students' ability to read and comprehend the main ideas and details that are explicitly and implicitly stated in a text and to develop their ability to infer the meaning of difficult words from context, recognize the text structure and connect pronouns with their referents. The reading strategies that students are intended to master in this course are previewing the topic and vocabulary, identifying the topic and main idea, identifying supporting details, understanding conclusions, skimming for the topic and main idea, and predicting content.

- Writing 2 (3 hours)

The main objective of this course is to enable students to write a clear, well developed short essay with an appropriate introduction, conclusion and a clear thesis   statement. This writing course aims to develop independent writers through a systematic approach to the writing process. The writing strategies that the students are expected to master by the end of this course are generating and developing ideas, learning language directly related to the topic, applying the appropriate rhetorical pattern to a specific writing task and evaluating and revising initial drafts of their work.

- Introduction to Linguistics (3 hours)

Linguistics is the science of language. Therefore, the course focuses on the various aspects of human language: the features unique to human language, its functions,

mediums, levels, skills, families, and syntactic types. The course discusses properties languages have in common and some ways they differ. Basic concepts of linguistics and methods of analysis of language are explored throughout the course and an overview of linguistics and the role of language in society will be covered as well. Different branches of linguistics such as phonology, morphology, syntax, and semantics are discussed in addition to various subfields of linguistics. This course helps students to understand the nature, structure and use of language. Students will be equipped with the basic tools for the analysis of language structure and will be prepared for future studies in language theory and for the use of basic linguistics concepts.

- Introduction to Literature (3 hours)

This course offers a comprehensive introduction to English literature analysis. Taking selected drama masterpieces including Macbeth and the Crucible and several poems as examples, the course introduces the learner to literature, plays and theatre analysis. It aims to serve as an overview of some of the most influential and important literature in England's history as well as information about the culture, values, tastes and attitudes of each time period.

-Collaborative writing (3 hours)
Unlike independent or individual writing, collaborative writing tasks involve two or several people, exchanging ideas and sharing responsibilities and power to produce an interactive written document. The course will train students to acquire collaborative writing skills via a variety of collaborative wring strategies and methods. All or some of the five types of collaborative writing commonly identified in the literature may be used (Single Author Writing, Sequential writing, Parallel Writing, Reactive Writing and Mixed Mode Writing). The course will also encourage the many benefits of collaborative writing such as critical thinking, creative thinking, integrating communication skills such as writing, reading, taking, listening, etc. In addition, the course will draw on the Socio-cultural Approach to particularly maximize students' benefits from brainstorming and peer reviewing activities along with providing them with an opportunity of training on co-authorship and interdisciplinary thinking. Throughout the course, writing is emphasised as a dynamic process involving multiple stages and activities (prewriting, while-writing and postwriting). Among other tasks, a project of a short essay may be required to be completed every week. The selection of a textbook for this course (and for all courses in our study plan, for that matter) will generally tend to be more dynamic and flexible

(keeping in mind the course philosophy, aims and expected outcomes any textbook that is deemed to best realizing these, may be selected). Preference, however, will be given to the more updated, timely, and comprehensive collaborative writing course books.

- Introduction to Translation (3 hours)

This course is designed to be an introduction to the history, theory, and practice of translation, both from Arabic into English and from English into Arabic. This course has both theoretical and practical components. Students will be introduced to various theories of translation and will learn to implement them in practice. They will be exposed to the fundamentals of translating literary works, letters, legal documents, newspapers, commercial advertisements, etc. Various modes and types of translation as well as translation strategies and techniques will be discussed as well. Basic concepts and problems in the area of translation studies are identified and discussed. By the end of the course, students should be able to construct a translation with an intended purpose and /or artistic effect.

- Second Language Acquisition (2 hours)

SLA is an interdisciplinary sub-branch of applied linguistics which investigates the theories, concepts, nature, strategies and problems of acquiring and learning second/foreign languages. The study of SLA aims to provide students with necessary steps and strategies that help them understand and acquire second languages. The course examines second language acquisition from a variety of perspectives: linguistic, psychological, social, cultural, educational, cognitive, etc. This includes Behaviourist and Mentalist theories, Acculturation and Socio-cultural perspectives, Krashen's Monitor Theory (and his acquisition-learning distinction), Innateness and Universal Grammar, Interaction Hypothesis, Input and Output Hypotheses, etc. Additionally, related issues such as Native-Nonnative, First vs. Second language acquisition, Learner-centred and Interlanguage, Monolingualism-Bilingualism, etc., are touched on as the course proceeds. The processes and strategies of learning language skills are discussed with emphasis on some local or world practices.

- British and Novel Drama (3 hours)

The course surveys the development of British drama and novel from the time of Chaucer up to the modern and postmodern ages. To this end, it casts light on the most central writers, works, movements and their general historical, social and cultural contexts and milieux. Some particular representative works will receive more emphasis throughout the survey via highlighting their major critiques and critical evaluation. Whilst the study of these works will chiefly mirror the interplay between British literature and British history, references can also be made to overseas influences and intertextuality. Instructors should maximize students' benefit from this survey not only via the knowledge of British literature, but also by promoting their reading and writing proficiency.

- Communication Skills (2 hours)

Students will learn to utilize reading, writing, speaking, and listening as methods of exploring and evaluating different topics in real world. This course is concerned with communication in and around the workplace. They will practice writing, speaking, reading and listening each day, improving their skills and expanding their capacities to communicate well.

- Principles of Literary criticism (3 hours)

This course aims to introduce the main ideas, concepts, principles and methods of literary criticism. It first surveys the history of literary criticism's movements and approaches since the Greeks and Romans up to the late 19th and the early 20th centuries. The most prominent figures and the seminal works of criticism across this long period will be briefly surveyed. (Plato, The Republic), Aristotle (Poetics), Horace, Longinus, Sidney, Dryden, Pope, Samuel Johnson, Wordsworth, Coleridge, Shelley, Matthew Arnold, Jakobson, Bakhtin, C. Brooks…). The course discusses the interrelation between world, author, text and reader as the four variables of literature and literary criticism. It then explores and discusses the position of each critical approach regarding these variables.
Based on the idea that literary criticism has always been closely related to literary practice and that literary criticism develops in connection to literary writing, shapes it and is in turn shaped by it, the historical study will be combined with an aesthetical approach that focuses on particular literary movements, concepts and practices. Students will particularly study the practice of Romantic writing as a literary trend in relation to Romantic criticism (Wordsworth, Coleridge and Shelley) and Victorian Criticism (Matthew Arnold's Touchstone Method…) in relation to Victorian literary writing.

They are expected to develop their understanding of the theoretical positions of each trend and the entailed critical and analytical methodology. Students are also expected to reflect on the link between the developments in literary criticism and the wider history of thought.

The ultimate aim of the course is to develop the students' analytical and critical competencies in the practice of reading and writing about literary texts. The teaching methodology of the course will mainly use lecturing, class discussions, seminars, and participation of students with oral presentations. As to evaluation, it will include quizzes, tests, one mid-term exam, written assignments and oral presentations.

- Language Learning Strategies (2 hours)

The learning community consists of both students and teachers. Students benefit from effective teaching and learning strategies inside and outside the classroom. It focuses on teaching strategies you can use in the classroom to foster effective learning. Helping students learn is our challenge as teachers. Identifying effective teaching strategies, therefore, is our challenge as we both assess the effectiveness of our current teaching style and consider innovative ways to improve our teaching to match our students' learning styles. The strategic plan sets forth three broad objectives to achieve and maintain, namely, educational excellence, research leadership and technology transfer leadership.

- Advanced Translation (3 hours)

This course builds on the previous "Introduction to Translation"(level four) and paves the way for the two subsequent translation courses in the plan in level six (ENGL 324 Computer-aided Translation) and level seven (ENGL 415 Special Topics in Translation and interpretation). It generally focuses on various advanced issues in translation and translation studies. More specifically, it will investigate equivalence at different levels. Central translation problems will be considered and discussed. The discussions will be anchored in practical exercises and translation from English into Arabic and from Arabic into English of texts from different genres and with different communicative functions. The course includes examples and exercises from new genres such as audiovisual translation, scientific translation, oral interpreting, website translation, and news/ media translation. It also includes a companion website featuring further examples and tasks.

The course may tackle more recent issues in translation studies like looking at translation as "Languaging" and "Translation as Intertextuality", etc. In addition, some new trends, practices and tendencies in translation and translation studies will be tackled and

discussed. The teaching methodology of this course tends to be multifaceted, varied and dynamic in such a way that a variety of forms, models and techniques are combined and integrated (conventional instruction methods, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/ peer correction, etc.). Similarly, evaluation subsumes a set of strategies and techniques (exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects, etc.).

- Applied Linguistics (3 hours)

The aim of Applied Linguistics is to promote a principled approach to language education and other language-related concerns by encouraging enquiry into the relationship between theoretical and practical studies. This course is an interdisciplinary field of study that identifies, investigates, and offers solutions to language-related real-life problems. Some of the academic fields related to applied linguistics are education, linguistics, psychology, computer science, anthropology, sociology. In addition, the course sheds light on the distinction between L1 and L2 disorders, translation and interpretation, and stylistics and rhetoric.

- American Novel and Drama

The course surveys the development of American drama and novel from the ancient time up to the modern and postmodern ages. To this end, it casts light on the most central writers, works, movements and their general historical, social and cultural contexts and milieux. Some particular representative works will receive more emphasis throughout the survey via highlighting their major critiques and critical evaluation.

- Morphology (3 hours)

Morphology is the study of the word formation processes of language. It is the identification, analysis and description of the structure of a given language morphemes and other linguistic units, e.g. root words, affixes, parts of speech, and intonation/stress. This course is concerned with aspects of English inflectional and derivational morphology. Morphology aims to understand the internal constituent parts of words to understand morpheme relationships and, in so doing, to understand how a language building relates to words constituent parts and their morphemes. The function of morphology is to identify individual morphemes, which may be words or parts of words, and analyze their meaning and lexical function. Students should have a detailed

knowledge of the formation of the vocabulary of English, the nature of the lexicon and the relation between a lexical item structure and its meaning. They should also be familiar with controversies in these areas and be able to discuss primary sources.

- English Phonetics and Phonology (3 hours)

Functional phonology is a branch of phonology concerned with the systematic organization of sounds in languages. It focuses on the study of the distinction between articulatory and perceptual features and representations. The course contents include functional phonology in the historical context, functions of language, phoneme, allophone, phonological form, oppositions, neutralization and archiphoneme, distribution of phonemes, distributional unit, and suprasegmental features. At the end of the course, students will be able to explain differences between these approaches, summarize basic principles of functional phonology and apply them on the sound structure of various languages. They will also be able to evaluate advantages and drawbacks of the previous theories.

- Sociolinguistics (3 hours)

Sociolinguistics is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and the effects of language use on society. It also studies how language varieties differ between groups separated by certain social variables, e.g., ethnicity, religion, status, gender, level of education, age, etc., and how creation and adherence to these rules is used to categorize individuals in social or socioeconomic classes. This course aims to review various aspects of sociolinguistics; in order is to help students using language in a proper way, taking into consideration several factors which depend directly on the social conditions surrounding the speaker (s). By the end of this course, students are able to compare different linguistic features that appeared in language over time. They are also expected to analyze the influence of different social factors on language change.

- Computer-Aided Translation (3 hours)

The course provides an overview of the available CAT tools and focuses on TRADOS. It teaches students to understand its utilities and applications and trains them in the skills required to use this package at all stages of the translation process. Students internalize how to select the appropriate CAT tool(s) for use in translation, in accordance with the task being undertaken, and utilize information from library, internet and database sources.

- Numeral Skills (2 hours)

The course begins by exploring the knowledge and understanding of the nature and importance of numeracy across the curriculum. It aims at obtaining an acceptable level of literacy and numeracy that can greatly improve many factors in the students' life, including improvements to their social life, education and career prospects.

- Culture and society (2 hours)

encouraged to take this course. The primary focus which is aspects of society and culture will be presented both in traditional as well as modern contexts. By the end of the course students will be familiar with some of the central issues of society and culture and with some of the main approaches to study them. Teaching will combine lectures, tutorials and video presentations.

- History of English Language (2 hours)

It has five main concerns: to describe and account for observed changes in particular languages to reconstruct the pre-history of languages and determine their relatedness, grouping into the language families (comparative linguistics to develop general theories about how and why language changes - to describe the history of speech communities and to study the history of words. Historical linguistics is the branch of linguistics that focuses on the interconnections between different languages in the world and/or their historical development. Historical linguists investigate how languages evolve and change through time, how multiple "offspring" languages can arise from one past "parent" language, and how cultural contact between speakers of different languages can influence language development and evolution. On the completion of the course, the students are aware of the techniques of language comparison and reconstruction. Also, they will be able to recognize historical development account for the main types of language change such as the phonological change, the syntactic change and the semantic change.

- A Survey of English Poetry (3 hours)

The course introduces students to the different literary periods of English poetry. It would cover the main five literary periods of English poetry; Neo-classical, Romantic, Victorian, Modern and Post-modern with an introduction to Old English, Middle English and Renaissance periods. This survey of poetic literary periods would include selective poems of representative poets for each period. It would be as succinct and as comprehensive as

possible. The philosophy of the survey would mix history with art where the poems mirror the era and the era explains the poems. The distinctive characteristics of each epoch (the political and cultural together with the artistic/aesthetic features) would be discussed. The survey may include poetic materials from outside Britain (The American and possibly World Englishes poetry, too).

- Syntax (3 hours)

It is the study of the principles and processes by which sentences are constructed in particular languages. This course is concerned with some of theoretical approaches to the discipline of syntax, such as generative grammar, categorical grammar, and dependency grammar. It aims at teaching students the components /units of the English language that would affect the accuracy and quality of written composition. The course's contents may include grammar in the system of language, grammatical classes of words, the categories of gender and number, the possessive case, the articles, and parts of speech.

- Discourse Analysis (3 hours)

This course studies aspects of language use and structure above the sentence. The domain of discourse analysis is the study of the structures and meanings of texts. The focus is on defining the notion of text and its sub-types, the communicative language use in texts, the contexts in which a text is made, the inter-relationships between elements within texts (cohesion and coherence), how speakers and listeners negotiate meaning expressed in texts and how texts are analyzed in terms of their various discourse features.

- Semantics and Pragmatics (3 hours)

This course introduces all the basics of semantics in a simple, step-by-step fashion. Each lecture includes short sections of explanation with examples, followed by stimulating practice exercises. Feedback follows each exercise to enable students to monitor their progress. No previous background in semantics is assumed, as students begin by discovering the value and fascination of the subject and then move through all key topics in the field, including lexical semantics, simple logic, semantics and grammar, word meaning and utterance meaning. New guides and exercises are added to the end of each unit to help reinforce and test learning. Modern teaching of semantics is necessary for introductory courses in linguistics. Moreover, the course gives students basic understanding of pragmatics as well as to promote a general approach to the study of linguistic phenomena based on the analysis of naturally occurring data. The course

contents are to define pragmatics, theory and practice, uses and aims of pragmatics, pragmatics principles, the cooperative principles, speech acts, conversational analysis and finally conversation and context. The educational aids involve class discussion of different approaches, data analysis exercises and group presentation of selected topics. The evaluation techniques involve class participation, written assignments, oral group presentations and exams.

- Research Methods   (3 hours)

This course introduces students to the different principles and scientific methods of research writing. It provides students with the tools and skills required to conduct research both theoretically and practically. It helps students develop research questions, based on critical appraisal of existing research towards conducting their research project.

- Echolinguistics (2 hours)

Ecolinguistics is a recent subdiscipline of linguistics which came into being during the 1990s as a result of a range of interesting developments in linguistics coupled with the growing international awareness of the importance of environmental issues in recent years. This subbranch (also known by the name of Ecology of Language) studies the complex network of interrelationships between language and environment (environment seen here as the overall ecosystem with its multiple interdependent components of all living organisms: humans, animals, plants, etc., and nonliving entities). While sociolinguistics places languages in their socio-cultural contexts, ecolinguistics situates them in the much broader environmental and ecological milieu (i.e. it studies language ecologies).

- Special Topics in Translation and Interpretation (3 hours)

This course aims to consolidate and deepen students' knowledge of translation and interpretation studies by providing them with a forum for in-depth discussion conducive to scholarship, originality and the development of their analytical and critical skills. It provides selected topics in interpreting not covered in other courses, such as media interpreting, interpreting technical texts.

- Advanced Literary Criticism (2 hours)
Building on ENGL 221 "Principles of Literary Criticism", this course is primarily designed to introduce students to the major literary theories and approaches of advanced modern and postmodern literary criticism. The course is designed to help students know the various different literary theories and approaches and how to apply these theories on a work of literature. The topics will range from Russian Formalism to Postmodern Theories (such as the most recent Ecocriticism and Metacriticism) including in between theories and approaches like: Structuralism, Poststructuralism, New Historicism, Postcolonial Criticism, Cultural Criticism, Phenomenology and Reader-response, etc. The course will also introduce students to the differences between theory and practice in literary criticism. This course is essential as it is considered a path for the students to have a better understanding of all the literary works they have been studying.

- Historical and Comparative Linguistics (3 hours)

This course aims to acquaint students with the central theories, approaches, ideas, terms, scope and methods of both Historical Linguistics and Comparative Linguistics(the latter being a sub-branch of the former).

- Language and Diplomacy (2 hours)
Language and Diplomacy introduces students to the role and functions of language in the world of diplomacy and the various uses of English for diplomatic purposes. To this end, the course makes use of the methods and practices of Discourse Analysis, Semantics, Stylistics and Pragmatics in analysing the various functions, features and socio-cultural intricacies of the language of diplomacy and diplomats. In addition, it purports to train students, via the knowledge gained from the analysis of diplomatic language, to use and understand language effectively for diplomatic purposes.

- Language Evaluation and Assessment (2 hours)

This course helps students improve their ability of writing quizzes, and other types of exams in all the four skills and also grammar, vocabulary and to testing overall ability of students according to their academic level.

- Special Topics in Linguistics (2 hours)

Special Topics in Linguistics is an advanced course in linguistics which seeks to broaden and sharpen students' understanding and thinking about some particular language issues. It generally builds on students' knowledge, experience and skills gained from the overall courses of theoretical and applied linguistics they have so far gone through. Using the seminar strategy, instructors will select a few interesting topics and then particularly investigate and research them making use of some assigned readings. Instructors may opt to involve students in the process of selecting the topics if deemed significant and appropriate.

- Methods and Strategies of English Language Teaching (3 hours)

This course aims to give an overview of foreign language teaching methods. It relates them to theories of second language learning and research. In addition, the course explores the integration of the social and cultural aspects of teaching English in a foreign language environment. Students completing the course are expected to differentiate between instructional approaches in English language teaching, plan a lesson effectively, find and use various teaching resources and integrating technology to improve their English teaching approach.

- Psycholinguistics (2 hours)

Psycholinguistics is an interdisciplinary branch of linguistics which investigates the psychological aspects of language acquisition, production, perceptions and use. As such, it combines knowledge, methods and practices from a variety of fields some of which emerged out of psycholinguistics per se: linguistics, psychology, cognitive science, philosophy, biolinguistics, neurolinguistics, speech pathology and clinical linguistics, etc. The course will outline the basic ideas, theories, terms and methods of psycholinguistics. In particular, it will take into more detail issues like developmental psycholinguistics; language acquisition and learning theories (first and second); language processing (language and the brain), clinical linguistics(speech pathology and language disorders, the psychological aspects of grammar and syntax, lexicon, semantics and meaning, text and discourse cognition and processing, language and thought, language evolution, some issues and practices in experimental and applied psycholinguistics, etc. Moreover, some new perspectives and methods in the field are preferably touched on.

Rules and Regulations

For all students accepted into the program, the following are required:
- Obtaining a high school diploma or its equivalent from inside or outside the Kingdom. Students are regularly accepted based on their success rate in high school, according to the college admission index, which is determined annually by the Deanship of Admission and Registration Affairs.
- To be medically fit and free from conditions that hinder learning.
- No more than five years may have passed since the student's high school graduation.
- The English Language Department accepts students from the scientific and literary section and Holy Quran memorization schools.
- Submit all required documents in their complete form by the specified date.
- Successfully pass the intensive course according to the charter outlined below.

Student Charter - Intensive English Language Course
Welcome, dear student, to the Intensive English Language Course program, which is a developmental semester focused on the English language and separate from the student's study plan. Results of this program are not included in the overall GPA. The methods for evaluating students are as follows:

Overview
Exceeding, Failure with a chance to repeat the course, and Final failure status
A final grade of "exceeding" qualifies the student to enter the English language program once the student obtains a score of 60% or greater. The final grade of "failure with the opportunity to repeat" gives the student the opportunity to repeat the intensive course again for one semester, if a student earns a final grade of 50–60%. Scores below 50% earn a "final failure" status, which forces the student to transfer to another major, due to the low score.
The student may pass the intensive semester if they earn an IELTS test score of 4, or its equivalent on another standardized English proficiency test (TOEFL, Duolingo, etc.).
The student is obligated to attend class regularly and will be deprived of and prevented from taking the final exam, and considered failing, if their absence rate exceeds 15%.
All students are treated according to the university student list, except for what is related to the average.

Department Special Rules

1. Provides support and assistance for students who suffer from dyslexia and other diagnosed reading difficulties to overcome the problem and facilitate their educational process.
2. A committee of specialists will be formed to correct students' final examinations, in the event that the course professor is absent for any of the following reasons:
    - Compulsory travel due to resignation or termination of services
    - Sick leave due to surgery or childbirth
    - Any emergency situation approved by the department council and approved by the department head

The committee is formed according to the following criteria and priorities:
- A second class teacher for the same course, if found
- A teacher with the same specialty, or one closest to the course content

It requires:
- Committee members maintain the confidentiality of the work.
- Sending a copy of the students' final grades to the course instructor, if possible, prior to confirmation, and making sure that they are aware of the grades to be awarded.

The following course instruction is required:
1. Provide the department with a clear copy of the exam's answers, detailing the major and minor degrees.
2. In the event that there are essay questions, the basic elements (basic ideas) that must be present in the answer are predetermined, so that there is no ambiguity in the grading process.

In the event that there is confusion concerning the exam's answers and a lack of clarity and inability to communicate with the course professor for any reason whatsoever, the following measures are to be taken:
1. Formation of a committee consisting of the department head or the department coordinator, in addition to two members with a specialization close to the content of the course.
2. After reviewing the approved content of the decision, the committee adopts the exam answer and distributes the sub-scores as they relate to the basic ideas of the answer.

Acceptable excuses for student absences:
The mechanism for dealing with some absences differs regarding female students and distinguishes them from male students. Students are granted two weeks of leave, in cases of natural childbirth, and one month, in cases of a cesarean delivery (C-section).

Department Facilities

Department Contact Information

Telephone:

Male Section: 0164043989

Female Section: 1064043866