### School
School of Education

### Major
Teaching English as a Second Language

#### Major Requirements

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL470</td>
<td>Advanced English as a FL Conversation</td>
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<tr>
<td>ENGL381</td>
<td>English Syntax for TESL Teachers</td>
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<tr>
<td>ENGL430</td>
<td>History of English Language</td>
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<tr>
<td>ENGL410</td>
<td>Readings in World Literature</td>
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<tr>
<td>ENGL360</td>
<td>Introduction to Linguistics</td>
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<tr>
<td>ENGL231</td>
<td>Advanced English Grammar</td>
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This course is intended as an induction into meaning in interaction leading into proficient understanding of the field of semantics and pragmatics and their inter-phase as fundamental components of enhancing students’ speaking, writing, reading and comprehension practical and teaching skills. The focus of the course is on expanding students’ knowledge of conveying intended meaning properly, use of idiomatic expressions, increased correct conversational fluency, avoiding cross-linguistic errors, and on nonverbal and inter-cultural skills through understanding cross-cultural pragmatics. An integration of conversation theory and its applications in the learning context is aimed to enrich student’s theoretical and practical knowledge base for advanced EFL conversation.

This course investigates the syntax (Sentence structure properties) of human language. It addresses the need for a scientific model to explain human knowledge of language that also makes prediction about its representation in the mind. The focus here is on human language as a specific cognitive capacity restricted to humans, rather than on the individual languages that are made possible by the existence of this capacity. For this reason, the course explores in detail many structural properties that are common across different languages including constituents of sentence structure, the verb phrase, adverbials, the verb group, noun phrases, sentences within sentences and non-finite clause.

This course traces the development of English, looking at both the English language (its sounds, its vocabulary, and its dialects) and the social and political forces that have influenced the language. Three basic themes provide the structure for our semester: history, diversity, and change. The course will examine the history of English as it developed in England, The United States, and other parts of the world. It will explore the diversity of English, a language now used by millions (billions) of speakers. Students will learn about ways English as it’s spoken in the USA differs from that spoken in the United Kingdom, Canada, India, and other countries in which English is either an official language or a common second language. In addition students will look at language change, exploring the ways in which English, like any other language, has evolved.

The course examines representative masterpieces of World Literature in original and in translation, with selections from modern writers of Brazilian, American, English, African, and Eastern European backgrounds. Students will be required to write analytical writing. Essay grades will constitute 50% of the course grade.

This course is a general introduction to the scientific study of language, particularly its theoretical debates, methodology, and relationship to other disciplines. With this aim in mind, we will examine the analytic methods and major findings of various subfields of linguistics, including phonetics, phonology, morphology, syntax, semantics, and language change. Additional topics may include pragmatics, the acquisition of language, language varieties, and sign language. By the end of the course, you should be acquainted with systematic methods of studying language, be aware of the fundamental similarities and diversity of human languages, and have an informed perspective on how issues of language have an impact on our society.
ENGL300 | Academic writing
The purpose of this course is to familiarize students of Education with the conventions of academic writing. The course will provide students with the opportunity to improve their writing skills as well as their critical reading, critical thinking and research skills. The focus will be on building effective writing skills in general and argumentative writing in particular through reflecting on readings from different genres. Students will articulate their well-founded arguments by writing argumentative essays in addition to article, book as well as movie critiques. Finally, the course will stress on the writing process: planning, drafting, revising, editing and self-assessment along with effective critiquing and collaborating.

ENGL260 | Children Literature
This course is designed to introduce students to the spectrum of children’s literature and to focus on its different aspects—such as genre, theme, composition, and characterization—from different points of view: historical, social, and communicative, but on top of that aesthetic. A number of different analytically tools taken from contemporary literary theories will be applied to a number of children’s literature.

ENGL220 | Modern English Grammar
A Communicative Grammar of English is a fresh departure in grammar writing in that it employs a communicative rather than a structural approach. The main part of the course answers the question ‘How can I use grammar to communicate?’ Thus the main part of the course is devoted to the uses of grammar, rather than to grammatical structure. The course explores the usage problems associated with contemporary grammar in both speech and writing. Students will be provided with a system of principles and rules that allow them to organize words and sentences into coherent, meaningful language. The course also focuses on the three fundamental issues underlying all errors of grammatical usage: the notion of Standard English, the effects of language change on English grammar, and the effects of language attitudes on our ideas of "correct" English.

EDUC490 | Teaching Practicum II
This course is designed to provide pre-service student-teachers with the opportunity to acquire skills for effective planning, implementing, and evaluating instruction in a field-based setting. More specifically, students get opportunities of guided practice to teach under the supervision of an expert teacher. This practice teaching experience will develop the student’s self-confidence, security and commitment to teaching.

ENGL205 | Introduction to English Literature
This course develops students' understanding of the elements of literature, including character, theme, points of view, symbol, imagery, tone and rhythm. Reading selections include short fiction, poetry and drama. The course emphasizes on the students' appreciation of literature as an art form and their analytical response and interpretation on what they read. The works introduce the student to the study of Literature in three basic approaches: Reading, Responding and Writing.

### Core Requirements

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<th>Code</th>
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<tbody>
<tr>
<td>EDUC347</td>
<td>Teaching of Reading</td>
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This course focuses on different methods of teaching reading. Students will have the opportunity to examine new theories, research and techniques of reading, and will learn how to integrate language arts across the curriculum. In addition, the course introduces students briefly (instead of exposes the students) to instructional software devices, and specific reading techniques that could be used when teaching challenged students, and children with special needs.

| ENGL340 | Modern Fiction                |         |

This course examines a developing international literary culture from the early twentieth century to the mid-1950s through a close study of selected works by several significant writers of this period. Although
these fictions arise within different cultural and linguistic contexts, they share many concerns on subjects such as the self, relations between self and other, gender and sexuality, the liberating and/or coercive power of modern spaces and institutions on individuals, and the possibility of personal reinvention and change. The various literary forms through which these concerns are expressed will also be discussed.

**EDUC321**  
Teaching Oral Communication

This course presents theories and methods for the development of listening and speaking skills, including a variety of instructional strategies, activities, and material for teaching pronunciation, speaking, and listening. This course focuses on effective ways to facilitate oral communication practice in a variety of group and cooperative learning formats.

**EDUC367**  
Language Acquisition

Language Acquisition

**EDUC380**  
Statistical Research in Education

This course introduces basic sources and techniques of educational and linguistic research. It is designed to help students in writing research papers using electronic sources and equipments. Students will gain practical knowledge in identifying and researching topics relevant to their field of study, reviewing literature, collecting and analysing data, reporting results and discussing the findings. It also deals with the research designs and with solving educational problems.

**EDUC346**  
Introduction to Classroom Management

This course examines the role of teacher in a classroom situation: teacher – student interaction, and variation in classroom activities. The aim of the course is to pinpoint the crucial role of the teacher in establishing a proactive classroom environment where students stay on task.

**EDUC440**  
Teaching Practicum I

Teaching Practicum I

**ENGL400**  
Phonology

The purpose of this course is to introduce students to the conceptual framework of phonetics and phonology. The course will explore the physical nature of speech sounds through focusing on articulatory phonetics and then focus on examining how sound systems are members of a particular linguistic system. The course will provide students with an overview of phonetic representations and transcriptions of the English sound system followed by the International Phonetic Alphabet. Students will be able to apply the theoretical background gained in the course to contrast distinctive feature representations across languages.

**EDUC405**  
Methods of Teaching & Testing

This is an introductory course for future classroom teachers. The course will emphasize translation from theory into practice. Students will be exposed to various methods of teaching and testing. They will get the opportunity to design a lesson plan and construct tests.

**EDUC221**  
Introduction to Educational Psychology

This course gives an overview of what teaching is all about. More specifically, helping students become more productive members of society. The course focuses on the variety roles of teachers, including subject matter experts, tutors, consultants, motivators, behavior managers, confidantes, evaluators. Students will get an opportunity to learn how to make appropriate decisions, and choosing among many possible strategies, for helping students learn, develop and achieve.

**EDUC281**  
Learning & Developmental Theories

This course introduces major developmental theories of learning, with emphasis on basic concepts in cognitive development. Relative influences of heredity and environment, and the impact of development on learning and school success are examined.

**EDIT250**  
Educational Technology for Teachers

Educational Technology for Teachers: This course provides an overview of old and new technologies and media devices that can be used for instructional purposes. Students will learn how to use these
technologies as facilitators for learning, and the need for reform in educational systems.

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<tr>
<td>ENGL251</td>
<td>Communication Skills</td>
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<tr>
<td>ENGL201</td>
<td>Composition and Research Skills</td>
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<tr>
<td>CULT200</td>
<td>Introduction to Arab - Islamic Civilisation</td>
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<tr>
<td>CSCI200</td>
<td>Introduction to Computers</td>
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<tr>
<td>ARAB200</td>
<td>Arabic Language and Literature</td>
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The objectives of this course are to improve students’ writing skills for academic purposes by developing effective use of grammatical structures; analytical and critical reading skills; a sensitivity to rhetorical situation, style, and level of diction in academic reading and writing; and competence in using various methods of organization used in formal writing.

This course focuses on the development of writing skills appropriate to specific academic and professional purposes; the analysis and practice of various methods of organization and rhetorical patterns used in formal expository and persuasive writing; the refinement of critical reading strategies and library research techniques; and the completion of an academically acceptable library research paper. Prerequisites: ENGL150, ENGL151.

The purpose of this course is to acquaint students with the history and achievements of the Islamic civilization. Themes will include patterns of the political and spiritual leadership; cultural, artistic, and intellectual accomplishments. Prerequisites: ENGL051, ENGL101, ENGL151.

The course aims at making students competent in computer-related skills. It is supposed to develop basic computer knowledge by providing an overview of the computer hardware and basic components as well as hands-on practice on common software applications such as Word, Excel, Power Point, Internet and Email. The student will learn how to use the new features of Microsoft Office 2010 mainly Word documents, Excel spreadsheets and PowerPoint presentations. On the surface, MS Office 2010 looks a lot different than previous versions (no more menus or toolbars!), but by learning to understand the dramatically changed, Ribbon-based interface, you'll quickly get back on the road to productivity.

This course is a comprehensive review of Arabic Grammar, Syntax, major literature and poetry styles, formal and business letters.