

الخطة الدراسية - لغة إنجليزية

متطلبات الجامعة :

ثقافة إسلامية (مج 101)

يعالج هذا المساق مفهوم الثقافة الإسلامية ومصادرها وخصائصها إضافة إلى دراسة مصادر وخصائص العقيدة الإسلامية وأركان الإيمان والنظام الاقتصادي والاجتماعي في الإسلام والقيم الكبرى لبناء المجتمع الإسلامي والحضارة الإسلامية.

ثقافة عامة (مج 102)

يعالج المساق الدراسي القضايا الفكرية والثقافية للحضارة الإنسانية عامة وللحضارة العربية الإسلامية بوجه خاص ، والتحولات الاجتماعية والتطورات العلمية والتقنية في العالم المعاصر بشكل عام . و يدرس بصورة خاصة ، الحضارة العربية الإسلامية لمحات في تاريخ العرب الحديث والمعاصر ، الحركة الوطنية اليمنية ، المشكلات السكانية المعاصرة وقضايا البيئة ، المفاهيم الاقتصادية العالمية ، العولمة والنظام العالمي الجديد والعرب والتحديات الراهنة.

لغة عربية (1) (مج 111) و (2) (مج 112)

يعالج هذا المساق الدراسي توسيع ذخيرة الطالب اللفظية والتعبيرية ، فضلاً عن تنمية ذائقته الفنية ، وذلك بجعله يتوفر على دراسة نصوص منتخبة - وعلى أساس اصطفاي - مما جادت به قرائح الشعراء والكتاب ، والمفكرين ، والبلغاء ، وذوي الرأي الإبيناء ، تكون معرضاً حافلاً للأساليب البيانية ، والطرائق التعبيرية المختلفة للسان العرب ، مما يثير الشوق إلى الاستزادة ويبصره بما في فصيح العربية من فراهة وافتتان ، وطواعية للإبانة والتصوير . كما يدرس المساق - كذلك - تبصير الطالب / الدارس بأن لسان العرب هي أداة تفكير ، وأنها تعتبر من أرقى لغات العالم وأغناها (في مفرداتها وتراكيبها) وأسماها لكونها لغة القرآن (كوعاء للإسلام وللتراث) تتصف بملامح شخصيته ، وتعبّر عن مجموع انتماءاته الثقافية والحضارية ، وأنها السبيل الوحيد (إذ لا سبيل سواها) لوصل حاضر الأمة بماضيها التليد.

English Language: Major

Listening (E 101)

The listening course consists of three stages. The first stage and, to some extent, the second provide a graded listening practice to improve the ability of first year students in understanding spoken English. It aims at improving their awareness of different features of the spoken language so that they become more sensitive to the sounds, stress and intonation of English. Besides note taking, some writing task will be integrated with listening. Particular emphasis will be placed on difficult speech sounds,

especially those that are absent from the sound system of Arabic. Similarly, contractions, weak forms, stress patterns, rising and falling intonation, and certain sounds at the end of words will feature prominently in the course. They will be given further practice in listening comprehension when the teacher reads to them unseen prose passages of intermediate difficulty.

Reading I (General Skills and Strategies) (E 111)

This course will focus on the general reading skills and strategies required at the 1st year B.A level. It will enable students to recognize, read and understand a wide variety of text types in English; to identify text and topic; to recognize layout and purpose; to use their background knowledge and interest in reading texts with understanding.

Essentials of English Grammar (I) (E121)

This course aims at giving students grounding in the grammar of English. It will provide them with a description and understanding of word classes: nouns, pronouns, adjectives, verbs, adverbs, prepositions, determiners and linking words. It will also introduce them to the noun group and the verb group and their grammatical functions. For example a noun group can be the subject, object, or complement of a clause or the object of a preposition. A verb group indicates what sort of action, process or state one is talking about. The verb group in statements can quite often be a single word. In addition to dealing with verb tenses, modals and auxiliaries in the verb group, the course content will also highlight the grammatical forms in which manner and place are expressed.

Speaking (E 131)

This course provides undergraduate students with practice in the sounds of English especially those, which are problematic to Arab students of English. It will also give practice in other aspects of English pronunciation including stress, intonation and weak forms. It will also help to develop student ability to express such basic communicative functions as greetings, introducing, offering, apologizing, requesting, inviting, inquiring, promising, and advising. It will enable them to engage in oral communicative activities such as role – play and guessing games.

Writing I (E 102)

This course will focus on the writing skills required at the BA level. It will familiarize students with the devices needed for effective communication in the medium of writing. They will learn how to organize their writing at the sentence level (using linking words and phrases), at the level of short paragraphs, and at the level of short compositions found in postcards, small ads, telegrams, telex messages, short narratives and fables. It will further stress the skills a writer needs to approach and accomplish particular writing tasks such as writing letters and applying for a course of study.

Reading II (Focus on Processes) (E 112)

This course will focus on the reading processes required at the BA level to read and understand a wide variety of text types. It will emphasize the importance of scanning, predicting, checking, understanding the organizations of texts, understanding the explanations given, understanding attitudes, tones and differences in style. They will also learn how to organize their reading and keep record of what they read.

Essentials of English Grammar (2) (E 122)

This course is a continuation of Essentials of English Grammar 1. The focus in this part will be on clause construction-subordination and coordination, and on sentence processes, such as negation,

questions, complementation. It will also discuss ways of reporting what people say or think - direct and reported speech, reported questions, reported requests, offers, orders, suggestions. There will be a distinct focus on relating grammar to the making of texts: cohesion, ellipsis and the structure of information. The course will highlight areas of grammar that cause difficulty for foreign learners of English.

Poetry (E132)

The course is designed to introduce students to the language of poetry and how it means through a selection of some memorable poems in English. It is not intended to introduce them to either the history or chronological development of English poetry. Nor is it intended as a study of any particular period or movement of English poetry. Poetry is a special use of English that foreign learners of English do meet during the course of their studies at a tertiary level just as they meet newspaper English. The objectives of this course are to help them to understand the language of poetry and therefore the overall meaning of the poems. To have this understanding they do not have to become literature specialists.

Writing II (E201)

This course will focus on the process of writing required at the BA level. It will help students to understand how to go through the process of drafting, rewriting, and editing when they undertake writing tasks such as writing a report, writing for a newspaper (sequencing information), writing a speech (planning for writing and speaking), writing a dialogue (layout of dialogue) and writing narratives (telling a story). They will also be introduced to the skills of writing an essay.

Communicative Grammar (E 211)

In this course the main patterns of English will be presented in order to show how they work. The emphasis is on how learners can make meanings using the many different patterns of the language. In this perspective, the grammatical structure of the language is a means to getting things done. The approach to grammar that relates the patterns of the language to the things user can do with them is called a communicative grammar. All the grammar presented in various different units revolves around major functions of language. There are some important correspondences between structure and function; for example, the noun group is the structure used in talking about things. There are however occasions when some other structures may have to be used; for example, to talk about an event or idea it may be necessary to use a clause as the subject of another clause instead of a noun group. The emphasis in the course is on the communication aspects of learning grammar.

Reading III (Analysis) (E 221)

This course will focus on reading skills required at the BA level to read, understand and analyze a wide range of authentic text types in English, e.g. extracts from work diaries, from magazine and newspaper articles, from business letters, dialogues and advertisements and also from books used in academic settings. Students will learn to identify the source, the subject, and the opinions expressed; to explain how different parts of these texts belong together and what key words and phrases are used to achieve the intended effect.

The Short Story (E231)

Literary texts exemplify a certain characteristic use of language. In a program of teaching and learning English as a foreign language at the tertiary level, students will benefit from being exposed to this use of language. Moreover, the short story both because of its length and because of its thematic variety is very

well suited to classroom use and study. Students will learn how to come to terms with it structurally, thematically and with regard to the use of language in it. While they work towards a sense of the ways in which each short story is distinctive, they become aware of the family resemblances between the particular short story being studied and the other stories in general. This would make it much easier to proceed with the reading of many more stories.

The Novel (E 202)

In studying English as a foreign language, it is difficult not to be confronted with the novel as one type literary text. If the novel is such a pervasive form, it makes sense to study it in order to understand how novelists employ language to put across meaning. The course will attempt to provide students with some broad ideas about how to relate this form to the language used. To put it another way, unlike a traditional course in literary criticism, this course will encourage students and show them how to think about a text for themselves. While they learn to understand and analyze the novel, they are also taught how to organize a written response. The course will also help to enrich students' enjoyment of literature by making them more confident readers of fiction.

English Phonetics and Phonology (E 212)

An important component of teaching a foreign language is the teaching of the system of its speech sounds. If the sounds are presented in the context of a general theory about speech sounds, it provides a deeper understanding of how they are used in language. This theoretical context is called Phonetics and Phonology. Against this theoretical background, the aim is to describe the main articulators in the vocal tract and to present the vowel and consonant phonemes of English, and also the phonemic symbols used to represent them. The theoretical context will be kept to the minimum to help students understand the principles regulating the use of sounds in spoken English. At the suprasegmental level, it will present larger units of speech such as the syllable and such other aspects of speech as stress and intonation.

Study Skills (E 222)

This course will focus on a set of skills needed for study: understanding and interpreting written texts and non-verbal information such as charts, diagrams, graphs, and flow charts; understanding lectures on subjects related to students' field of study; using reference materials and monolingual dictionaries; making notes based on reading and lectures; using these notes to perform a range of tasks; discussing the completed task and other relevant issues.

Advanced Composition (E 301)

This course will focus on academic writing skills required at the BA level. It will help students write essays on their subjects of study. In order to cover all the relevant aspects of academic writing, the course will focus on the elements of structure (introduction, development, conclusion), and also on strategies required for description, narration, exemplification, process and procedure, comparison/contrast, cause effect, discussion, interpretation and presenting conclusions.

Non- Fictional Prose (E 311)

This course involves reading and analysing non-fictional prose passages on various different topics. The extract will also vary in the purpose from which they are written; for example, do they exemplify? Do they tell a story? Do they describe? Explain? Dictate? Persuade? What is the language employed across these kinds of writer intentions? Is it formal, figurative, colloquial, conversational specialized,

unspecialized? Similarly, what is the tone of the extracts: serious, humorous, forceful, dogmatic, friendly, proud, modest, indignant? The course will also enable students to grasp the structure used in writing many different text types.

Translation (E 221)

This practice-oriented course in translation provides undergraduate students with basic training in the skills of translating with special reference to English- Arabic and Arabic- English translation. Students will handle specific translation problems at the sentence level. These include proper names, acronyms, eponyms, collocation, culture-specific terms, certain grammatical constructions and items, idiomatic expressions, proverbs, allusion and metaphor. The texts selected for translation will be drawn from various different contexts; for example, literary, scientific, commercial, political, legal and religious. Students will be confronted with samples of 'bad' translations for criticism and suggestions for improvement.

E.L.T Methodology (E 331)

The course provides a theoretical framework by introducing students to teaching English in a principled way as a second and as a foreign language. It offers a historical overview of the different approaches to language teaching and acquaints them with the major methods discussed in the literature. It also introduces students to communicative language teaching and discusses issues such as communicative ability, classroom interaction, teaching Vs learning, content Vs skill. Against this background, it deals with the principles of teaching listening, speaking, reading, writing and how to integrate these four language skills in language teaching. It also deals with language teaching techniques and how they relate to the different approaches to language teaching. Further, it deals with class management focussing on such topics as large classes, student grouping in class, and individual differences and class control.

Small-Scale Research Project (E 302)

Students are required to complete a small-scale project of approximately 4000 words. The project will be chosen after discussion with the the tutors concerned. It should be in keeping with the orientation of the BA programme in English and should be relevant to the professional background and needs of the participants. The topic can be chosen from any area within the field of ELT. Students can work individually or in small groups consisting of up to 4 students.

Teaching School Texts (1)(E 312)

This course will mainly deal with the application of the principles discussed in the E-L-T- Methodology courses. It will first introduce students to samples of the materials used in general courses. It will, then, acquaint them with the books they will use for teaching English in schools. Against this background of the knowledge of the materials in use, they will be in a position to decide how various different materials are related to one another and what approach underlies them. They will also be asked to examine critically sample lessons from various different schoolbooks. Students will be required to plan in class sample lessons, which will be subsequently discussed. They will be introduced to microteaching. The course will end by giving them both theory and practice in writing language tests.

Theory and Practice of Materials Production I (E322)

This course focuses on principles of materials production. It examines, first, the role of materials in the pedagogic process and the need for using a textbook. It introduces students to types of course books, and briefly considers the strengths and weaknesses of each type. Against this background, the course considers the question of how to match a set of teaching materials to the given objectives and learner

needs. It also considers the different perspectives from which materials deal with different aspects of language. Further, it considers the degree of suitability of language materials for a given teaching situation, and the need for supplementing and adapting them. It, then, discusses the criteria for designing and evaluating language-teaching materials. Students will work on school teaching materials by spelling out the rationale and structure underlying them. They will gain experience in how to supplement existing materials by actually producing them.

General Linguistics (E332)

This course introduces undergraduate students to linguistics as a scientific discipline, to its branches and related fields. It discusses the basic features of human language as well as such essential issues as functions of language, language change and language varieties. The course will introduce some key concepts in morphology and syntax, including the basic principles of Chomsky's Transformational Generative Grammar. The contributions of linguistics to the language teaching process are also discussed.

Language Testing (E 402)

The course will focus on the relationship between testing and teaching; testing strategies and procedures; types of tests and test items; validity and reliability of tests; marking tests and interpreting results; constructing tests for reading, writing, speaking and listening as well as for other areas taught on their courses.

Second Language learning (E 412)

This course provides undergraduate students with insights into second language learning processes. It begins with a discussion of some of the similarities and differences between the learning of the first language and that of the second. The course then examines some of the major variables affecting the second learner including setting, age, motivation and personality. It further examines the strategies employed by the second language learner in the process of learning. Learners' errors, which constitute an inevitable part of the learning process, will also be discussed with the purpose of establishing positive attitudes towards errors in order to deal with them. The remainder of the course will be devoted to a detailed discussion of EFL learning in students' specific situations.

Teaching School Texts (2) (E 422)

At the outset, the course will discuss the methodology and approach students used during teaching practice. On the one hand, it will focus on the strengths and weaknesses of their teaching; on the other, it will consider how pupils responded related to their teaching. The aim of the discussion is to see to what extent the theoretical background they had in their E-L-T- courses was relevant to the teaching they did. It is hoped that this exercise in self-examination will help to improve their teaching skills.

English Curriculum Design (E 432)

In the field of education the peof looking at the contents and structure of a curriculum changes from time to time. It means that apart from their usual responsibility of teaching English, English teachers may be called upon to become course designers. This course aims at providing the theoretical background that will help them in the curriculum design task. The focus will be on the basics of curriculum designing. Guidelines for curriculum construction w& be offered to help them to determine the role that a curriculum plays u1 establishing the backdrop for carrying out instructional plans.

English Language: Minor

Listening (E 101)

The same description as Listening in the major.

Reading I (General Skills and Strategies) (E 111)

The same description as Reading 1 in the major.

Essentials of English Grammar (E121)

The same description as Essentials of English Grammar 1 in the major.

Speaking (E 131)

The same description as in the major.

Writing I (E 102)

The same description as in the major.

Reading II (Focus on Processes) (E 112)

The same description as in the major.

Writing II (E 201)

The same description as in the major.

Communicative Grammar (E 211)

The same description as in the major.

English Phonetics and Phonology (E 212)

The same description as in the major.

Reading III (Analysis) (E 221)

The same description as in the major.

Teaching School Texts (1)(E 312)

The same description as in the major.

E.L.T Methodology (E 331)

The same description as in the major.

Teaching School Texts (2) (E 422)

The same description as in the major.