

<b>Major</b>	<b>Applied English</b>
<b>Course Number</b>	021602111
<b>Course Title</b>	<b>Listening and Speaking Skills</b>
<b>Credit Hours</b>	2
<b>Theory Hours</b>	0
<b>Practical Hours'</b>	4

**Short description:**

**Listening and Speaking Skills**

**2: ( 0– 4)**

This course is intended to give students the opportunity to practice speaking and listening skills and develop fluency in English. It also aims at encouraging the use of specific grammatical structures, promoting fluency and improving communication skills.

**Learning Objectives**

At the end of this course students will be able to:

1. know appropriate structures for different social contexts and situations.
2. Recognize the various non-verbal techniques to support verbal communication.
3. Understand questions that require short or extended answers.
4. Understand how language is used strategically for different purposes.
5. Produce unified speeches with clear ideas/ clear language.
6. Develop the ability to reproduce orally after having heard it
7. Improve their analytical and critical thinking skills through the development of clear arguments in discussions and presentations
8. Be fully aware of the different levels of formality in given situations/ contexts.
9. Develop a sense of participation and group work.

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 1	Places	Predicting content using visuals Listening for main ideas Listening for detail. Distinguishing fact from opinion. Vowel sounds: /eɪ/ /ɒ/ /ɪ/ /ʌ/. Vocabulary for places we live and work (e.g. pedestrian area, bus stop, cottage) Create a presentation about an interesting place. Give factual information about a place	10
Unit 2	Festivals and Celebrations	Listening and taking notes Predicting content using visuals Listening for main ideas Listening for examples Recognizing examples . Stressed words in connected speech. Discuss new festival and make suggestions for events.	10
Unit 3	School and Education	Understanding key vocabulary Using visual clues to listen Listening for detail Word stress Understanding intonation. Hold a debate about whether students should choose how they learn.	10
Unit 4	The internet and Technology	Understanding key vocabulary Listening for main ideas Listening for reasons Listening for additional details. Consonant sounds: /s/ /ʃ/ /tʃ/ strong /æ/ and weak /ə/. Vocabulary used to talk about technology . Present a report about technology, providing some information about a device. Talk about the advantages and disadvantages and details to support main ideas.	10
Unit 5	Language and communication	Using knowledge to predict content and genre Listening for main ideas Listening for instructions Sounding positive Consonant sounds: silent /l/. Talk about the importance of language and communication	10
Unit 6	Weather and climate	Predicting ideas from research Recognizing mood Vowel sounds: /ɒ/ /əʊ/ Sounding interested. Create	10

		and complete a survey about the use of land and how it affects the climate. Present the results of the survey to classmates.	
Unit 7	Sports and competition	Listening for bias. Listening for corrections Elision and weak forms. Vocabulary for sports. Have a panel discussion about sport and money? Talk about advantages and disadvantages	10
Unit 8	Business	Recognizing numbers Listening for reaction Pronouncing numbers. Think of some solutions to work or study problem and give advice to someone.	10

Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbook:**

Unlock 2 Listening & Speaking skills. [ student's book , class audio & video ] .  
Stephanie Dimond –Bayir . Cambridge University Press, 2014.

Major	Applied English
Course Number	021602113
Course Title	Reading Skill
Credit Hours	2
Theory Hours	0
Practical Hours'	4

**Short Description :**

**Reading Skills**

**2 : ( 0- 4)**

This course includes advanced college-level reading material, grammar and vocabulary to enhance the students' level of comprehension and help them to be good readers through skills that make reading both easy and enjoyable. It is also intended through many vocabulary-building exercises, to emphasize much more reading strategies such as skimming, scanning, guessing meaning from context, understanding the structure and organization of a selection, increasing reading speed, and interpreting the author's point of view.

**Learning Objectives**

At the end of this course students will be able to:

1. Understand the main competencies needed for successful reading
2. Identify several written genres and identify their main characteristics.
3. Understand cohesion and coherence and their relevance to comprehending written
4. Identify main, supporting ideas, and details in written texts.
5. Use contextual clues to guess the general themes and meanings of texts.
6. Employ several reading techniques like skimming and scanning techniques.
7. Make inferences and draw conclusions.
8. Ability to read and comprehend short and long passages of written language.

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 1	Places	Understanding key vocabulary , making predictions , scanning for information , understanding meaning from the text , making references , studying vocabulary about places .	10
Unit 2	Festivals and Celebrations	Understanding and working out meaning of vocabulary used to describe festivals and celebrations .Recognizing text type, scanning to predict content.	10
Unit 3	School and Education	Skimming , using visuals to predict content reading for main ideas and details , understanding discourse. Learning vocabulary to describe education.	10
Unit 4	The internet and Technology	Understanding vocabulary used to describe internet and technology . Making inferences , scanning to predict main ideas and details.	10
Unit 5	Language and communication	Understanding key vocabulary used to describe languages and communication .Using own knowledge to understand main ideas , reading for details and recognizing text types through linking words ,	10
Unit 6	Weather and climate	Using own knowledge to predict content . Vocabulary to describe temperature and graphs Using comparatives and superlatives to describe and analyze a graph	10
Unit 7	Sports and competition	Vocabulary about sports , prepositions of movement, reading for detail, main ideas and understanding discourse.	10
Unit 8	Business	Understanding meaning from context, identifying audience, vocabulary used to describe business ,	10

		Creating a timeline to organize events and learn about clauses with when.	
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Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbook :**

Unlock 2 Reading and writing [ student's book , class audio & video ] . Richard O'Neill . Cambridge University Press , 2014 .

Major	Applied English
Course Number	021602213
Course Title	Introduction to literature and literary appreciation
Credit Hours	3
Theory Hours	3
Practical Hours'	0

**Short Description:**

**Introduction to literature and literary appreciation**

**3 : ( 3- 0)**

This course introduces students to a selection of different literary genres : fiction, poetry, and drama. Students will study formal aspects of poetry such as figures of speech, including similes, metaphors, personification, and hyperbole. They will be acquainted with how symbols, images, and other narrative techniques are employed in short stories and plays to create a particular effect. Students will also be introduced to basic literary elements as point of view, types of characters, theme, plot , exposition, ending/denouement, mood , setting , narrator , symbolism , etc.

**Learning Objectives**

At the end of this course students will be able to:

1. Identify the difference between literary genres in terms of form, content, and effect.
2. Recognize key terms that are important to understanding literature
3. Understand basic literary techniques used in different literary genres.
4. Be able to analyze a literary concept in a given text.
5. Develop the necessary skills to think and write critically about literature.
6. Read, analyze, and apprehend different literary genres.

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 1	The Elements of Fiction	<p>Elements of narrative fiction , action–the ordering of events , form– outward shape of construction , character , setting , point of view , style– an expressive device.</p> <p>Short stories : Sakii “ The open window“ , James Joyce “ Araby” , Guy De Maupassant “ The Necklace “</p>	14
Unit 2	Poetry and the Music of Speech	<p>Poetry as a pattern of sounds, the form and spirit of poetry, primary modes of poetic expression, different types of poetry: narrative, dramatic, satirical, lyric , the structuring of poetry , patterns of language , figures of speech , the rhythmic resources of English , rhythm as a structural element , metre and rhythmic variation , and sound patterning.</p> <p>Poems: William Shakespeare “Shall I compare thee to a Summer’s Day” , William Wordsworth “I Wandered Lonely as a Cloud , Elizabeth Browning “How Do I Love Thee?” , Robert Frost “The Road not Taken , A. E. Housman “When I was one–and–twenty”</p>	14
Unit 3	Drama and the Theatre	<p>Characteristics of Drama as a Performing Art , the illusion of reality , literary Text vs. production technique , traditional subdivisions , ritual drama , history Plays , classical tragedy , modern tragedy and tragi–comedy , comedy , aesthetic elements of drama , action– the ordering ,of events , characterization , setting , implicit/explicit point of view , spoken language– realistic dialects.</p> <p>Play: Pygmalion by George Bernard Show</p>	14

Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbook:**

1. An Introduction to English Literature. William Wymark Jacobs. Kellenberg Memorial High School, 2015.
2. A selection of short stories, poems, and plays.

**References**

1. Understanding the Elements of Literature: Its Forms, Techniques and Cultural Conventions. Richard Taylor. Macmillan International College Editions, 1981.
2. An Introduction to Fiction, Poetry, and Dram, 4<sup>th</sup> edition. Kennedy, Dana Gioia. Pearson, 2004.
3. Literature: An Introduction to Fiction, Poetry, and Drama 6<sup>th</sup> edition. X. J. Kennedy, Dana Gioia. Harper Collins College Publishers, 1995.
4. The Norton Anthology of English Literature: The Twentieth Century and After. vol. 2, 8<sup>th</sup> edition. Greenblatt, Stephen, et al., eds. New York and London: Norton & Company, 2006

<b>Major</b>	Applied English
<b>Course Number</b>	021602121
<b>Course Title</b>	<b>Introduction to Linguistics</b>
<b>Credit Hours</b>	3
<b>Theory Hours</b>	3
<b>Practical Hours'</b>	0

**Short description:**

**Introduction to Linguistics**

**3 : ( 3- 0)**

This course aims at providing students with a brief survey of the theoretical bases of language study, emphasizing theories of language origins and development, introducing students to the major branches of linguistics such as phonetics, phonology, morphology, syntax, semantics, pragmatics. and preparing students for further study of language, which they will be taking later in more specialized courses.

**Learning Objectives**

At the end of this course students will be able to:

1. Understand the structure of language in its subsystems
2. Define and recognize the different categories of language; language form (phonology, phonetics, morphology, and syntax), language meaning (semantics, and pragmatics), and language in context (discourse analysis)
3. Know the organs involved in speech production.
4. Describe and classify English sounds according to place and manner of articulation.
5. Describe and analyze how sound patterns work.
6. Describe and analyze morphological and syntactic data.
7. Know the parts of speech and sentence components.
8. Provide examples of different parts of speech.
9. Analyze English sentences into their deep and surface structures
10. Differentiate between the different types of ambiguity.

11. Define basic concepts and terminologies used in semantics and pragmatics  
12. Know the relationship between deixis and reference, on the one hand, and context on the other.

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 1	The origins of language	The divine source , the natural sound source , The “bow-wow” theory , the “pooh-pooh” theory , the social interaction source , the physical adaptation source , Teeth and lips , mouth and tongue , larynx and pharynx , the tool-making source , the human brain ,and the genetic source.	3
Unit 3	The sounds of language	Consonant sounds: voiced and voiceless, place of articulation : manner of articulation stops, fricatives ,affricates ,nasals ,liquids ,glides ,glottal stops and flaps. Vowels sounds: place and manner of articulation, types of vowel sounds monophthongs, diphthongs. IPA symbols .	10
Unit 4	The sound patterns of language	Phonology, phonemes , phones and allophones , Minimal pairs and sets , phonotactics and Syllables	4
Unit 5	Word formation	Different techniques of word formation as: etymology, borrowing, loan-translation, compounding, blending, clipping hypocorisms, backformation, conversion, coinage, and acronyms. Derivation : pre fixes and suffixes and in fixes	3
Unit 6	Morphology	Morphemes: Free and bound morphemes, lexical and functional morphemes, derivational morphemes, and in flectional morphemes.	3

		Morphological description , and morphs and allomorph	
Unit 7	Grammar	Different approaches to analyze grammar : traditional grammar , the prescriptive approach and the descriptive approach	3
Unit 8	Syntax	Syntactic rules : A generative grammar , deep and surface structure , structural ambiguity , tree diagrams of an English sentence , symbols used in syntactic analysis , phrase structure rules , lexical rules , and movement rules	5
Unit 9	Semantics	Semantic features: words as containers of meaning. semantic roles : agent and theme ,instrument and experiencer , location, source and goal , lexical relations : synonymy , antonymy , hyponymy , prototypes , homophones and homonyms ,polysemy , word play , Metonym	5
Unit 10	Pragmatics	Deixis; reference , inference , anaphora , presupposition ; speech acts , direct and indirect speech acts ; politeness , negative and positive face	5

Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbook :**

The Study of Language 7<sup>th</sup> edition. George Yule . Cambridge University Press, 2014.

**References:**

1. An Introduction to Language, 4<sup>th</sup> edition. Fromkin, Rodman, Hyams and Hummel. Canadian Ed., Nelson Education, 2010.
2. Language Files Materials for an Introduction to Language and Linguistics 12<sup>th</sup> edition Hope C. Dawson and Michael Phelan. The Ohio State University Press, 2016
3. Linguistics A complete introduction 1<sup>st</sup> edition. David Hornsby. The McGraw–Hill Companies, Inc. 2014
4. The Linguistic Structure of Modern English Laurel J. Brinton and Donna M. Brinton. John Benjamins Publishing Company, 2010

<b>Major</b>	<b>Applied English</b>
<b>Course Number</b>	021602122
<b>Course Title</b>	<b>Pronunciation and Speech</b>
<b>Credit Hours</b>	3
<b>Theory Hours</b>	1
<b>Practical Hours'</b>	4

**Short description:**

**Pronunciation and speech**

**3 : (1-4)**

The course deals with the sounds of English and examines the nature of the rules governing the sound system of English. It includes the study of speech production, phonetic terminology, mechanism involved in segmental and supra-segmental production of speech, respiration, phonation, resonance, and articulation. phonetic transcription, pitch, stress, rhythm, intonation, pause, and assimilation.

**Learning Objectives:**

At the end of this course students will be able to:

1. Distinguish between orthography and phonetic notation and represent spoken language in terms of phonetic transcriptions, particularly IPA (International Phonetic Alphabets),
2. Identify and understand the English sound system at the segmental and supra-segmental levels.
3. Understand and describe the speech production mechanism for consonant and vowel sounds.
4. Recognize the major difference between vowels and consonants
5. Understand the difference between phonetics and phonology and their importance as essential components of language.
6. Understand and identify the consonant clusters of English syllable structure
7. Understand the reduction, linking, and assimilation system of the English.
8. Understand the English rhythm system and intonation system.

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 2	The production of speech sounds	The speech organs : vocal cords, palate, teeth, tongue , lips , consonants, and vowels	5
Unit 3	Long vowels, diphthongs and triphthongs	English long and short vowels, centering & closing diphthongs, and triphthongs	5
Unit 4	Voicing and consonants	The larynx , respiration and voicing , English plosives ( p,d, t,d, k,g, ? ) , fortis and lenis	5
Unit 5	Phonemes and symbols	Phonemes , allophones , symbols and transcription ( narrow and broad ) , and phonology	5
Unit 6	Fricatives and affricates	Production of fricatives ( f, v, s .z. ʃ ,θ , ð, ʒ ) and affricates ( tʃ , dʒ ) , fortis consonants	5
Unit 7	Nasals and other consonants	English nasals ( m, n , ŋ ) , approximant consonants ( l , r ) , glide consonants ( w, j ,	5
Unit 8	The syllable	The nature and the structure of the syllable ,	5
Unit 10	Stress in simple words	The nature and the level of the stress , placement of the stress , two syllable words	10
Unit 11	Complex word stress	Words made of stem and affix ( suffixes and affixes that carry the primary stress) and , compound words . Word–class pairs	10
Unit 14	Aspects of connected speech	Rhythm , assimilation ,elision, and linking	5
Unit 15&16 &17	Intonation 1 & Intonation 2 & Intonation 3	Forms and function in intonation , tone and tone languages , complex tone and pitch height ,the tone–unit , fall–rise and rise fall tones followed by a tail high and low heads	10

Unit 18 & 19	Functions of intonation 1 &2	Attitudinal function of intonation , sequential, prosodic, and paralinguistic , accentual and grammatical function of intonation	10
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Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Text book:**

English Phonetics and Phonology: A Practical Course, 5<sup>th</sup> edition. Peter Roach. Cambridge University Press, .2012

**References:**

- 1.A course in Phonetics 6<sup>th</sup> edition. Peter Ladefoged and Keith Johnson. Wadsworth, Cengage Learning, 2011
- 2.Better English Pronunciation. J.D.O'Connor . Cambridge University Press. 1998. & audio
- 3.English Language Pronunciation in Use. Mark Hancock. Cambridge University Press, 2002. & audio
4. Pronunciation and Phonetics a Practical Guide for English Language Teachers. Adam Brown. Routledge, 2014.

<b>Major</b>	<b>Applied English</b>
<b>Course Number</b>	021602124
<b>Course Title</b>	<b>Morphology and Syntax</b>
<b>Credit Hours</b>	2
<b>Theory Hours</b>	1
<b>Practical Hours'</b>	2

**Short description:**

<p><b>Morphology and Syntax</b></p> <p>This course is both theoretical and practical in nature. It is theoretical in that it provides students with considerable knowledge of morphological and syntactic terms and processes. It is practical in that it helps students to develop their skills in morphological and syntactic analysis. In the first part of the course, students study English words and word classes, morphemes and allomorphs, inflectional and derivational morphology, and word formation processes. In the second part, they will study the structures and combinations of words into different types of phrases as NP , AP , PP, syntactic forms : subjects , direct and indirect objects , complements , auxiliaries , relative clauses , Wh questions , agreement , and types of Movement as head movement , Wh –movement .</p>	<p><b>2 : ( 1- 2)</b></p>
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**Learning Objectives**

At the end of this course students will be able to:

1. Understand the meaning of morphology
- 2 Recognize morphemes and morphemes' characteristics.
3. Recognize the major and minor types of morphemes in English language.
4. Distinguish between the functions of related terms: root, stem, base.
5. Recognize the features and functions of derivational and inflectional affixes.
6. Distinguish between: words, lexemes, and lexicons.
7. Be familiar with the processes of word formation.

8. Recognize and analyze English word structure, phrase structure and sentence structure in terms of categories and functions.
9. Identify and analyze nominal, adverbial and adjectival clauses in terms of type, structure, and transformations that operate on them.
10. Identify clause coordinators and subordinators, and use them correctly.
- 11 Recognize the different types of sentences and their usage in language.

**Detailed Description :**

Unit Number	Unit title	Unit content	Time per hour
Unit 2 [ textbook 1 ]	Words, sentences and dictionaries	Words as meaningful building–blocks of language , words as types and words as tokens , words with predictable meanings & non–words with unpredictable meanings.	3
Unit 3 [ textbook 1 ]	A word and its parts: roots, affixes and their shapes	Bound & free morphemes , cranberry morphemes, root, affixes ,and allomorphs.	3
Unit 4 [ textbook 1 ]	A word and its forms: inflection	Lexemes, word forms and grammatical words, derivational & inflectional morphemes , regular and irregular inflections , forms of nouns, pronouns, determiners , verbs , and adjectives	3
Unit 5 [ textbook 1 ]	A word and its relatives: derivation	Relationships between lexemes, word classes, adverbs derived from adjectives , nouns derived from nouns and from other word classes , adjectives derived from adjectives and from other word classes , verbs derived from verbs and from other word classes .	4
Unit 6 [textbook 1 ]	Compound words, blends and phrasal words	Compounds [ verbs, adjectives ,nouns ] , headed and headless compounds , blends and acronyms ,combining forms, and phrasal words.	4

Unit 7 textbook 1 ]	A word and its structure	Meaning and structure , affixes as heads , multiple affixation , different ways of representing word structure [ flat , tree diagram , labelled bracketing ] , and compounds within compounds	4
Unit 3 [ textbook 2 ]	Structure	Phrases , clauses , specifiers ,intermediate and maximal projections , testing structure syntactic relations and bare phrase structure	6
Unit 4 [ textbook 2 ]	Null constituents	Null subjects ,null auxiliaries ,null T in auxiliariless finite clauses ,null T in bare infinitive clauses ,null C in finite clauses ,null C in non- finite clauses ,defective clauses ,case properties of subjects ,and null determiners	6
Unit 5 [ textbook 2 ]	Head movement	T-to-C movement ,movement as copying and deletion ,V-to-T movement ,head movement ,auxiliary raising , do-support ,and head movement in nominals	6
Unit 6 [ textbook 2 ]	Wh-movement	Wh-questions ,Wh-movement ,explaining what moves where , Wh-subject questions ,Yes-no questions ,Wh- exclamatives ,relative clauses , and That-relatives	6
Unit 7 [ textbook 2 ]	A-movement	Quotatives and idioms ,argument structure ,thematic roles ,unaccusative predicates ,passive predicates ,long-distance passivisation	6
Unit 8 [ textbook 2 ]	Agreement, case and movement	Agreement ,feature valuation , uninterpretable features and feature-deletion ,expletive it subjects ,expletive there subjects ,agreement and A-movement , EPP in control infinitives , and EPP in other infinitives	6

Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbooks:**

1. An Introduction to English Morphology: Words and Their Structure. Andrew Carstairs–McCarthy. Edinburgh University Press, 2002
2. Minimalist Syntax Exploring the Structure of English. Andrew Radford. Cambridge University Press, 2004.

**References:**

1. An Introduction to English Morphology. Andrew Carstairs–McCarthy. Edinburgh University Press, 2002
2. An Introduction to the Study of Morphology 2<sup>nd</sup> edition. Vit Bubenik. LINCOM GmbH 2003
3. Introduction to English Morphology. Famala Eka Sanhadi Rahayu. Universitas Mulawarman Scientific Repository, 2021.
4. The Cambridge Handbook of Morphology. Andrew Hippisley and Gregory Stump. Cambridge University Press, 2016.
5. The Grammar of Words an Introduction to Linguistic Morphology. Geert Booij. Oxford University Press, 2005.
6. Word formation in English. Ingo Plag. Cambridge University Press, 2003.
7. A Modern Course in English Syntax, by Herman Wekker and Lillian Haegeman, 2000, Routledge
7. Analyzing Sentences An Introduction to English Syntax 3<sup>rd</sup> edition. Noel Burton–Roberts. Pearson Education Limited, 2011.
9. English Syntax (1) Syllabi for the Lectures Examples and Exercises. Ludmila Veselovská. 2017
10. English Syntax an introduction. Andrew Radford. Cambridge University Press, 2009.
11. English Syntax: An Introduction Jong–Bok Kim and Peter Sells. Center for the Study of Language and Information, 2008.
12. Sentence Structure 2<sup>nd</sup> edition. Nigel Fabb. Routledge, 2005

Major	Applied English
Course Number	021602123
Course Title	English Grammar
Credit Hours	3
Theory Hours	3
Practical Hours'	0

**Short Description:**

**English Grammar**

**3: ( 3- 0)**

This course covers the following topics: the present and past tenses, the different forms of expressing future, types of verbs, the reported speech, the conditionals, active, passive, and causative, types of nouns: countable and uncountable, adjectives and adverbs, prepositions, and articles

**Learning Objectives**

At the end of this course students will be able to:

1. Review the forms and uses of present and past tenses.
2. Introduce the different forms of expressing the future.
3. Discuss the different types of English modals and their usage in spoken language.
4. Present different types of direct and indirect speech.
5. Distinguish between the various uses of conditionals
6. Rewrite some sentences into passive voice.
7. Use English correctly in spoken language .

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 1	Using nouns	Types of nouns ( countable , uncountable ) , articles (a, an, the ) ,and modifiers (some/any/ much/ many/ a lot of	3
Unit 2	Pronouns and possessives	Types of nouns : subject/ object / possessive / possessive adjective / reflexive / demonstrative / indefinite / one/ ones / another one	3
Unit 3	Preposition	Types of prepositions : place /movement / time, prepositions with other meanings. and prepositional phrases	3
Unit 4	Adjectives and adverbs	Types of adjectives , -ed and -ing adjectives , types of adverbs and word order , comparatives and superlatives , not as... as , the same , too, enough .	3
Unit 5	Present tenses	Present simple , present continuous , have , and have got	3
Unit 6	Past tenses	Past simple , past continuous , and used to	3
Unit 7	Present perfect	Present perfect's different situations, present perfect or past simple, and present perfect continuous	3
Unit 8	Future forms	Future with going to , with will , with present continuous , with present simple	3
Unit 9	Modal verbs	Can /can't , could, will be able to , may, have to , need to , must / mustn't, had to , will have to , should , ought to , must , might , may , must be , can't be	4
Unit 10	Conditionals	Present conditions, first and second conditionals	3
Unit 12	Questions	Yes/No questions , wh- and how questions , subject and object questions.	3
Unit 13	Verbs with -ing forms and infinitives	Verb+ -ing form , verb + infinitive , verb+ object +infinitive , make and let	4

Unit 14	Reported statements and indirect questions	Reported statements , say, tell , ask, advise , and indirect questions	4
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Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbook:**

My Grammar Lab. Elementary A1/A2. Mark Foley and Diana Hall. Person, 2012.

**References:**

1. English Grammar in Use 5<sup>th</sup> edition. Raymond Murphy. Cambridge University Press, 2019.
2. Grammar Express for self-study and classroom use. By Marjorie Fuchs; Margaret Bonner. 2001. by Addison Wesley Longman.
3. Intermediate English Grammar for ESL Learners 2<sup>nd</sup> edition. Robin Torres –Gouzerh. McGraw–Hill Education, 2016.
4. Fundamentals of English Grammar 4<sup>th</sup> edition. Betty S. Azar and Stacy A. Hagen. Person Longman, 2017.

<b>Major</b>	<b>Applied English</b>
<b>Course Number</b>	021602131
<b>Course Title</b>	<b>Topics in Applied Linguistics</b>
<b>Credit Hours</b>	3
<b>Theory Hours</b>	2
<b>Practical Hours'</b>	2

**Short description:**

**Topics in Applied Linguistics**

3 : ( 2- 2)

Students in this course will be introduced to areas related to the general field of applied linguistics with emphasis on the sub-fields that belong to second language acquisition and education. They will be introduced to many applied linguistics topics including language teaching, learning strategies, discourse analysis, sociolinguistics, psycholinguistics, testing, and selected issues in language teaching.

**Learning Objectives**

At the end of this course students will be able to:

1. Identify the differences between Linguistics and applied linguistics
2. Recognize some of theories about acquiring first and second language
3. Identify and define the different Sub-fields of Applied Linguistics
4. Demonstrate knowledge of the fundamentals of applied linguistics, including language structure, language acquisition and language use in relation to culture, society, communication
5. Explore the importance of language in the modern world
6. Explain the role of language within the broader field of communication
7. Discuss the importance of language use and language users in society
8. Identify the main language teaching methods

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 1	About applied linguistics	The need and the scope of applied linguistics. Relationship between linguistics and applied linguistics : language and education, language , work , and law ; language , information , and effect .	10
Unit 2	Prescribing and describing	Children’s language at home and school: standard, dialects, restricted and elaborated code. Description versus prescription language and	10
Unit 3	Language and the contemporary world	Attitudes to language , the relationships of languages , the growth of English , native speakers , and English as a Lingua Franca	10
Unit 4	English Language Teaching	The different methods of language teaching : grammar–translation , direct method natural , communicative approach , need analysis , ESP , and TBI.	10
Unit 5	Language and communication	Linguistic competence , communicative competence and its influence	10
Unit 6	Context and culture	Discourse analysis , paralanguage , pragmatics, cross–cultural communication , translation , language rights , and teaching culture	10
Unit 7	Persuasion and poetics	Literary stylistics , language and persuasion , critical discourse analysis	10
Unit 8	Past , present , and future directions	History and changes of applied linguistics Second language acquisition , corpus linguistics , critical applied linguistics , and post –modern applied linguistics	10

Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbook :**

Applied Linguistics 1<sup>st</sup> edition. Oxford University Press, 2003

**References :**

1. An Introduction to Applied Linguistics 3<sup>rd</sup> edition. Edited by Norbert Schmitt and Michael P.H. Rodgers. Routledge Taylor & Francis Group, 2020
2. An Introduction to Applied Linguistics 2<sup>nd</sup> edition. Edited by Norbert Schmitt. Hodder Education, 2010
3. An Introduction to Applied Linguistics from Practice to Theory 2<sup>nd</sup> edition. Alan Davies. Edinburgh University Press, 2007
4. Introducing Applied Linguistics Concepts and Skills 1<sup>st</sup> edition, Susan Hunston and David Oakey Routledge Taylor & Francis Group, 2010.
5. The Routledge Handbook of Applied Linguistics 1<sup>st</sup> edition. Edited by James Simpson. Routledge Taylor & Francis Group, 2011.

Major	Applied English
Course Number	021602233
Course Title	General Translation
Credit Hours	3
Theory Hours	2
Practical Hours'	2

**Short Description:**

**General Translation**

3: ( 2- 2)

This course aims at providing students with the types of translation as literal, metaphorical, and adaptation. It will also familiarize students with the different translation strategies as cultural approximation, lexical creation, and Arabicization. Students will also practice translating sentences, paragraphs, and texts from different literary genres from Arabic to English and Vice Versa. They will be also introduced to different types of dictionaries that they could use in translation as well as Computer Assisted Tools ( CATS )that are used in translation.

**Learning Objectives**

At the end of this course students will be able to:

1. Understand and apply translation strategies and approaches while translating from the source language into target language
2. Demonstrate knowledge of basic structures of both English and Arabic in different types of texts to be translated from English into Arabic.
3. Translate from Arabic into English with a good proficiency
4. Translate idiomatic expressions into English and vice versa
5. Evaluate basic tokens of English language and their equivalent in Arabic language in a variety of texts.

6.Translate different types of texts neatly and accurately from English into Arabic in the light of the previously acquired theories and methods of translation and taking into accounts variables such as text and context.

7.Use different dictionaries and Computer in translating

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 1 : [Textbook 1]	Introducing main concept in translation studies	Key concepts in translation: types of translation, strategies used in translation, and types of dictionaries used in translation	10
Unit 2 [Textbook 1]	The relevance of grammar	Linguistic aspects in translation ( Arabic & English ) : structure, parts of speech grammar, tenses, and modality	10
Unit 2 [Textbook 2]	Literary Texts	Fiction, discourse , syntactic, and cultural problems , drama and poetry	10
Unit 3 [Textbook 2]	Economic Texts	Neologism , metaphors in economic discourse , [marketing, investment , banking , accounting and audit ] terminology.	10
Unit 4 [Textbook 2]	Scientific Texts	Translation strategies, translation problems of [ word level and above word level equivalence ], and textual equivalence	10
Unit 5 [Textbook 2]	Media Texts	Conflicts / civil wars , elections and oppositions, and natural disasters	10
Unit 7 [Textbook 2]	Legal Texts	Translating legal texts, agreements and contracts , and some of the security council documents	10

Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbooks:**

1. Translation with Reference to English and Arabic, A practical Guide. Farghal, M & Shunnaq Dar Al-Hila, 2011
2. Advanced English–Arabic Translation: A Practical Guide. El Mustapha Lahlali and Wafa Abu Hatab. Edinburgh University Press Ltd, 2019

**References:**

1. Arabic–English–Arabic Translation Issues and strategies. Ronak Husni and Daniel L. Newman. Routledge, 2015.
2. Between English and Arabic: A Practical Course in Translation. Bahaa–eddin Abulhassan Hassan. Cambridge Scholars Publishing, 2014.
3. In Other Words A Coursebook on Translation 3<sup>rd</sup> edition. Mona Baker. Routledge, 2018.
4. The Georgetown Guide to Arabic–English Translation. Mustafa Mughazy. Georgetown University Press, 2016.
5. Thinking Arabic Translation: A course in translation method: Arabic to English 2<sup>nd</sup> edition. James Dickins, Sándor Hervey and Ian Higgins. Routledge, 2017.

Major	Applied English
Course Number	021602232
Course Title	Methods of Teaching English
Credit Hours	3
Theory Hours	1
Practical Hours'	4

**Short Description :**

**Methods of Teaching English**

**3: ( 1- 4)**

In this course, students are introduced to several methods and strategies of teaching English. This course provides students with the methods of teaching the four language skills and language structures as vocabulary, pronunciation. Furthermore, students are to be trained to write the instructional objectives and lesson plans and different types of tests as summative and formative tests. Also, using technology in language classes as well as the available teaching aids as the audios, films, and games to teach different language skills and structures. This course also covers the modern methods of assessing and developing the four language skills.

**Learning Objectives**

At the end of this course students will be able to:

- 1.Show understanding of current approaches to teaching EFL.
- 2.Show understanding of the linguistic competence needed for teaching EFL.
- 3.Show understanding of the knowledge and skills needed to teach and various language skills in the classroom.
4. Learn strategies in evaluating and adapting materials for teaching ESL
- 5.Work cooperatively with classmates on lesson planning and other tasks.
- 6.Employ e-learning and the different technical resources in the language classroom

7. Provide innovative solutions to the different problems that the teachers could face in their language classes.

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 1	The world of English teaching	Who speaks English, Who learns English , and which variety do they learn, and who teaches English ?	7
Unit 4	Popular methodology	Communicative language teaching, task-based learning , the lexical approach, which methods? what approach? course book and other materials.	7
Unit 6	Being teachers	Qualities of a good teacher, roles that teachers play, what teachers do next.	7
Unit 8	Feedback mistakes and correction	Giving supportive feedback, students make mistakes ,correction decisions, correcting spoken English, giving feedback for writing	7
Unit 11	Technology for learning	What is on offer? Technology issues, using classroom resources, blended learning, flipped classroom and beyond	7
Unit 12	Planning	Planning paradoxes, thinking about lessons, designing lessons, making a formal planning , planning a sequence of lessons, planning CLIL lessons	7
Unit 14	Teaching grammar	Introducing grammar, discovering grammar, practicing grammar, grammar games	7
Unit 15	Teaching vocabulary	Introducing vocabulary, practicing vocabulary, vocabulary games, using dictionaries, and keeping vocabulary notebooks and cards	7
Unit 16	Teaching pronunciation	What is good pronunciation , pronunciation problems, when to teach pronunciation, pronunciation and the individual student , pronunciation sequences	7

Unit 18	Reading	Intensive reading , reading aloud, extensive reading, reading sequences	7
Unit 19	Listening	Skills and strategies , extensive listening, live / recorded listening, using film and video, listening and fil sequence	7
Unit 20	Writing	Literacies , approaches to student writing , creative writing , writing as a collaborative activity , building the writing habit , writing for learning / writing for writing , writing sequences, dictation activities , portfolios and journals	7
Unit 21	Speaking	Spoken language , students and speaking , speaking repetition, speaking activity types, speaking sequences, making recording	7
Unit 22	Testing and evaluation	Summative and formative assessment, qualities of a good test, types of test, test item types, writing and marking tests, teaching for tests	7

Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbooks:**

The Practice of English Language Teaching. 5<sup>th</sup> edition. Jeremy Harmer. Person, 2015.

**References:**

- 1.A course in Language Teaching. Practice and Theory. Penny Ur. Cambridge University Press, 1999.
- 2.How to Teach English with Technology. Gavin Dudeney and Nicky Hockly. Person, 2007
- 3.Teach EFL Complete Guide. David Riddle. Hodder Education, 2014.
- 4.Teaching English to Speakers of Other Languages, Introduction. David Nunan . New York: Routledge, 2015.
- 5.Using Technology with Classroom Instruction that works. Howard Pitler Elizabeth R. Hubbell Matt Kuhn Kim Malenoski. ASCD publications, 2007.

<b>Major</b>	<b>Applied English</b>
<b>Course Number</b>	021602132
<b>Course Title</b>	<b>Introduction to English for specific purposes</b>
<b>Credit Hours</b>	3
<b>Theory Hours</b>	1
<b>Practical Hours'</b>	4

**Short description:**

**Introduction to English for specific purposes**

**3 : (1-4)**

The course aims to introduce students to the meaning of ESP . It includes the history and the development of ESP, various subfields of the discipline (e.g., EAP, EOP, EBP ) along with clarification of ESP's key principles (e.g., needs/genre analysis, learner needs vs. wants, learner-centered curricula.

**Learning Objectives**

At the end of this course students will be able to:

1. Understand the meaning and theoretical background of ESP
2. Differentiate between ESP , EGP , EAP, and EOP
3. Develop language activities to improve language proficiency of language learners based on their identified needs
4. Present the knowledge , needs , and skills of language learners in specific fields
5. Evaluate and adapt authentic materials (including web-based sources) for use in ESP.
6. Recognize and be familiarized with the characteristics of one of ESP types.
7. Design ESP courses

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 1	Introduction	Definition of ESP , classification of ESP , carrier content and real content, roles of the ESP practitioner ,and ESP as a multi-disciplinary activity	8
Unit 2	A historical perspective on ESP	Trends in English for Academic Purposes ,Ref of text and authenticity of purpose ,trends in English for Occupational Purposes , and ESP now	9
Unit 3	English for Academic Purposes	Types of EAP situation ,English for General Academic Purposes and English for Specific Academic Purposes , engaging with the disciplines , and professional disciplines: EAP or EOP?	9
Unit 4	English for Business Purposes	Characteristics of Business English ,English for General Business Purposes and English for Specific Business Purposes , the role of needs analysis in Business English , teachers of Business English , key issues for Business English , and English for Business Purposes versus English for Academic Purposes	9
Unit 5	Language issues in ESP	Grammar in ESP, vocabulary in ESP , discourse and genre analysis	9
Unit 6	The skills in EAP and EOP	Reading, listening , speaking , and writing skills in ESP , listening to monologue, and speaking monologue	9
Unit 7	Needs analysis and evaluation	Needs analysis ,evaluation , and collecting data for needs analysis and evaluation purposes	9

Unit 8	Course design	Parameters of course design, balancing the parameters, and developing a course outline	9
Unit 9	The role of materials	The purpose of materials, writers or providers of materials , teacher and learner – generated material , and materials and technology.	9
Unit 10	Classroom practice and beyond	Learners' specialist knowledge , classroom size , and beyond the classroom	9
Unit 11	Assessment : continuous assessment and testing	Why assess? , classroom assessment and tests, in-house test development, and ESP test questions	9

Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbook:**

Developments in ESP A multi-disciplinary approach Tony Dudley-Evans Maggie Jo St John  
Cambridge University Press 1998

**References:**

1. Developing Courses in English for Specific Purposes Helen Basturkmen. Palgrave Macmillan, 2010.
2. English for Specific Purposes A learning-Centred Approach. Tom Hutchinson and Alan Waters. Cambridge University Press Cambridge, 1987.
3. English for Occupational Purposes One Language? Dan Kim. Continuum, 2008.
4. English for Specific Purposes: What does it mean and why is it different from teaching General English? Ewa Donesch-Jezo. Conference Paper, 2012.
5. Introducing Course Designing English for Specific Purposes. Lindy Woodrow. Routledge Taylor & Francis Group, 2018.
6. The Handbook of English for Specific Purposes. Brian Paltridge and Sue Starfield. John Wiley & Sons, Inc., 2013.

<b>Major</b>	<b>Applied English</b>
<b>Course Number</b>	021602242
<b>Course Title</b>	<b>English for Business and secretarial</b>
<b>Credit Hours</b>	3
<b>Theory Hours</b>	1
<b>Practical Hours'</b>	4

**Short Description:**

**English for Business and secretarial**

**3: ( 1-4)**

In this course students will be introduced to different terminologies and structures that are used in different business settings as meetings, negotiating, marketing, accounting, planning, recruiting. This course will also enhance students' communication and writing skills. They will practice writing different business correspondence and documents as formal and informal business emails, covering letters, business plans and agendas, summaries based on graphs and information, etc. In this course students will also practice oral communication in different business contexts as small talks, presentations, phone calls, negotiating, deal with customer's problems and complaints.

**Learning Objectives**

At the end of this course students will be able to:

1. Communicate efficiently with other people and understand social roles of other participants
2. Use modern technologies and devices to solve communicational problems
3. Use business vocabulary appropriately
4. Use business skills (giving presentations, negotiating, telephoning, giving teleconferences, etc.)
5. Read and understand messages, letters, etc.
6. Respond appropriately according to the given situation
7. Familiarize to the language and vocabulary needed for different business fields (marketing, finance, accounting, public relations, etc.)
8. Recognize different writing techniques used in writing technical reports and business correspondences

9. Select and arrange vocabulary and information according to the technical forms of writing

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 1	Culture and its impact	Talk and ask questions about culture of work, solve problems and practice case study, introductions, small talks, and beginning a business relationship	7
Unit 2	Technology and business	Technology terminology, creating a product through an online community, telephone communication , make changes to plans, and write first contact business emails .	7
Unit 3	Motivation	Deal with demotivation in a company, building positive work environment , making a presentation on an ideal job or workplace, conducting a performance review ,	7
Unit 4	Human resources	HR planning , recruiting and keeping staff , job interviews and taking part in a job interview, , and writing a covering letter for a job application	7
Unit 5	Organizations and their structure	Organizational structures, recognizing company to increase performance , and briefing.	7
Unit 6	Managing organizations	Lifecycle of an organization, company development, starting a meeting, preparing an agenda and open a meeting, external emails.	7
Unit 7	Supply chain management	SCM and logistics, making decisions , the role of the customer in SCM, negotiating skills, and language for negotiating .	7
Unit 8	Quality management	Kaizen , everyday work situations, solve problems in a kaizen system , managing and participating in meetings , writing emails to a group of people.	7

Unit 9	Marketing strategy	The 4Ps of marketing, marketing strategy : plan , analyze and give presentation on marketing strategy.	7
Unit 10	Customer relationship management	CRM as a part of business management , present proposals to deal with CRM problems, deal with customers' questions and complaints, building a business relationship and use language for relationship –building with co-workers and customers , and writing letters responding to a complaint	7
Unit 11	Accounting	Reading financial statements , advice on a balance sheet , solve cash –flow problems ,presenting facts and figures ,and making presentation based on a graph	7
Unit 12	Finance	Investing , looking for investment , develop business plan , making and refusing requests, and writing a summary based on information in graphs .	7
Unit 13	Decision making	SWOT analysis , create a SWOT analysis , strategic planning , dealing with problems , create a strategy for an NPO.	7
Unit 14	The learning organization	Managing learning , organize an e-learning platform ,giving an opinion , agreeing and disagreeing, negotiate a deal , and write a proposal for a training course	7

Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbook:**

Business Advantage Intermediate. Almut Koester, Angela Pitt, Michael Handford, and Martin Lisboa. Cambridge University Press, 2013. [ Student book, workbook, student book & workbook audios]

**References**

- 1.Exploring Writing. Sentence and Paragraphs.2<sup>nd</sup> edition. John Langan Mc Graw–Hill Companies, 2010
- 2.Market Leader Pre–Intermediate ,3<sup>rd</sup> edition. David Cotton, David Falvey, and Simon Kents .Person Education, 2018. (Student book / workbook), audios and videos.
- 3.Successful Writing at Work. 4<sup>th</sup> edition. Edition Philip C. Kolin. Cengage Learning, 2015.
4. Writing in the Technical Fields A Practical Guide. 3<sup>rd</sup> edition. Thorsten Ewald. Oxford University Press, 2017.

<b>Major</b>	<b>Applied English</b>
<b>Course Number</b>	021602244
<b>Course Title</b>	<b>English for Hospitality and tourism</b>
<b>Credit Hours</b>	3
<b>Theory Hours</b>	1
<b>Practical Hours'</b>	4

**Sort Description:**

**English for Hospitality and tourism**

**3 : ( 1- 4)**

The course focuses on different areas of the tourism sector and hotel industry with the aim of providing students with basic vocabulary and jargon that are most often used. Topics include travel programs, types of offers, travel contracts, transportation, providing information on topics of interest to tourists, writing tourism brochures, describing hotel facilities, dealing with complaints, making and confirming reservations, and organizing tours, and excursions.

**Learning Objectives**

At the end of this course students will be able to:

1. Learn and use vocabulary and key concepts in the fields of tourism and hospitality
2. Communicate effectively with different guests, tourists, and employees.
3. Talk about and describe different tourist attraction sights.
4. Use different ways of asking and answering questions related to the different process in dealing with hotels
5. Listen and take notes from guests, employees, and employers in hotels, restaurants, and tourism sector through telephone, conversation, meetings, etc.
6. write different documents, reports, letters, and blogs that are used in tourism and hospitality

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 1	What is tourism?	Definition of tourism , aspects of tourism	8
Unit 2	What's your kind of tourism?	Types of tourism : adventure tourism, backpacking tourism, flashpacking event tourism, sports tourism , eco-tourism	8
Unit 3	Hospitality research	Hospitality research : history , methods, theories, and researches	8
Unit 4	Careers in tourism and hospitality	Employment in the travel, tourism and hospitality industry, computers for research	8
Unit 5	Tourism marketing	Definition of marketing, importance of marketing, types of market, market research : primary, secondary, qualitative, quantitative	8
Unit 6	The business of events tourism	Types of events : festivals, conventions, concerts, the life cycle of an event , the management of complex events .	8
Unit 7	The business of fun	Theme parks, location, development and marketing of a new a theme park.	8
Unit 8	Hospitality marketing	Marketing for small businesses, marketing strategies, internal and external marketing.	8
Unit 9	Tourism and culture	Impact of tourism on indigenous people and culture, environmental impact of tourism, destination planning and sustainable tourism	8
Unit 10	Managing people and money	Management styles :top –down , bottom –up, process-oriented, performance –driven , employee involvement, financial for new and developing businesses.	8
Unit 11	External influences	External influences on tourism and hospitality industry : political, economic, demographic, environmental issues.	8

Unit 12	Information, strategy and change	The role of IT in successful tourism businesses, SWOT business analysis, case study : IT and strategic planning	8
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Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbook:**

English for Tourism and Hospitality in Higher Educational Studies. Terry Philips . Garnet Education, 2008.

**References:**

- 1.English for hotels and tourism 4. <https://www.english4hotels.com/>
2. Everyday English for Hospitality Professionals. Lawrence J. Zwier and Nigel Caplan. Compass Publishing Inc., 2007

<b>Major</b>	<b>Applied English</b>
<b>Course Number</b>	021602246
<b>Course Title</b>	<b>English for Journalism and media</b>
<b>Credit Hours</b>	3
<b>Theory Hours</b>	1
<b>Practical Hours'</b>	4

**Short Description:**

**English for Journalism and media**

**3 : (1- 4)**

The course aims at providing students with the appropriate terminologies, vocabulary, and structures that they will use to produce audio, visual, and electronic media reports. It also develops their skills in listening to different types of interviews, meetings, pre-filming session. They will also read and analyze different types of texts as newspaper articles, language of radio presenters, market trends, etc. They will use the terms, vocabulary , and structure to further write newspaper and magazines headlines, screen play , creating print adverts , screen adverts true life stories, in addition to reporting and editing news.

**Learning Objectives**

At the end of this course students will be able to:

1. Understand the language of newspaper, radio, television, and social media
2. Analyze and write different articles and material for different types of mass media and journalism.
3. Prepare and conduct interviews for newspapers, radio, and TV.
4. Plan and write real life stories for TV and magazines
5. Write screenplays and film reviews.
6. Analyse, plan, and write blogs for social media.
7. Creat and write print and screen adds.

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 1	Newspapers	Writing headlines , analyzing newspaper articles, practicing interview skills, planning and writing a newspaper article	12
Unit 2	Radio	Understanding the production process, planning a news list , giving post production feedback	12
Unit 3	Magazines	Composing magazine covers, planning the contents of a magazine , giving instructions for a photo shoot , planning and writing a true –life story.	12
Unit 4	Television	Understand the pre–production process, organizing a filming schedule , filming on location , editing a TV documentary .	12
Unit 5	Film	Writing a screenplay , pitching successfully , organizing a shoot , writing a film review.	12
Unit 6	New media	Briefing a website designer, analyzing problems and providing solutions, planning and writing a blog, creating a product.	12
Unit 7	Advertising	Creating a print advert, creating a screen advert, presenting a finished advert.	12
Unit 8	Marketing	Analyzing market trends and taking action , setting up a marketing communication strategy, organizing the relaunch of a product , evaluating the success of a relaunch	12

Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbook:**

1. Cambridge English for Media. Nick Carmella and Elizabeth Lee. Cambridge, 2019.

**References :**

1. Different newspaper, magazines, social media articles
2. The Language of the Media a booklet. British Broadcasting Corporation 2003

Major	Applied English
Course Number	021602243
Course Title	English for Engineering, science and technology
Credit Hours	3
Theory Hours	1
Practical Hours'	2

**Short Description:**

**English for Engineering, science and technology**

**3 : ( 1- 4)**

In this course students will study terminologies, vocabulary, and structures that are used in engineering, science, and technology. They will get acquainted to the documents that are used in these fields as reports, emails, presentations, and abstracts. In this course students will study the appropriate vocabulary, grammar, and structures that will enable them to communicate in different situations as: making suggestions, describing processes or experiments, etc.

**Learning Objectives**

At the end of this course students will be able to:

1. Obtain information by reading and understanding different text types in science, technology, and engineering in English.
2. Obtain vocabulary in scientific, technological, and engineering fields
3. Produce appropriate written and oral texts belonging to the discourse of science, technology, and engineering
4. Present information on science and technology at an appropriate level in both the written and spoken form.
5. Understand and identify the linguistic structure of a specific field.
6. Identify the rhetorical techniques used in EST discourse.

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 1 / [ textbook 1]	Working in the IT industry	Meeting people, Jobs in IT, Schedules, IT acronyms The alphabet	7
Unit 2 [textbook 1]	Computer systems	Describing computer hardware , describing computer software, describing tasks , understanding computer usage	7
Unit3 [textbook 1]	Websites	Talking about websites , website analytics, website development , talking about favourite websites	7
Unit4 [textbook 1]	Database	Database basics, Describing data processing steps, Talking about data storage and devices,	7
Unit 5 [textbook 1]	E-commerce	Explaining E-commerce types, describing the features of an e-commerce website, talking about security, describing the transaction process	7
Unit 1 [textbook 2]	Getting started in research	Planning a career in science, applying for research funding , writing up a resume or CV, preparing for an interview	7
Unit2 [textbook 2]	The scientific community	Communicating with scientific communities, writing a critical review, completing a Material Transfer Agreement	7
Unit3 [textbook 2]	Finding a direction for your research	Doing a literature review, using evidence in arguing a point, taking part in a meeting	7
Unit 4 [textbook2]	Designing an experiment	Describing approaches to data collection, designing an experimental set-up, describing material phenomena and forces ,making predictions of experimental results	7
Unit 1 [ textbook 3 ]	Check up	Meeting and greeting people, using forms Following instructions, exchanging information, using forms, units of measurement, using numbers ,talking about travel timetables ,making appointments	7

Unit 2 [textbook 3]	Parts 1	Identifying things, using checklists, saying what you need for a job, using voicemail, ordering by phone	7
Unit 3 [textbook 3]	Parts 2	Describing components, using a product review, saying what things do, describing a product, talking about people's jobs, saying where things are	7
Unit 4 [textbook 3]	Movement	Describing direction of movement, using an instruction manual, using an instruction manual ,giving and following instructions, explaining ~at happens	7
Unit 5 [textbook 3]	Flow	Explaining how fluids move around a system ,using a flow chart, explaining how an electrical circuit works, explaining how cooling systems work, describing everyday routine	7

Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbook:**

- 1.English for Informational Technology 1 . Maja Oljinczak . Person Longman ,2011.
- 2.Cambridge English for Scientists. Tamzen Armer & Bethany Cagnol. Cambridge University Press, 2011.
- 3.Technical English for Professionals 1. David Bonamy. Pearson Education Limited 2008

**References:**

- 1.Basic English for computing. Eric H. Glendinning and John McEwan. Oxford University Press, 2002
- 2.English for telecoms and informational technology. Tom Ricca–McCarthy and Michael Duckworth. Oxford University Press, 2009.
- 3.Cambridge English for Engineering . Mark Ibboston. Cambridge University Press,2008.
4. Scientific English : A Guide for Scientists and Other Professionals Third Edition Robert A. Day and Nancy Sakaduski .Greenwood, 2011.
- 5.Technical English Vocabulary and Grammar. Alison Pohl. Summertown Publishing, 2002.
6. Technical Writing A Practical Guide for Engineers, Scientists, and Nontechnical Professionals 2<sup>nd</sup> edition. CRC Press Taylor & Francis Group, 2019.

<b>Major</b>	<b>Applied English</b>
<b>Course Number</b>	021602248
<b>Course Title</b>	<b>English for Law and Diplomacy</b>
<b>Credit Hours</b>	3
<b>Theory Hours</b>	1
<b>Practical Hours'</b>	4

**Short Description:**

**English for Law and Diplomacy**

**3 : ( 1- 4)**

In this course students will study terminologies, vocabulary, and structures that are used in law and courts. They will practice using the vocabulary and terms they are going to study in speaking and writing in different settings related to law and diplomacy as case discussion, asking for clarification and giving explanations, giving lectures on company law , writing different types of letters , emails , and summaries

**Learning Objectives**

At the end of this course students will be able to:

1. Improve their ability to read and understand law journal articles, commercial legislation, legal texts, legal correspondence;
2. Develop an understanding of the law and consolidate language skills.
3. Increase their comprehension of spoken English (legal topics in lectures, presentations, interviews, etc.)
4. Distinguish legal terminology and the context of its use;
5. Use legal vocabulary more accurately, concisely and effectively;
6. Communicates legal concepts and information confidently and easily;
7. Use legal English in discussions, presentations and legal correspondence.
8. Develop their vocabulary, in particular focusing on persuasive and diplomatic language to enhance participants' understanding
9. Simulate negotiation exercises focusing on interaction with other participants, thought framing, processing arguments and responding appropriately

**Detailed Description:**

Unit Number	Unit title	Unit content	Time per hour
Unit 1 [textbook 1]	A Careers in law	A career in law terms and vocabulary., course descriptions, graduate recruitment programme , short email , presentation , text analysis	7
Unit 2 [textbook 1]	Contract law	Contract law terms and vocabulary, remedies for breach of contract, asking for clarification and giving explanations , email of advice, summarizing the lecture .	7
Unit 3 [textbook 1]	Tort law	Tort law terms and vocabulary, case note , letter threatening legal action, client interview , reporting procedural history , case discussion , reply to a demand letter defending or denying the allegations made	7
Unit 4 [textbook 1]	Criminal law	Criminal law terms and vocabulary, letter of advice, short presentation , advising a client , talking about cause and effect	7
Unit 5 [textbook 1]	Company law	Company law terms and vocabulary, lecture on company law, lawyer–client interview, discussing advantages and disadvantages , directors' meeting	7
Unit 6	Commercial law	Commercial law terms and vocabulary, meeting with corporate counsel , letter of application, discussing options	7
Unit 7	Real property law	Real property law terms and vocabulary , telephone enquiry, follow –up email , giving emphasis to important points, using English on the phone,	7
Unit 8	Litigation and arbitration	Litigation and arbitration terms and vocabulary , letter of invitation , question and answer session , responding to a letter before action, talk on litigation / arbitration	7
Unit 9	International law	International law terms and vocabulary , debate, explaining legal terms to non–lawyers,	7

Unit 10 [textbook 1]	Comparative law	Comparative law terms and vocabulary , legal translation , in-company course , letter summarizing options, comparing and contrasting, advising on asset protection , finding and choosing legal terms	7
Unit 4 [textbook 2]	Proposals	Making a proposal, responding to a proposal, offering a counterproposal	7
Unit 5 [textbook 2]	A new offer	Types of negotiation, clarifying positions, introducing new ideas, Resolving difference	7
Unit 6 [textbook 2]	Dealing with deadlock	Handling conflict, dealing with differences, settling matter	7
Unit 7 [textbook 2]	Agreement	Finalizing the agreement, setting up an action plan, closing	7

Evaluation	Point %
Midterm Exam	30%
Participation	20%
Final Exam	50%

**Textbook:**

- 1.Introduction to international Legal English. Amy Krois-Lindner, Matt Firth, and Trans legal Cambridge University Press, 2011.
- 2.English for Negotiating. Charles Lafond . Sheila Vine, Birgft Welc. Oxford University Press, 2010.

**References:**

- 1.A plain English guide to legal terms. National Adult Literacy Agency, 2003.
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