First Draft Questionnaire for Teacher-educators and Student-teachers

Dear Sir/Ma’am,

I am Waddah Saleh Mohammed, doing PhD dissertation for 2012-2013 academic year as a partial fulfillment of requirements for PhD Degree in ELE with a focus on (Designing a model for evaluating Pre-service EFL Teacher Education Programmes: An exploratory study in the Yemeni context).

In order to achieve aims of this study, I have designed a questionnaire to measure to what extent this programme is suitable to prepare the student-teachers in the departments of English in the faculties of education at Aden University, Yemen.

By your experience, I hope to give me your feedback about this questionnaire, if it is good to measure the five components of programme curriculum (aims/objectives, materials used in the teaching, teaching methodology evaluation and the four language four skills and language elements). Then, please write any comments to improve it (modification, deletion, and addition).

Thank you

Referees’ personal information

Name ……………………………………………………
Academic degree: Prof……. Associate prof…. Assist. prof. …
Specialisation: …………………………………Current job………………
years of experience: ……………
<table>
<thead>
<tr>
<th>The domain, standard and indicators pertaining to it.</th>
<th>The indicator is valid and belongs to the domain.</th>
<th>Comments and suggestions of omitting or adding items or domains if any</th>
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**First: Educational Purposes Domain**

No

**Changing, Clarity and Specification Standard**

1. curriculum has clearly stated aims
2. objectives are observable and measurable.
3. objectives include only one general learning outcome.
4. objectives focus on student-teacher performance but not teacher educator performance.
5. objectives focus on cognitive development.
6. objectives focus on emotional growth towards the teaching profession.
7. objectives focus on social development.

**Consistency Standard**

8. objectives are consistent with the programme aims.
9. objectives are consistent with teaching practises in the classrooms.
10. objectives are consistent with the evaluation processes.
11. objectives are consistent with student-centered teaching/learning.
12. objectives are formed depending on a needs analysis.

**Achievement Standard**

13. objectives are realistic and attainable.
14. objectives focus on terminal behaviour.
15. Objectives are tractable/time-bound.

**Broadness Standard**

16. objectives reflect a combination of theory and practice.
17. objectives focus on new approaches of curriculum.
18. objectives focus on new approaches of teaching.

**Second: Educational Experiences Domain**

**Disciplinary Knowledge Standard**
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<td>Third: Teaching Strategies Domain</td>
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<td><strong>Planning and Designing Evaluation Standard</strong></td>
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**Part two: Questionnaire’ open-ended questions**

1. Do the EFL teacher education programmes have clear aims/Objectives? If no, or, yes, please explain.

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2. Do you believe that all these objectives have been achieved? Please explain.
3. Should there have been other objectives of the PEFLTEP? If yes, what should have been these objectives/aims?

4. What should the PEFLTEP to develop the student teachers?

5. To what, do you think, the EFLTEP in the faculty of education at Aden University meet your student teachers’ needs?

6. Does PEFLTEP’s courses content include up-to-date information in the field of PEFLTEP? Are the PEFLTEP’s courses content periodically revised?

7. What are your suggestions related to the course which you teach and the programme generally?

8. What materials did you use in your course? What was good and not so good about the materials used in your course?

9. Which teaching aids do you use in your course?

10. What do you think about assessment tools? Were they effective?
11. What changes do you suggest in the PEFLTEP?

Yours faithfully,
Waddah S.M. Mahwari
PhD Scholar
ELE Dept, EFL-U, Hyderabad

### Appendix II

**Final draft Questionnaire**

**Part one: Questionnaire’ close-ended questions**

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42 evaluation provides the student-teachers with information on their progress.

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44 evaluation depends upon various methods of evaluation such as continuous, formative and summative as an integral part of instruction.

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- **a. Strongly Agree**=5
- **b. Agree**=4
- **c. Undecided**=3
- **d. Strongly Disagree**=2
- **e. Disagree**.

Thank you for your cooperation.

**Personal details:**

1. Gender: Male / Female………………………
2. Qualification: (B.A/M.A/PhD)…………….
3. No. of years of teaching experience: (1-5/6-10/above10)
4. Name and Place of the college where you work: ……..

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Appendix IV

The English and Foreign Languages University

Hyderabad 500 605

Student-Teachers’ Questionnaire (2012-2013)

Dear student-teacher,

The purpose of this questionnaire is to receive feedback for my PH.D research (Designing a model for evaluating Pre-service EFL Teacher Education Programmes: An exploratory study in the Yemeni context). Your opinion will not be disclosed to anyone. Please give me the required information by reading each questionnaire’s item and put a tick (√) in front of it under the scale that best reflects your opinion towards. The scale is: a. Strongly Agree=5 b. Agree=4 c. Undecided=3 d. Strongly Disagree=2 e. Disagree.

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<td>objectives focus on emotional growth towards the teaching profession.</td>
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</tr>
<tr>
<td>7</td>
<td>objectives focus on social development.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>objectives are consistent with the programme aims.</td>
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</tr>
<tr>
<td>9</td>
<td>objectives are consistent with teaching practises in the classrooms.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>objectives are consistent with the evaluation processes.</td>
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<tr>
<td>11</td>
<td>objectives are consistent with student-centered teaching/learning.</td>
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</tr>
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<td>12</td>
<td>objectives are formed depending on a needs analysis.</td>
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<tr>
<td>13</td>
<td>objectives are realistic and attainable.</td>
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</tr>
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<td>14</td>
<td>objectives focus on terminal behaviour.</td>
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<tr>
<td>15</td>
<td>objectives are tractable/time-bound.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>objectives reflect a combination of theory and practice.</td>
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<tr>
<td>17</td>
<td>objectives focus on new approaches of curriculum.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>objectives focus on new approaches of teaching.</td>
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</tr>
<tr>
<td>19</td>
<td>content develops communicative English language skills (listening, speaking, reading, and writing) adequately.</td>
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<tr>
<td>20</td>
<td>content provides the student teachers with the knowledge of components of language (Phonological, morphological, syntactic and/or semantic systems).</td>
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</tr>
<tr>
<td>21</td>
<td>content provides you with American/British English literature.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>content gives you opportunity to practise what they learned in their pre-service classes.</td>
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</tr>
<tr>
<td>23</td>
<td>content provides you with the basic concepts of ELT.</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>content provides you with methods of</td>
<td></td>
</tr>
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<td>No.</td>
<td>Description</td>
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<tr>
<td>-----</td>
<td>-------------</td>
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</tr>
<tr>
<td>25</td>
<td>content prepares you to teach English language effectively.</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>content provides you different modern theories of teaching.</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>content provides you different modern theories of curriculum.</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>content prepares you for English proficiency tests such as TOEFL or IELTS, or for any further study abroad.</td>
<td></td>
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<tr>
<td>29</td>
<td>content encourages you to apply English in other subjects.</td>
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</tr>
<tr>
<td>30</td>
<td>content prepares you for self-research and research on teaching issues.</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>content is periodically revised.</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>content includes up-to-date information in the field.</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>content is in line with the objectives.</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>content provides you with different modern theories of teaching and curriculum.</td>
<td></td>
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<tr>
<td>35</td>
<td>content meets the student-teachers' needs.</td>
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<td>36</td>
<td>teaching methods prepare you to use student-centered instructional techniques to solve problems, answers questions, discuss and explain them during class.</td>
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<td>37</td>
<td>teaching methods use role-play, short plays, dramas, games, and songs in the teaching.</td>
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<td>teaching methods develop your critical thinking ability by questioning, challenging and collectively problem-solving through English language learning and teaching.</td>
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<td>teaching methods employ audio-visual aids such as videotape, transparencies, and pictures in class to improve English teaching and learning.</td>
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<td>teaching methods employ authentic materials related to your life experiences such as menus, newspapers, magazines, and advertisements.</td>
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<td>41</td>
<td>teaching methods encourage the student-teachers to use educational technology well in their daily life.</td>
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<td>42</td>
<td>evaluation provides you with information on their progress.</td>
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<td>43</td>
<td>evaluation probes your abilities to demonstrate depth, flexibility, and application of learning.</td>
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<tr>
<td>44</td>
<td>evaluation depends upon various methods of evaluation such as continuous, formative and summative as an integral part of instruction.</td>
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**Part two: Questionnaire’ open-ended questions**

1. Do the EFL teacher education programmes have clear aims/objectives? If no, or, yes, please explain.

2. Do you believe that all these objectives have been achieved? Please explain.

3. Should there have been other objectives of the PEFLTEP? If yes, what should have been these objectives/aims?

4. What should the PEFLTEP do to develop the student teachers?

5. To what do you think, the EFLTEP in the faculty of education at Aden University meet your student teachers’ needs?

6. Does PEFLTEP’s courses content include up-to-date information in the field of PEFLTEP? Are the PEFLTEP’s courses content periodically revised?

7. What are your suggestions related to the course which you teach and the programme generally?
8. What materials did you use in your course? What was good and not so good about the materials used in your course?
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9. Which teaching aids do you use in your course?
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10. What do you think about assessment tools? Were they effective?
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11. What changes do you suggest in the PEFLTEP?
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Appendix V

Questions’ interview for the student-teachers

1. Does the PEFLTEP have clear aims/objectives? If no, or, yes, please explain.

2. Do you believe that all these objectives have been achieved? Please explain.

3. What courses prepared you best for your role as a teacher?

4. From your perception, what are the major problems that you faced while attending practicum in the schools?

5. From your perception, what are the major advantages of the teaching practice programme?

6. Do you believe the PEFLTEP meets your needs?

7. Describe the practical experience you received in your training as prospective English teacher?

8. Does the PEFLTEP adequately prepare you for classroom teaching?

9. Does PEFLTEP’s courses the content include up-to-date information in the field of PEFLTEP? Is the PEFLTEP’s courses the content periodically revised?

10. Which teaching aids do your teacher-educators use in teaching?

11. What materials do your teacher-educators use in teaching? What is good and not so good about the materials used in teaching?

12. What do you think about assessment tools? Were they effective?
Appendix VI

Questions’ interview for teacher-educators

1. Do the EFL teacher education programmes have clear aims/objectives? If no, or, yes, explain.
2. Do you believe that all these objectives have been achieved? Please explain.
3. Should there have been other objectives of the PEFLTEP? If yes, what should have been these objectives/aims?
4. What should the PEFLTEP to develop the student teachers?
5. To what, do you think, the EFLTEP in the faculty of education at Aden University meet your student teachers’ needs?
6. Does PEFLTEP’s courses the content include up-to-date information in the field of PEFLTEP? Is the PEFLTEP’s courses the content periodically revised?
7. What are your suggestions related with the course which you teach and the programme generally?
8. What materials did you use in your course? What was good and not so good about the materials used in your course?
9. Which tools did you use in your course?
10. What do you think about assessment tools? Were they effective?
11. What changes do you suggest in the PEFLTEP?
Appendix VII

Essay questions for the teacher-educators

Dear teacher-educator,

These essay questions are prepared to gather data about the PEFLTEPs in the colleges of education at Aden University in Yemen. They are prepared to collect data on your perceptions about the PEFLTEP. In order to get accurate and reliable data from this study; please answer these questions sincerely. Results will be used only for academic purposes and your responses will be kept strictly confidential. In addition, the results of this study will help improve the programme. Please answer these questions in NOT more than 350 words.

1. What do you think the strengths and weaknesses of the PEFLTEP? Which aspects should continue to exist (shouldn’t be changed) in the PEFLTEP? Which aspects should NOT continue to exist in the PEFLTEP? What are the things that need to be changed?

2. What are your suggestions for making this PEFLTEP more effective and useful, better adjusted to student teachers’ needs? What are your suggestions for improvement?

Thank you for your contribution.

Waddah Mahwari
Appendix VIII

Essay questions in Arabic for the student-teachers

اسئلة في تعلیم اللغة

١. اشرح كيف المنجر في الاطلاع على الأسئلة، انا ثم الاجابة، قيل من (351) للزم: مِّـا ذِكرت الجزء والأقواس، انا انظر لغة الإنجليزية شغيلة، جزء جزء، ولغة الإنجليزية ما تظهر من ما في ميدين، نص شغيلة اللغة الإنجليزية التي تساعق، الى إعداد اللغة الإنجليزية، ولغة الإنجليزية ما...ما توجه إعداد اللغة؟

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Waddah Saleh Mohammed Mahwari
Ph.D. Scholar, ELE Depart.
EFL-U, Hyderabad, India
Email: wdhh1@hotmail.com
Appendix IX

Dear Teacher-educator,

The purpose of this tool is to identify the distribution of proportion of courses in the programme addressing linguistic (L2 proficiency), pedagogic (both teaching theory and teaching practices), and managerial competences. Please read a detailed description of each course and then mark “L” for linguistic, “P” for pedagogic and “M” for managerial competence at the beginning of each course.

Thank you for your contribution.

Waddah Mahwari
Ph.D. Scholar, ELE Depart.
EFL-U, Hyderabad, India
Email:wdhah1@hotmail.com
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### Appendix X

**List of number of referees for Questionnaire**

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<td>Prof. Raja Gopal</td>
<td>Ph.D. in ELE</td>
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<td>Prof. S. Mohanraj</td>
<td>Ph.D. in ELE</td>
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<td>Sadiya Muhammed</td>
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Appendix XI

Showing old PEFLTE programme Curriculum in the colleges of education during the academic year 1998-1999 to the academic year 2004-2005

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**Grade:** V.Good  
**Grade Point Average:** 4.39

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GRADE: V.Good
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GRADE: V.Good  
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GRADE: V.Good  
GRADE POINT AVERAGE: 4.29

Commutative Average: 4.29  
Grade: V. Good
Appendix XII

Showing new PEFLTE programme Curriculum in the colleges of education during the 2005-2006 academic year to the 2014-2015 academic year

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Appendix XIII

New curriculum starting from 2005-2006 till now
Contents

Curriculum Objectives

Course Titles and Details

First Semester
Listening I (E 101)
Speaking I (E 111)
Reading I (E 121)
Grammar I (E 131)
Selected Literary Readings (E 141)

Second Semester
Listening II (E 102)
Reading II (E 112)
Writing I (E 122)
Grammar II (E 132)
Introduction to English Literature (E 142)

Third Semester
Speaking II (E 201)
Reading III (E 111)
Writing II (E 211)
English Phonetics and Phonology I (E 231)
The Short Story (E 241)

Fourth Semester
Study Skills (E 202)
English Phonetics and Phonology II (E 212)
The Novel (E 222)
Poetry (E 232)

Fifth Semester
Advanced Composition I (E 301)
ELT Methodology I (E 311)
Theory And Practice Of Materials Production (E 321)
General Linguistics I (E 331)
Translation I (E 341)

Sixth Semester
Advanced Composition II (E 302)
ELT Methodology II (E 312)
Teaching School Texts (E 322)
General Linguistics II (E 332)
Translation II (E 342)

Seventh Semester
Teaching Practice
Eighth Semester
Small Scale Research Project (E402)
Second Language Learning (E412)
Drama (422)
B. Ed Degree Course (English Major)

Curriculum Objectives

The English curriculum for the four-year B.Ed degree course (English Major) has the following objectives:

1) To give students a good knowledge of English, it particularly aims at improving their skills of listening, speaking, reading, and writing.

2) To train them in the art of the pedagogy of English, specially at school level.

3) To raise their awareness to what constitutes a principled approach to learning and teaching a foreign language.

4) To improve and extend their range of grammatical competence.

5) To equip them with the knowledge and understanding of how language works by offering them relevant courses in linguistics.

6) To sharpen their understanding of the contrast between English and Arabic, particularly with a view to helping them with the translation from one language into another.

7) To foster literary appreciation to enable them to comprehend literary discourse in English.

8) To promote an attitude that will enable them to appreciate the role of English as an international language.
First Semester

Listening I (E 101)

Course Description
The course will focus on giving students practice in listening to language in context. The students will be introduced to different listening skills involving various language functions. Segmental and suprasegmental features of the language will be dealt with at the end of each unit as appropriate to the unit.

Objectives
1) To improve students ability to understand spoken English in context.
2) To enable students to recognize and understand the different language functions.
3) To give students practice in segmental and suprasegmental features of spoken English in context.
4) To give students communicative activities in practicing listening.

Contents
Unit 1: Identifying strategies for introductions; planning introduction routines.
Unit 2: Inferring topics; following instructions.
Unit 3: Making connections; identifying steps in a process.
Unit 4: Understanding details; understanding mistakes and problems.
Unit 5: Understanding cultural differences; understanding cultural information.
Unit 6: Confirming and revising predictions; identifying reasons; understanding and enjoying stories; making prediction.
Unit 7: Inferring feelings; identifying examples and reasons.
Unit 8: Class test.
Unit 9: Understanding stories; understanding details.
Unit 10: Understanding details; identifying key information; understanding reasons.
Unit 11: Identifying personality characteristics; following instructions.
Unit 12: Identifying steps in a process; identifying steps in a technical process.
Unit 13: Understanding and evaluating opinions; identifying problems and reasons.
Unit 14: Understanding topics; interpreting charts and graphs; identifying places.

Mode of teaching
Lectures, kept to the minimum; using recorded material for listening practice.

Evaluation of students progress and achievement
Class test, assignments and end-of-semester examination.

Prescribed Reading

Recommended Reading
Nunan, D. & Miller, L. (Ed.), New Ways in Teaching Listening.
Speaking I (E 111)

Course Description
This course will help to develop student ability to express basic communicative functions. It will enable the students to engage in oral communicative activities such as role play and guessing games.

Objectives
The course will:
1) Help the students to match language with the intended communicative functions.
2) Encourage the students to engage in oral communicative activities.
3) Guide the students to ways of selecting appropriate vocabulary and structure for different communicative functions.

Contents
Unit 1: Getting to know each other – students introduce themselves in pairs, groups.
Unit 2: Introduction to register, formal and informal.
Unit 3: Greetings and introduction using appropriate register.
Unit 4: Continuation of unit 3. More practice using formal informal register.
Unit 5: Function and content words (practice/reinforcement)
Unit 6: Function and content words – their importance in comprehension and natural language.
Unit 7: ‘Sample of natural speech’ to make students aware of conversational features and strategies.
Unit 8: Continuation of Unit 7 – more practice on natural speech.
Unit 9: Requesting.
Unit 10: Offering.
Unit 11: Accepting and rejecting.
Unit 12: Continuation of Units 9, 10, 11.
Unit 13: Telephoning.
Unit 14: Review – Role-play and an oral test.

Mode of Teaching.
The mode of teaching will be discussions, group/pair work.

Evaluation of Students’ Progress and Achievement.
Class assignments, oral presentation, and end-of-the semester examination.

Prescribed Reading:
1. Aleksandra Gotebiowska. Getting students to Talk

Recommended Reading:
2. Ut.P. 1981 Discussions that work. CUP
Reading I (General Skills and Strategies) (E 121)

Course Description
This course will focus on the general reading skills and strategies that will help students with learning English. The course will enable them 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.

Objectives
1) To help students use appropriate reading skills and strategies.
2) To improve their reading abilities for efficient management of their mainstream studies.
3) To train them in the ways of reading texts for meaning.
4) To help them appreciate the role of background knowledge in understanding the various text types.
5) To promote a level of reading efficiency that will help them to become independent learners.

Contents
Unit 1: Identifying text and topic. The skills involved are: recognizing different text types; understanding the relationship between the surface features of texts and their content and purpose; identifying the general topic of a text and specific topics within it.
Unit 2: Handling questions related to the text: transferring information from one mode to another; answering true/false question types; justifying an answer by quoting from the text; using alphabetical reference to find general and specific topics.
Unit 3: The layout of the text under consideration. The skills involved include identifying typographical features and using them as clues to content; clarifying information in the text as a sub-skill of note-making. Give reading.
Unit 4: Handling questions related to the text. Multiple-choice questions dealing with facts rather than inference. More about information transfer and the use of direct quotation from texts.
Unit 5: Recognizing the purpose of texts, general purpose and specific functions. Classifying texts in relation to topic, type and purpose. Classifying texts, or parts of them, according to whether they inform, instruct, describe, report, suggest, warn, express opinion. Classifying topics and purposes as a sub-skill of note-making.
Unit 6: Class discussion of self-study assignment.
Unit 7: Handling a further range of questions on texts; more about transferring information from one mode to another; the need for quoting from texts.
Unit 8: The reader's response to the text. Guessing and predicting the general topic of the text; distinguishing between fact and opinion; recognizing the writer's tone.
Unit 9: Handling questions on the text. Distinguishing between questions asking for fact and questions asking for opinion. Making notes about the text before answering questions.
Unit 10: The reader's choice of texts for reading. Why they read what they choose to read; articulating their opinions and preferences about a specific topic both before and after reading about it.
Unit 11: Class discussion of self-study assignment.
Unit 12: Handling questions. Gap-filling using direct quotations from a text source.
Unit 13: Reader's background knowledge and its deployment in reading texts using texts to confirm, contradict or extend their pre-text knowledge. Making notes while reading; making notes after reading.

Unit 14: Handling questions. Linking answers to discrete questions to construct a paragraph; extracting information from tables of figures.

Mode of Teaching
Lectures, in-the-classroom discussion, seminar, pair and group work, self-study assignments.

Evaluation of student progress and achievement:
Class test, assignments, seminar presentation, end-of-the-semester examination.

Prescribed Reading

Recommended Reading

Grammar I (E 131)
Course Description
This course aims at giving students a 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 used to express manner, place and time.

Objectives
Students will learn:
1) to distinguish between different word classes.
2) to relate each word class to its position in sentence structure.
3) to form noun group and verb group structures.
4) to use the noun group and verb group in their respective functions.
5) to use the grammatical forms required to express manner, place and time.

Contents
Unit 1: The sentence: subject and predicate (verb group); kinds of sentence: simple, complex, compound; sentence forms: statement, question, command, exclamation; basic word order in an English sentence: subject group; verb group: verb, object/complement, adverbial (manner, place, time).
Unit 2: Continuation of unit 1.
Unit 3: The noun: countable/uncountable (mass) nouns; number, singular and plural; gender, possessives (the genitive); collective nouns.
Unit 4: Articles: the indefinite article (a/an), the definite article, the zero article.
Unit 5: Pronouns and determiners. Personal pronouns, demonstrative pronouns/ adjectives, reflexive pronouns, possessive pronouns/adjectives, demonstrative pronouns/adjectives.

Unit 6: Adjectives: formation of adjectives; types of adjectives and their uses; the comparison of adjectives; order of adjectives.

Unit 7: The verb: transitive, intransitive, finite and non-finite, mood; the passive – uses of the passive.

Unit 8: Continuation of unit 7.

Unit 9: Continuation of unit 7.

Unit 10: Verb tenses: simple present, present progressive; simple past, past progressive; simple present perfect, simple past perfect, present/past perfect progressive; simple future, future progressive, future perfect simple/ progressive; other ways of expressing the future.

Unit 11: Continuation of unit 10.

Unit 12: Continuation of unit 10.

Unit 13: Modal auxiliaries and related verbs: ability, permission, certainty and possibility, deduction, offers, requests, suggestions, wishes, preference, duty, necessity.

Unit 14: Adverbs: position of adverbs, types of adverbs: manner, place, time, frequency, degree; comparison of adverbs.

Mode of Teaching
Lectures, seminars, group activity and discussion, pair work.

Evaluation of student progress and achievement
Class test, assignments, seminar presentation, end-of-the-semester examination.

Prescribed Reading

Recommended Reading

Selected Literary Readings (141)

Course Description
This course provides an easy introduction to English Literature. The selected extracts cover a wide range of authors. The enjoyable passages contain biographical accounts, letters, diaries and short poems.

Objectives
1) To acquaint students with a variety of interesting ways in which the English Language has been used.
2) To guide the students through the questions at the end of each passage, step by step, to help them understand its meanings.
3) To guide students to appreciate the special qualities of each passage.

Contents
Unit 1: The Old Woman Who Swallowed a Fly.
Unit 2: A Lady and Her Parrots.
Unit 3: Tramp.
Unit 4: Alice in Wonderland.
Unit 5: A Poem Keats wrote about himself for his sister.
Unit 6: The Ghost's Walk.
Unit 7: Seminar
Unit 8: The Luncheon.
Unit 9: A Visit to France.
Unit 10: Emma's Thoughts about Being in Love.
Unit 11: The White Goose.
Unit 12: Gandhi.
Unit 14: Talking in Bed.

Mode of Teaching
Lectures, discussions and group work.

Evaluation of Students' Progress and Achievement
Class test, assignments and end-of-term examination.

Prescribed Reading
May, D. J. and E. A. Hill (1975) *A New Introduction to Literature: Book 1*, O.U.P.

Recommended Reading
Lerner Lawrence, (1975), *An Introduction to English Poetry*, Edward Arnold.

Second Semester

Listening II (E102)

Course Description
The course is an extension of listening practice started in Listening 1. It will continue to develop the students' ability in listening to language in context at normal speed. Practice will be given in listening to passages read aloud, announcements, informal conversations, and to mini lectures. Ample practice will be given in note-taking.

Objectives
1) To develop students ability to understand spoken English at normal speed.
2) To enable students to listen to different text types.
3) To enable students to listen and understand mini lectures.
4) To give students practice in note-taking.

Contents
Unit 1: Listening to specific information; understanding main ideas.
Unit 2: Following instructions; giving opinions.
Unit 3: Identifying poetry types; creating a poem.
Unit 4: Listening to announcements; informal conversations.
Unit 5: Listening to passages read aloud.
Unit 6: Continuation of Unit 4.
Unit 7: Class test.
Unit 8: Listening to mini lectures accompanied by listening comprehension practice.
Unit 9: Continuation of Unit 7.
Unit 10: Continuation of Unit 7.
Unit 11: Listening to mini lectures and note-taking.
Unit 12: Continuation of Unit 10.
Unit 13: Continuation of Unit 10.
Unit 14: General discussion and student-led practice.

Mode of teaching
Lectures, kept to the minimum; using recorded material for listening practice, listening to
mini lectures given by the teacher.

Evaluation of students' progress and achievement
Class test, assignments and end-of-semester examination.

Prescribed Reading
In addition, texts for listening and note-taking will be taken from TOEFL and will text will be
supplied by the teacher.

Recommended Reading

Reading II (Focus on Processes) (E 112)

Course Description
This course will focus on the reading processes necessary to understand a wide variety of text
types. It will emphasize the importance of scanning, predicting, checking, understanding the
organization of texts, understanding the explanations given, understanding attitudes, views
and differences in style. Students will also learn how to organize their reading and keep
record of what they read.

Objectives
1) To enable students to acquire the skills of reading and understanding a variety of text
types.
2) To train them to apply the processes of scanning, predicting, checking and
understanding different aspects of texts.
3) To help them organize their reading and keep record of what they read.
4) To equip them with reading strategies that will enable them to become independent
readers.

Contents
Unit 1: Scanning, using knowledge of text type and reader purpose in order to scan
effectively. Recognizing and making use of the link between language used and the
writer’s intended purpose; for example, language associated with giving rules and
instructions.

Unit 2: Learning to handle questions. Comprehending the purpose of a question in order to
skim effectively. Questions about relating a text/its language to its topic and
purpose.
Unit 3: Predicting: from knowledge of context, of function and of language structure; checking prediction against context possibility, that is the development of the idea and linguistic possibility, for example the word order used in the text.

Unit 4: Learning to handle questions. Gap-filling exercises: (a) words to be chosen from a list; (b) words to be guessed from context clues.

Unit 5: Class discussion of self-study assignments and feedback.

Unit 6: Checking: recognizing words which refer backwards and forwards and across whole texts; recognizing different ways of describing the same thing. Using strategies for dealing with unfamiliar words and phrases.

Unit 7: Learning to handle questions: strategies for dealing with who/what questions; for dealing with questions about pronominal references, about words and phrases which are near synonyms.

Unit 8: Understanding organization: overall text organization and organization across various parts of the text. Recognizing linguistic markers used for the ordering of events, and for the sequencing and contrasting of ideas.

Unit 9: Learning to handle questions: questions about logical connection between ideas and discrete parts of a text; questions about linguistic markers for time, sequence and comparison.

Unit 10: Class discussion of the self-study assignment and feedback.

Unit 11: Understanding explanation put across in many different ways: through diagrams and charts, through definitions of technical terms, through comparison and contrast. Language typically associated with describing, explaining, defining, classifying and exemplifying.

Unit 12: Learning to handle questions: for example questions about transferring information from one mode to another; about giving definitions by quoting from a text source; about summarizing points.

Unit 13: Class discussion of the self-study assignment and feedback.


Mode of Teaching
Lecture, seminar, and group discussion.

Evaluation of student progress and achievement
Class test, assignments, seminar presentation, end-of-the-semester examination.

Prescribed Reading

Recommended Reading

Writing I (E 122)

Course Description
This course 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.

Objectives
1. To introduce students to a useful range of writing tasks.
2. To develop their abilities to write effectively for as intended purpose.
3. To help them practice writing skills relevant to their needs.
4. To raise their awareness of the place of format and convention in writing.
5. To enable them to learn how to relate form and style.

Contents
Unit 1: Improving your writing – an introduction (a) introducing students to a checklist for improving their writing (correct grammar, appropriate vocabulary, correct spelling, clear organization, and clear, appropriate layout); (b) using the checklist to do a number of tasks.
Unit 2: Organizing your writing – using linking words and phrases: (a) awareness-raising; (b) writing task: time linkers; (c) using the right time linkers.
Unit 3: Organizing your writing – using linking words and phrases (co-ordinating and contrasting conjunctions, pronouns, and other linkers): (a) linker: and, but and words that have a similar meaning; (b) mixed linkers; (c) other ways of linking a text.
Unit 4: Paragraph writing – writing a postcard: (a) describing a place; (b) describing the weather; (c) describing your feelings; (d) describing something you have done.
Unit 5: Continuation of Unit 4.
Unit 6: Paragraph writing – writing small ads: (a) use of abbreviations; (b) organizing small ads; (c) writing small ads.
Unit 7: Paragraph writing – writing telegrams and telex messages: (a) situation for writing telegrams and telexes; (b) words you need: (c) writing and improving given texts.
Unit 8: Writing short narratives and fables: (a) paragraph structures in written narratives: (b) setting the scene; (c) describing earlier events; (d) language focus (once upon a time, use of pronouns).
Unit 9: Writing short narratives and fables (continued): (a) describing later events; (b) describing final outcome; (c) extension activity.
Unit 10: Writing letters (informal): (a) recognizing and applying conventions of informal letters; (b) organization and layout; (c) phrases for opening and closing.
Unit 11: Writing letters (formal): (a) recognizing and applying conventions of formal letters; (b) organization and layout; (c) opening and closing.
Unit 12: More practice on letter writing
Unit 13: Applying for a course of study: (a) writing letters asking for information; (b) filling in an application form; (c) recognizing and applying relevant conventions.
Unit 14: Applying for a course of study: (a) recognizing and applying conventions; (b) form filling; (c) extension tasks.

Mode of Teaching
Lectures, discussions, seminar, group and pair work.

Evaluation of student progress and achievement:
Class test, assignment, end-of-the-semester examination.
Prescribed Reading

Recommended Reading

Grammar II (E 132)

Course Description
This course is a continuation of Essentials of English Grammar I. 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, 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.

Objectives
Students will learn:
1) to recognize elements of clause structure.
2) to use clause elements in clause construction.
3) to use coordinate and subordinate clauses in sentence structure.
4) to report what people say or think: direct and reported speech.
5) to exploit the resources of grammar in the making of texts.

Contents
Unit 1: Phrase types: the infinitive phrase, the participial phrase, the adverbial phrase; a review of the noun phrase and the verb phrase; functions of phrase.
Unit 2: Continuation of unit 1.
Unit 3: Prepositions and the prepositional phrase; prepositions to express relationship in space and time; prepositions to express other relationships.
Unit 4: Subordination and coordination: combining messages. Adverbial clauses; time clauses, conditional clauses; purpose clauses.
Unit 5: Adverbial clauses continued: reason clauses, result clauses, concessive clauses, place clauses, clauses of manner, position of adverbial clause.
Unit 6: Relative clauses; kinds of relative clause; using relative pronouns in defining and non-defining clauses; using relative pronouns with prepositions; nominal relative clauses.
Unit 7: Non-finite clauses; using 'whose', using other relative pronouns; using non-defining clauses; using defining clauses; other structures used like non-finite clauses.
Unit 8: Coordination: linking clauses; linking verbs; linking noun-groups, linking adjectives and adverbs; linking other word groups; linking more than two clauses or word groups.
Unit 9: Graphic analysis of sentence; analysis of simple sentence: analysis of statements, of complements, of questions, of commands, of requests, of orders, of exclamation.
Unit 10: Continuation of unit 9.
Unit 11: Tabular analysis of sentence: analysing simple and complex sentences.
Unit 12: The structure of information. Focusing on clause or clause elements using adjuncts; commenting on your statement; sentence adjuncts; indicating your attitude to what you are saying; showing connections: linking adjuncts.

Unit 13: Focusing on the thing affected: the passive voice; not mentioning the agent; mentioning the agent with ‘by’; verbs usually used in the passive.

Unit 14: Other information structures. Putting something first: fronting, making a statement into a question: question tags.

Mode of Teaching
Lectures, seminars, group activity and discussion, pair work.

Evaluation of student progress and achievement: Class test, assignments, seminar presentation, end-of-the-semester examination.

Prescribed Reading

Recommended Reading

Introduction to English Literature (E 142)

Course Description
This course gives a general account of the main trends in English Literature from the very beginning up to the present day. English literature is literature written in English. This definition covers a vast and growing body of writing which uses the English language as a natural medium of communication.

Objectives
1) To acquaint students with main trends in English literature.
2) To alert students to the historical details influencing English literature.
3) To help students survey the works of major writers.

Contents
Unit 1: What is literature?
Unit 2: What is English literature?
Unit 3: The coming of the Normans.
Unit 4: Chaucer and after.
Unit 5: The beginning of drama.
Unit 6: William Shakespeare and other Elizabethan dramatists.
Unit 7: Seminar
Unit 8: Tudor poetry and prose.
Unit 9: The Age of Milton.
Unit 10: The Age of Reason.
Unit 11: The Romantics.
Unit 12: The Victorian Age.
Unit 13: The coming of Modern Age.
Unit 14: General seminar

Mode of Teaching
Lectures, discussions, group work.

Evaluation of Students' Progress and Achievement
Class test, assignments, end-of-semester examination.

Prescribed Reading

Recommended Reading

Third Semester

Speaking II (E 201)

Course Description
This course will help students to develop their abilities to express themselves clearly and to participate in different communicative functions. These will include inviting, promising, advising, agreeing/disagree, improvisation. It will enable the students to engage in oral activities such as role-plays and debates.

Objectives
This course will:
1. provide the students with the necessary skills.
2. introduce the students to the kind of language used in different communicative functions.
3. develop their abilities to speak effectively and with more evidence.

Unit 1: Role-play to review all functions done in the first level.
Unit 2: Requesting and apologizing (with special care to the rising/falling intonation)
Unit 3: Continuation of Unit 2.
Unit 4: Inviting/clarification.
Unit 5: Talking about likes/dislikes (agree/disagree)
Unit 6: Role-play dealing with functions practiced.
Unit 7: Offering advice.
Unit 8: Promising/excusing.
Unit 9: Introduction to language used to make plans.
Unit 10: Improvisation.
Unit 11: Debates.
Unit 12: Continuation of units 10 and 11.
Unit 13: Discussions – group work (environmental/social topics.)
Unit 14: Role-play/ debate for assessing students.

Mode of Teaching
The mode of teaching will be discussions, brainstorming ideas, eliciting from students, pair and group work.
Evaluation of Students' Progress and Achievement
Class participation, oral presentation, assignments and end of term examination.

Prescribed Reading
1. Speaking Naturally 2000 CUP.
2. www.idebate.org

Recommended Reading
1. Eric, Killer 1988 Conversation Gambits LTP.
2. Watyn-Jones, Peter 2002 Pair-work (intermediate /advanced)

Reading III (E 211)

Course Description
This course will focus on the reading skills required to read, understand and analyze a wide range of authentic text types in English, for example 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.

Objectives
1) To help students read, understand and analyze a wide range of authentic text types in English.
2) To raise their awareness of linguistic signals that guide a reader to a cohesive reading of a given text.
3) To train them to focus on the vocabulary that makes for coherence in a given text.
4) To equip them with the skills required to relate the micro- and macro-structure of a given text.

Contents
Unit 1: Understanding why people read. Illustrative text type: extracts from people's work diaries, a newspaper competition, a list of houses for sale.
Unit 2: Reading many different extracts for (a) facts; (b) for inferences. Writing up from notes.
Unit 3: Thinking about and discussing such questions as: why foreign students read in English, what they read, what they feel to be their biggest problem.
Unit 4: Strategies for reading. Text type: a business letter, a magazine article; an extract from a book of discursive writing.
Unit 5: Text analysis. Types of exercise: Identify the source, subject, idea or opinion of a text, identify the parts of a text that relate to the purpose for which reading is being pursued; identify the words and phrases that are crucial to understanding the text.
Unit 6: Thinking about and discussing such questions as: how people read in their own language; how they read in English, what strategies students have for reading English texts.
Unit 7: Recognizing the writer's purpose. Illustrative text type: an advertisement; extracts from books about advertising; a joke.
Unit 8: Doing text-based exercises: recognizing the explicit purpose of a text; the implicit purpose of a text; recognizing words and phrases which mark the organization of ideas in a text.

Unit 9: Thinking about and discussing students' attitudes to what they read.

Unit 10: Learning to use dictionaries. Text type: a dialogue; a newspaper article; an extract from a geography book.

Unit 11: Dictionary exercises. Looking up words, idioms, phrases, phrasal verbs in a dictionary; working out the meaning of new words.

Unit 12: Thinking about and discussing such questions as: how useful the dictionary is, how and when students use it; other useful kinds of reference.

Unit 13: A review of the skills practised during the course.

Unit 14: A review of student progress and achievement.

Mode of Teaching
Lectures, discussion, seminar, group and pair work; lectures will be kept to the minimum.

Evaluation of student progress and achievement
Class test, assignments, seminar presentation, end-of-the-semester examination

Prescribed Reading

Recommended Reading

Writing II (E 221)

Course Description
This course 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.

Objectives
1) To help students learn to write for a purpose.
2) To develop their awareness of different organizational formats.
3) To help them assess and improve their own writing.
4) To equip them with the skills of editing their written work.
5) To enable them to relate their writing to their readers.

Contents

Unit 1: Writing a report: (a) describing graphs, (b) describing statistics, (c) describing quantitative change.

Unit 2: Writing a report (continued): (a) organizing texts and paragraphs from general to particular; (b) writing and after writing tasks; (c) extension activity - editing and rewriting.

Unit 3: Writing for newspapers: (a) recognizing conventions of newspaper reports; (b) writing headlines; (c) model texts.

Unit 4: Discussion unit.
Unit 5: Writing for newspapers (continued): (a) reporting unusual incidents; (b) sequencing information; (c) extension task, editing and rewriting.

Unit 6: Writing a speech: (a) planning for writing and speaking; (b) introducing a speaker; (c) spoken language and written language.

Unit 7: Writing a speech (continued): (a) describing someone's career and experience; (b) relating language to the topic; (c) extension activities - editing and rewriting.

Unit 8: Writing a dialogue: (a) layout for dialogues; (b) wh-questions; (c) contraction in speech.

Unit 9: Writing a dialogue (continued): (a) layout for dialogues; (b) interviews; (c) extension activity - editing and rewriting.

Unit 10: More about spoken and written language.

Unit 11: Writing long narratives - telling a story: (a) introduction to a narrative - sequence of events; (b) vocabulary development; (c) organization (setting, characters, events, outcome).

Unit 12: Writing long narratives - telling a story (continued): (a) thrillers (punctuation in dialogue); (b) organizing narratives; (c) extension activity - editing and rewriting.

Unit 13: Writing an essay: approaching the task. (a) analyzing essay questions; (b) brainstorming; (c) organizing ideas.

Unit 14: Writing an essay: patterns of organization: (a) giving background information; (b) stating how the essay is organized; (c) stating the argument for and against; (d) after writing - editing and rewriting.

Mode of Teaching
Lectures, discussions, seminar, group and pair work.

Evaluation of student progress and achievement
Class test; assignment; end-of-the-semester examination.

Prescribed Reading

Recommended Reading

English Phonetics and Phonology I (E231)

Course Description
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. The students will also be acquainted with the structure of the syllable.
Objectives
1) To distinguish and produce various vowel and consonant phonemes.
2) To compare and contrast English and Arabic phonemes.
3) To transcribe words and texts by using phonemic and phonetic transcription.
4) To mark the structure of syllables.

Contents
Unit 1: Speech articulators; the notion of vowel and consonant; primary cardinal vowels.
Unit 2: Continuation of Unit 1.
Unit 3: English short and long vowels; diphthongs.
Unit 4: Continuation of Unit 3.
Unit 5: English consonants: plosives, fricatives and affricates.
Unit 6: Continuation of Unit 5.
Unit 7: Nasals and other consonants.
Unit 8: Continuation of Unit 7.
Unit 9: Student Seminar: English and Arabic phonemes compared and contrasted with a focus on student perception of their difficulties in producing English phonemes.
Unit 10: The phoneme.
Unit 11: The syllable.
Unit 12: Continuation of Unit 11.
Unit 13: Phonemic transcription.
Unit 14: Continuation of Unit 13.

Mode of Teaching
Lectures, discussions, seminar, group and pair work.

Evaluation of student progress and achievement
Class tests, assignments, oral presentations; end-of-the-semester examination

Prescribed Reading

Recommended Reading

The Short Story (E 241)
Course Description
Literary texts exemplify a certain characteristic use of language. In a programme 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 resemblance 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.

Objectives
1) To enable students to understand and respond to the short story.
2) To provide them with the literary skills required for reading short stories so that they become story-literate.
3) To enrich their imaginative experience.
4) To help them to read for pleasure so that they make their own relationship with literature.

Contents
Unit 1: The short story: a literary genre in its own right; its distinctive features.
Unit 2: Exploring the short story: its thematic variety, its structure, its language; some illustrative examples.
Unit 3: Continuation of unit 2; a few more illustrative examples.
Unit 4: Tackling a given short story- a discussion around a story from the prescribed reading - its theme and characters.
Unit 5: Another story from the prescribed reading: the world of the story and its people; expressing your own ideas.
Unit 6: Going back to the stories of unit 4 and unit 5; reassessing first impressions - from the perspective of language used in the stories; from a unified perspective of structure; theme and language.
Unit 7: Two more stories from the prescribed reading. Expressing your own ideas; finding out what others in the group think or feel.
Unit 8: Re-telling the story in ten to twenty sentences. Working out a basic analysis of the stories done in unit 7.
Unit 9: Seminar discussion: Is each story different from the other? Exploring parallel situations in other texts. Are there any family resemblances between the stories being studied.
Unit 10: Two more stories from the prescribed reading: how their plots unfold and characters develop. Constructing their theme and structure.
Unit 11: Going back to the stories of Unit 11. The language perspective: point of view and the language used.
Unit 12: The world of the short story-what more students would like to read-exemplification from students' own reading.
Unit 13: More examples of the short stories that students have read and will read; advantages of becoming story-literate.
Unit 14: Seminar.

Mode of Teaching
Lectures, discussion, seminar, group and pair work. Lectures will be kept to the minimum.

Evaluation of student progress and achievement
Class test, assignments, seminar presentation, end-of-the-semester examination.

Prescribed Reading
Recommended Reading
Pierce, Tina and Cochrane, Edward. 1998. Twentieth Century English Short Stories
Longman.

Fourth Semester

Study Skills (E 202)

Course Description
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.

Objectives
1) To enhance students’ abilities to cope with their mainstream studies.
2) To train them in the use of reference materials and monolingual dictionaries.
3) To develop their language skills for specific study purposes.
4) To help them understand the value of these skills for self-study and individual library work.

Contents
Unit 1: An introduction to the course: (a) what this course is; (b) who it is for; (c) what it deals with; (d) types of activity.
Unit 2: Using your dictionary: (a) the relationship between spelling and pronunciation; (b) symbols used in dictionaries; (c) word-building; (d) word entries.
Unit 3: Note-making: (a) the process of note-making; (b) what you do and how you do it; (c) abbreviations.
Unit 4: Note-making: (a) more about abbreviations; (b) symbols; (c) practice.
Unit 5: Sample text: “Rubber” (reading and listening): (a) text (content skim, comprehension scan); (b) labeling; (c) decoding.
Unit 6: Sample text: “Rubber” (reading and listening - continued): (a) sequencing; (b) writing; (c) sequencing again.
Unit 7: Sample text: “Volcanoes” (reading - classifying - analyzing); (a) text (skim and scan); (b) controlled note-making; (c) labeling.
Unit 8: Sample text: “Volcanoes” (reading - classifying - analyzing); (a) decoding; (b) analyzing; (c) describing; (d) classifying.
Unit 9: Sample text: “Kalahari Bushmen” (matching and identifying): (a) pre-reading; (b) text (skim and scan); (c) matching.
Unit 10: Sample text: “Kalahari Bushmen” (matching and identifying): (a) decoding; (b) identifying; (c) classifying.
Unit 11: Sample text: “The Camera” (reading - giving instructions): (a) pre-reading; (b) controlled note-making; (c) giving instructions.
Unit 12: Sample text: "The Camera" (reading-giving instruction): (a) labeling, (b) decoding, (c) sequencing, (d) writing.

Unit 13: Seminar.
Unit 14: Seminar.

Mode of Teaching
Lectures, seminar, group and pair work.

Evaluation of student progress and achievement
Class test; assignments; student presentations; end-of-the-semester examination.

Prescribed Reading

Recommended Reading

English Phonetics and Phonology II (E 212)

Course Description
This course is a continuation of (E231). It aims to enhance and widen students' knowledge on certain topics of phonetics and phonology. At the theoretical level, the aim is to introduce the aspects of connected speech such as weak forms, rhythm, assimilation, elision and linking. Focus will also be on intonation, the function of the English tones and the attitudinal functions of intonation. Students will learn and practise phonetic transcription at the word level as well as in connected speech.

Objectives
1. To enable students to grasp the notion of rhythm in connected speech.
2. To enable students to decide which accent to aim for in international communication.
3. To train students to use intonation meaningfully in speech.
4. To train students to use phonetic transcription in separate words and connected speech.

Contents
Unit 1: Aspects of connected speech: weak forms, rhythm, assimilation, elision, linking.
Unit 2: Continuation of Unit 1.
3: Continuation of Unit 1.
Unit 4: Student seminar around features of connected speech with the help of taped lessons in native speakers' voice.
Unit 5: Students seminar around the topic of rhythm in everyday speech and in literary writing, particularly in poetry.
Unit 6: Intonation (1): form and function, tone and tone languages, some functions of English intonation.
Unit 7: Intonation (2): the tone unit, the structure of the tone unit.
Unit 8: Student seminar on the tone unit.
Unit 9: Intonation (3): Functions of intonation, the attitudinal function of intonation.
Unit 10: Functions of intonation; the accentual function of intonation; the grammatical function of intonation.
Unit 11: Student seminar around the topic of intonation using taped material.
Unit 12: Phonetic transcription of separated words and connected speech.
Unit 13: Phonetic transcription (continued).
Unit 14: General seminar and discussion of various issues dealt with on the course.

Mode of Teaching
Lectures, discussion, seminar, group and pair work. Lectures will be kept to the minimum.

Evaluation of student progress and achievement
Class test, assignments, seminar presentation, end-of-the-semester examination.

Prescribed Reading

Recommended Reading
Thompson, I. 1981. Intonation Practice. O.U.P.

The Novel (E 222)
Course Description
As studying English as a foreign language, it is difficult not to be confronted with the novel as one type of 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 help to enrich students’ enjoyment of literature by making them more confident readers of fiction.

Objectives
1) To help students to understand and respond to the text of the novel.
2) To sensitize them to the idea that the mechanics of construction of a novel has to go with the quality of its construction.
3) To encourage them to construct their own analysis and interpretation.
4) To enrich their enjoyment of reading this art form.

Contents
Unit 1: The novel as a genre of literature and how to study it
Unit 2: Broad ideas about the kinds of texts students are likely to be studying and how to think about them.
Unit 3: Continuation of unit 2.
Unit 4: The prescribed novel: how to set about tackling the text. Unit 5: The prescribed novel: what it is about and how it says it.
Unit 6: The prescribed novel: a continuation of unit 5.
Unit 7: Seminar discussion: the relationship between the structure of the novel and its meaning; the structure and the author’s use of language.
Unit 8: The methods of fictional analysis and the prescribed novel; how the approach employed is relevant to many novels and not just to the novel under discussion.
Unit 9: The prescribed novel: tackling the text: constructs and their world.
Unit 10: Continuation of unit 9.
Unit 11: Seminar discussion: the world that the novel presents - what it tells about character.
Unit 12: Seminar discussion: the world of the novel - what the novel tells about life, not a search for a didactic message but the ideas that inform the novel.
Unit 13: The prescribed novel: putting the elements of the novel together: the characters, the society that the novel presents, and its structure and its language; a holistic view of the novel.

Unit 14: Adapting the approach to other novels.

Mode of Teaching
Lectures, seminar, group and pair work.

Evaluation of student progress and achievement
Class test, assignments, seminar presentation, end-of-the-semester examination.

Prescribed Reading
Orwell, George. Animal Farm. Longman.
or

Recommended Reading
Hardy, Barbara. 1964. The Appropriate Form.

Poetry (E 232)

Course Description
The course intends to give students representative samples of English poetry covering the most important literary periods. It aims to concentrate on what each poem is trying to say and the peculiar quality of the language of the discussed poem. Furthermore, it alerts students to the fact that poetry means using specialized form of English, drawing their attention to the total meaning of the poem rather than its detailed reality.

Objectives
1) To help students read poetry with understanding, confidence and insight.
2) To provide them with a basis for reading poetry for pleasure and enjoyment.
3) To enhance their sensibility to the use of language in poetry.
Contents
Unit 1: The study of poetry: an introduction
Unit 2: Meaning and Intention
Unit 3: Style, diction, imagery and figures of speech, versification.
Unit 4: Sonnet 34
Unit 5: The Dream
Unit 6: On His Blindness
Unit 7: The Throstle
Unit 8: Osmanias of Egypt
Unit 9: The Darling Thrush
Unit 10: The Blind Boy
Unit 11: The Daffodils
Unit 12: The Daffodils
Unit 13: Dover Beach
Unit 14: General seminar

John Donne
Lord Tennyson
P. B. Shelly
Thomas Hardy
C. Sibber
William Wordsworth
Robert Herrick
Matthew Arnold

Evaluation of Students' Progress and Achievement
Class tests, assignments, end-of-semester examination.

Prescribed Reading
Lener, Laurance, (1975), An Introduction to English Poetry, Edward Arnold

Recommended Reading

Fifth Semester

Advanced Composition I (E 301)

Course Description
This course will focus on academic writing skills. It will help students write essays on many different topics related to 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.

Objectives
1) To raise students' awareness of the important discoursal and cognitive features of writing and of the functions of writing.
2) To sensitize them to the functions of written language.
3) To enable them to express themselves coherently when they write an academic essay.
4) To help them answer essay questions in the examinations.

Contents
Unit 1 & 2: Structure and cohesion: (a) elements of structure of an academic essay; (b) introduction - development - conclusion, (c) connectives.
Unit 3 & 4: Description: process and procedure: (a) general description; (b) specific procedure; (c) the stages of writing an essay - advice.
Unit 5 & 6: Description: physical: (a) describing countries; (b) the United Kingdom; (c) other countries/Yemen.
Unit 7: Seminar / Test
Unit 8 & 9: Narrative: (a) historical background or development; (b) working from notes (EEC - UN); (c) expanded notes (universities)
Unit 10: Definition: (a) simple definitions; (b) academic definitions; (c) extended definitions.
Unit 11: Exemplification: (a) words as examples; (b) sentences as examples; (c) paragraphs.
Unit 12: Classification: (a) criteria; (b) classifying; (c) diagrams
Unit 13: Comparison and contrast: (a) comparison; (b) contrast
Unit 14: Cause and effect: (a) connectives and markers; (b) identifying relationships; (c) constructing paragraphs.

Mode of Teaching
Lectures, discussions, seminar, and group and pair work.

Evaluation of student progress and achievement:
Class test; assignment; end-of-the-semester examination.

Prescribed Reading

Recommended Reading

ELT Methodology I (E 311)

Course Description
The course provides students with a theoretical framework for teaching English as a second and as a foreign language in a principled way. It offers a historical overview of the different approaches to language teaching and acquaints them with the major methods discussed in the literature. It introduces them to communicative language teaching and discusses issues such as communicative ability, classroom interaction, teaching vs. learning, content vs skill. Against this background, the course deals with the principles of teaching listening, speaking, reading and writing and discusses language skills integration. In addition, it deals with teaching vocabulary and grammar.

Objectives
1) To introduce students to the theory which underpins classroom methodology.
2) To develop in them an understanding of appropriate methodology of teaching listening, speaking, reading and integrating the language skills.
3) To introduce students to ways of teaching vocabulary.
4) To raise their awareness of the role of grammar in English language teaching and to explore ways of teaching it.

Contents
Unit 1: An introduction to the teaching of English as a second and a foreign language.
Unit 3: A historical overview of the different approaches to language teaching.
Unit 4: Communicative Language Teaching.
Unit 5: Alternative approaches: task-based learning and content-based learning.
Unit 6: Seminar on issues discussed in the previous units.
Unit 7: Teaching listening.
Unit 8: Teaching reading.
Unit 9: Test
Unit 10: Teaching speaking.
Unit 11: Teaching writing.
Unit 12: Integrating language skills.
Unit 13: Teaching vocabulary.
Unit 14: Teaching grammar.

Mode of Teaching
Lectures, seminars, pair and group work.

Evaluation of students' progress and achievement
Class test, assignments, end-of-semester examination.

Prescribed Reading

Recommended Reading
Website: www.onestopenglish.com

Theory and Practice of Materials Production (E 321)

Course Descriptions
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 coursebooks, and briefly considers the strengths and weaknesses of each type. Against this background, the course then 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. Furthermore, it considers the degree of suitability of language materials for a given teaching situation, and the need for supplementing and adapting them. It, finally, 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.

Objectives
1) To raise student awareness of the need for an appropriate textbook.
2) To provide students with language theory to help them to understand how
coursebooks deal with English language teaching.
3) To develop in them an understanding of the rationale of different types of
coursebooks.
4) To help them to evaluate which materials support teaching.
5) To train them in supplementing and adapting inadequately prepared coursebooks.

Contents
Unit 1: Coursebooks and English language teaching.
Unit 2: Principles of materials evaluation.
Unit 3: Different aspects that characterize the language content of coursebooks.
Unit 4: Bases for the selection and grading of language items: functional and structural
syllabuses. A seminar on units 1 and 2.
Unit 5: More about the selection and grading of language items: (i) subject-centred approach
and student-centred approach; (ii) grading and recycling; (iii) implications for the
evaluation of language teaching materials.
Unit 6: Examination of the bases on which coursebooks deal with the presentation and
practice of new language items: (i) how theories relate to teaching; (ii) to the
presentation of grammar.
Unit 7: Further discussion of how coursebooks deal with the presentation and practice of new
language items: (i) practice of new structures; (ii) presentation and practice of lexis.
Unit 8: Coursebooks and the teaching of the four language skills.
Unit 9: Supporting materials: materials that help the teacher in teaching; practical work
accompanied by discussion.
Unit 10: Supporting materials: materials for testing; practical work accompanied by
discussion.
Unit 11: Motivation and the learner.
Unit 12: Overall evaluation.
Unit 13: Adapting materials to meet learner needs.
Unit 14: Practical work on adapting materials.

Mode of Teaching
Lectures, discussion and practical work.

Evaluation of student progress and achievement:
Classroom test; assignment; end-of-the-semester examination.

Prescribed Reading

Recommended Reading

General Linguistics 1 (E 331)
This course introduces undergraduate students to linguistics as a scientific discipline and to
its branches and related fields. It discusses aims of linguistics, scope of linguistics and some
interdisciplinary fields. It also discusses some major insights of linguistic description.
Objectives
The course will enable students:
1) to have a good grasp of the fundamentals of linguistics,
2) to relate linguistics to the description of language,
3) to have a grasp of interdisciplinary nature of the different linguistic fields.

Contents
Unit 1: Linguistics as a science; diachronic/synchronic studies; aims of linguistics.
Unit 2: Continuation of Unit 1
Unit 3: Seminar
Unit 4: Scope of linguistics; phonetics, morphology, syntax, semantics; some interdisciplinary fields; psycholinguistics, sociolinguistics, stylistics.
Unit 5: Continuation of Unit 4.
Unit 6: Seminar
Unit 7: Morphology
Unit 8: Syntax
Unit 9: Semantics
Unit 10: Seminar
Unit 11: Some major insights of linguistics description; human language as an arbitrary system; displacement, productivity, recursive property; structural complexity; prescriptive/descriptive grammar.
Unit 12: Continuation of Unit 11.
Unit 13: Seminar
Unit 14: General seminar on the whole course.

Mode of Teaching
Lectures, seminars and group work.

Evaluation of students' progress and achievement: Class tests, assignments, end-of-semester examination.

Prescribed Reading

Recommended Reading

Translation 1 (E 341)

Course Description
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.

Objectives
1) To help students appreciate that translation is an art.
2) To help them acquire the skills of translating.
3) To sensitize them to the pitfalls inherent in translating.
4) To enable them to move successfully from translating words and sentences to translating texts.
5) To provide them with the knowledge of how to use appropriate reference tools for translating.

Contents
Unit 1: The need for translation in the contemporary world; what it means to be a good translator; focus on Arabic as a source language (SL) and English as a target language (TL).
Unit 2: Areas of difficulty in English-Arabic and Arabic-English translation such as the question of translating acronyms, eponyms, culture-specific items, collocation, fixed expressions, allusions and metaphor, maxims and proverbs.
Unit 3: Continuation of unit 2.
Unit 4: Difficulties at the level of grammar in Arabic-English and English-Arabic translation: the infinitive vs. the gerund, passive constructions, transitive/intransitive verb usage, causative constructions, negative constructions.
Unit 5: Continuation of unit 4.
Unit 6: More about difficulties at the level of grammar: tenses, predicatives and quasi-predicatives, interrogatives.
Unit 7: Continuation of unit 6.
Unit 8: Translating short texts from English into Arabic.
Unit 9: Continuation of unit 8.
Unit 10: Reviewing, revising and editing the translation; useful reference tools.
Unit 11: Continuation of unit 10.
Unit 12: Principles of translation; the fit between the principles and student exercises in translation.
Unit 13: On translating texts from many different registers: journalistic, political, commercial/business, scientific/technological, legal, medical.
Unit 14: Continuation of unit 13; revising and editing student exercises.

Mode of Teaching
Lectures, seminars, pair and group work.

Evaluation of student progress and achievement
Class test, assignments, end-of-the-semester examination

Prescribed Reading
Recommended Reading

Sixth Semester
Advanced Composition II (E 302)

Course Description
This course is a continuation of Advanced Composition I. It will help students to further consolidate the various strategies learnt in the previous course. The course will focus on strategies required for generalization, interpretation of data, discussion, drawing conclusions, reports (studies and research) and surveys/questionnaires.

Objectives
1) To raise students' awareness of the important discoursal and cognitive features of writing and of the functions of writing.
2) To sensitise them to the functions of written language.
3) To enable them to express themselves coherently when they write an academic essay.
4) To help them answer essay questions in the examinations.

Contents
Unit 1 & 2: Generalisation: (a) Generalisation (b) Qualification (c) Certainty
Unit 3 & 4: Interpretation of data: (a) charts (b) graphs (c) diagrams and tables
Units 5 & 6: Discussion: (a) introductions (b) 'for' and 'against'
Unit 7: Seminar / Test
Unit 8 & 9: Drawing conclusions: (a) concluding remarks (b) concluding from tables
Unit 10 & 11: Reports: studies and research: (a) reports and studies (b) report on research (c) report structures
Unit 12 & 13: Surveys and questionnaires: (a) surveys (b) questionnaires
Unit 14: Revision / seminar

Mode of Teaching:
The mode of teaching will be by lectures, discussions, seminars, and group and pair work.

Evaluation of student progress and achievement
Class tests, assignments, end-of-semester examination on units 1-12

Prescribed Reading

Recommended Reading
ELT Methodology II (E 312)

Course Description
This course will help the students to focus more on the classroom situation. It will introduce students to certain techniques that can be used in language like quizzes and language games. It will give importance to discussing various methodological issues that are of particular importance to our Yemeni situation. The course will also deal with class management and the roles of the teacher in the classroom. In addition it will introduce students to the notion of learner autonomy and to computer-assisted language learning. The course will end with discussing issues of assessing students' oral and written work, error correction and giving feedback.

Objectives
- To help students use learning techniques like quizzes and games.
- To help students deal with specific classroom situation like dealing with large classes and with minimal resources.
- To deal with class management and the different roles the teacher can play in the classroom.
- To introduce students to computer-assisted language learning.
- To help students write tests, deal with error correction and give feedback.

Contents
Unit 1: Using quizzes and games for language learning.
Unit 2: Teaching large classes.
Unit 3: Teaching with minimal resources.
Unit 4: Developing learner motivation.
Unit 5: Developing learner autonomy.
Unit 6: Using the mother tongue in the classroom.
Unit 7: Seminar.
Unit 8: Test.
Unit 9: The roles of the teacher.
Unit 10: Class management
Unit 11: Computer-assisted language learning.
Unit 12: Assessment.
Unit 13: Error correction and giving feedback.
Unit 14: General seminar

Mode of Teaching
Activities, seminars, pair and group work.

Evaluation of students' progress and achievement
Class test, assignments, end-of-semester examination.

Prescribed Reading

Recommended Reading
Websites: www.onestopenglish.com
www.developingteachers.net
www.itesl.com
www.teachingenglish.com

Teaching School Texts (E 322)

Course Description
This course is to be, for the major part of it, a practical one. It will first introduce students to samples of teaching materials available on the market. It will then, acquaint them with the books they will use for teaching English in their 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 practice in writing language tests.

Objectives
1) To enable students to understand the rationale behind a set of teaching materials.
2) To help them relate theory to teaching materials.
3) To introduce them to practical work in lesson planning.
4) To initiate them into teaching by asking them to prepare some lessons to be taught in a particular class.
5) To help them with writing tests.

Contents
Unit 1: An introduction to various different aspects of language and related ELT methodology.
Unit 2: Students prepare and present a seminar on issues related to the topic in unit 1.
Unit 3: Explaining and discussing the rationale underlying a chosen set of teaching materials.
Unit 4: A detailed study and analysis of the materials used in the primary school (Pupil's Book, Workbook, Teacher's Book).
Unit 5: Continuation of unit 4.
Unit 6: Continuation of unit 4.
Unit 7: Seminar on Primary School materials.
Unit 8: Lesson Planning: principles and procedures of planning a lesson; lesson planning exercises in class.
Unit 9: Micro-teaching: preparing lessons in group, teaching sample lessons, discussing the lesson after the teaching.
Unit 10: Continuation of micro-teaching.
Unit 11: Continuation of micro-teaching.
Unit 12: Materials evaluation: A short introduction to how to write language tests; the bases for examining chosen tests and designing tests.
Unit 13: Continuation of unit 12.
Unit 14: Seminar.
Mode of Teaching
Lectures, practical work and discussion. Lectures will be given only on some of the units.

Evaluation of student progress and achievement:
Classroom test, assignment, end-of-the-semester examination

Prescribed Reading:

Recommended Reading

General Linguistics II (E 332)

Course Description
This course further introduces students to immediate constituents analysis (IC analysis), basic principles of TG grammar, language varieties, language functions, and linguistics and language teaching.

Objectives
The course will enable students:
1) to relate linguistics to the description of language,
2) to appreciate how the insights of linguistics relate to the practical task of language teaching,
3) to acquire the theoretical background for understanding linguistically-oriented language teaching materials.

Contents
Unit 1: Immediate constituent analysis
Unit 2: Continuation of Unit 1
Unit 3: Basic principles of Transformational Generative Grammar
Unit 4: Continuation of Unit 3
Unit 5: Language varieties: accent, idiolect, dialect, register, style
Unit 6: Continuation of Unit 5
Unit 7: Seminar
Unit 8: Language functions - a sociolinguistic perspective
Unit 9: Continuation of Unit 8
Unit 10: Seminar
Unit 11: Linguistics and language teaching
Unit 12: Continuation of Unit 11
Unit 13: Seminar
Unit 14: General seminar on the whole course

Mode of Teaching
Lectures, seminars and group work.
Unit 7: Text as action, the pragmatic dimension of context, illocutionary force in context, problems for translators.

Unit 8: Interpretation and inference, effectiveness and efficiency in translation, relevance and translation; quality and irony as translational issues.

Unit 9: Texts as signs, semiotic – conscious translation. Inter-semiotic transfer, the semiotic entity as translational unit, translation as signs.

Unit 10: Intertextuality and intentionality, allusion and reference, the intertextual chain, contextuality, what intertextuality is not, intentionality as decisive factor in translation.

Unit 11: Text structure in translation, how content influences the structure of texts, perceiving boundaries between sequences, perceiving text as a unit of structure, limits of the translator's freedom, issues for the translator.

Unit 12: 'Form' and 'Content', texture as modified choice, coherence as intended meaning, pre-forms and ellipsis, collocations, thematisation and translation.

Unit 13: Mediation, selection between translational options, inaction of signs with other texts, problems of cohesion. The translator at work.

Unit 14: General seminar

Mode of Teaching
Discussion, Group Work, Seminars, Occasional Lecturing
Evoluting student progress and achievement
Class Tests, Assignments, and End-of-Semester Examination

Prescribed Reading

Recommended Reading

Seventh Semester

Teaching Practice

Eighth Semester

Small-Scale Research Project (E 402)

Course Description
Students are required to complete a small-scale project of approximately 4000 words. The project will be chosen after discussion with 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.

Objectives
Students will be able:
1) To expand their abilities to think logically and clearly so as to become research-oriented learners.
2) To appreciate the value of classroom-based research.
3) To acquire library research skills.
4) To explore the appropriate paths of investigating a research problem.
5) To become familiar with attitude assessment measures such as questionnaires and interviews for data.

Contents
Unit 1: Demystifying research: research as a natural process that surrounds us on a daily basis; a process of seeking out answers to questions, data collection and analysis.
Unit 2: Basic difference between common sense and research; research is planned systematic observation.
Unit 3: Reading the literature on the topic selected; organizing and reporting the review of the literature.
Unit 4: Seminar.
Unit 5: The preparatory stages of research: developing questions and hypotheses for research; the process of observing, forming and testing hypotheses.
Unit 6: Empirical knowledge as a means for research; interaction with the real world, observing phenomena and drawing conclusion.
Unit 7: Focus on practical research; for example development of language learning materials; strategies/materials for teaching poetry; that is research which will have practical implications.
Unit 8: Seminar.
Unit 9: Data collection procedures; the question of assuring the quality of the data and the data collection procedures.
Unit 10: Continuation of unit 9.
Unit 11: Analyzing the data; basic statistics.
Unit 12: Continuation of unit 11.
Unit 13: Format and style of writing up research; the MLA Handbook.
Unit 14: Samples of small-scale research for student reading and comments.

Mode of Teaching
Lectures, discussions, seminar, and group and pair work.

Evaluation of student progress and achievement:
Class test, assignment; end-of-the-semester examination

Prescribed Reading

Recommended Reading
Second Language Learning (E 412)

Course Description
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 language 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.

Objectives
The course will enable students:
1) to arrive at an understanding of how to study the processes of second language learning;
2) to appreciate the link between the processes of learning a second language and the methods and materials of teaching;
3) to pay attention to the variables affecting the second language learner;
4) to compare and contrast L1 and L2 learning with a view to deciding appropriate teaching techniques;
5) to state which theory of learning underlies their approach to teaching the second language.

Contents
Unit 1: Child language acquisition; the role of the first language environment; acquisition vs. learning.
Unit 2: Key issues in second language learning: the role of the linguistic input; the role of formal instruction; learner differences; learner processes; traditional emphasis on morphology and syntax; the question of meaning and pragmatic knowledge.
Unit 3: Continuation of unit 2.
Unit 4: Continuation of unit 2; selected readings from second language research literature and a critical examination of their findings.
Unit 5: Variables affecting second language learning: setting, age, aptitude, motivation and personality; learner strategies.
Unit 6: Continuation of unit 5.
Unit 7: Language-learner language: interlanguage; contrastive analysis; error analysis.
Unit 8: Continuation of unit 7; error detection, description, classification and explanation; error evaluation.
Unit 9: Continuation of unit 7; interlanguage variability.
Unit 10: The 'good language learner': nativist learners; classroom learners.
Unit 11: Comparison of natural and classroom language environments.
Unit 12: Continuation of unit 11.
Unit 13: EFL versus ESL learning; the learner situation and the choice of language model and norms.
Unit 14: Seminar.

Mode of Teaching
Lectures, seminars and discussion, pair and group work.

Evaluation of student progress and achievement:
Class test, assignments, seminar presentation, end-of-the-semester examination.

Prescribed Reading

Recommended Reading

Drama

Course Description
Drama, the most natural of all arts, is based on the most fundamental of human faculties, the mimetic faculty. The course aims to introduce this new genre by attracting students' attention to the unique devices associated with this genre, such as soliloquies, allusions, asides, imitations, stage directions... etc.

The first two weeks should be spent in providing an introduction of substance covering urgent questions in this particular field. Special emphasis has to be given to the Elizabethan Drama and to the Modern Age.

Objectives
1) To acquaint students with the dramatic trends right from the beginning up to the present day.
2) To provide a dramatic reading of certain passages, a reading that students may imitate.
3) To help students to cope with the antique language of the plays prescribed.

Contents
Two representative dramatic texts are to be given within the course.

Mode of Teaching
Lectures, discussions, group work.

Evaluation of Students' Progress and Achievement
Class tests, assignments, end-of-semester examination.

Recommended Reading

University of Aden

English Curriculum (B. Ed: Four-Year Degree Course)

2005/2006

Level I

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Note: DR= Department Requirement, CR= College Requirement, UR=University Requirement

Level II

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**Note:** DR= Department Requirement, CR= College Requirement, UR=University Requirement

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