جامعة اليرمـــوك

كليـــــة الآداب

الخطة الدراسية لدرجة البكالوريوس

في برنامج اللغة الانجليزية التطبيقية

Department of English Language and Literature

2022/2023

Yarmouk University

Faculty of Arts

BA Program in Applied English Language

Study Plan

Department of English Language and Literature

2022/2023

BA Program in Applied English Language (AEL)

برنامج البكالوريوس في اللغة الإنجليزية التطبيقية

مبررات إنشاء برنامج بكالوريوس في اللغة الإنجليزية التطبيقية

لقد أصبح استحداث برنامج بكالوريوس في اللغة الإنجليزية التطبيقية ضرورة ملحة لجامعة اليرموك بشكل عام ولكلية الآداب وقسم اللغة الإنجليزية فيها بشكل خاص، ولا شك أن السبق في سوق العمل في هذا التخصص هو ميزة للمبادر خاصة في ضوء انخفاض فرص العمل للخريجين الذين يحملون الدرجات الجامعية من التخصصات المشبعة والراكدة (مثل تخصص اللغة الإنجليزية وآدابها)، لا بل يمكن القول بأن خريجي أقسام اللغة الإنجليزية وآدابها لم يعودوا قادرين على تحصيل فرص عمل كافية في سوق العمل، وذلك لازدياد أعدادهم بشكل كبير جدا ولأن أبواب التوظيف المتاحة لهم قد اقتصرت بشكل رئيسي على مجالات التعليم الحكومي والتعليم الخاص، ولما أصبحت هذه المؤسسات الوطنية غير قادرة على استيعاب الأعداد الهائلة من الخريجين في هذه التخصصات من كل الجامعات الأردنية، غدت الحاجة ملحة لاغتنام فرصة التطورات المتسارعة في المجالات التكنولوجية والسياسية والإقتصادية والإعلامية والصحية والإجتماعية لاستحداث برامج جامعية قادرة على تلبية حاجات سوق العمل المتعددة والمتغيرة يوما بعد يوم.

لذا، فإن الهدف الرئيس لهذا البرنامج المقترح هو مواكبة التطورات وذلك بإعداد خريجين جامعيين قادرين على المنافسة في المجالات آنفة الذكر، خاصة أنه لم يعد خافيا على أحد أن اللغة الإنجليزية اليوم هي لغة التواصل في هذه القطاعات وعلى جميع المستويات، وأن إتقان اللغة الإنجليزية بمهاراتها الأربعة الرئيسية قد أصبح من متطلبات الحياة العصرية، ومن شروط الحصول على وظيفة في شتى المجالات، أو النجاح في سوق العمل الإقليمي والعالمي.

ويمكن اختصار، مبررات إنشاء هذا البرنامج بما يلي:

- إتقان اللغة الإنجليزية بالتركيز على المهارات اللغوية الأربعة: القراءة والكتابة والمحادثة والاستماع.
- التطبيق العملي للنظريات اللغوية ومعالجة المشكلات المتعلقة باكتساب اللغة الأولى والثانية وتعليمهما.
- مواكبة التطور المحلي والعالمي في حقول اللغة وتطبيقاتها.
- تذليل التحديات في عملية اكتساب اللغة كلغة أولى أو ثانية في ضوء نظريات اكتساب اللغة الحديثة.
- سد حاجة القطاعات الحكومية والخاصة من الخريجين المتقنين للغة الإنجليزية استماعا ومحادثة وقراءة وكتابة.
- تخريج الكوادر المؤهلة في تخصص اللغة الإنجليزية التي تعنى بالجانب التطبيقي الأكثر طلبا في حقول الأعمال المتعددة والمتنوعة.

رؤية البرنامج

هو برنامج أكاديمي في اللغة الإنجليزية التطبيقية يواكب تطورات العملية التعليمية التعلمية بحيث يمكّن الطلاب من امتلاك المعارف والمهارات الأساسية المطلوبة في سوق العمل. وسيكون هذا التخصص رائدا أكاديميا في تخريج

أفضل الكوادر المهنية في تخصص اللغة الإنجليزية التطبيقية والرافد الأول لقطاعات التنمية المختلفة بكفاءات متميزة علميا ومهنيا وتطبيقيا قادرة على المنافسة محليا وإقليميا وعالميا.

رسالة البرنامج

تتمثل رسالة هذا البرنامج في إيجاد بيئة تعليمية تمكّن الطلاب من اكتساب المعرفة والمهارات المعاصرة التي تتناسب مع المتطلبات المهنية الحديثة لمختلف الوظائف والقطاعات التنموية التي تحتاج للغة الإنجليزية، بالإضافة إلى تسخير الطاقات البشرية والمادية من أجل إعداد خريجين يتمتعون بصفات القيادة والعمل الجماعي ومهارات التفكير وحل المشكلات في مجال اللغة الإنجليزية وتطبيقاتها.ويفسح هذا البرنامج المجال أمام الخريجين للمنافسة في سوق العمل محليا وإقليميا وعالميا بحيث يكونوا مثار إعجاب أرباب العمل في مؤسسات القطاعين العام والخاص والمنظمات الدولية غير الحكومية. أما بالنسبة لأعضاء هيئة التدريس، فسيكون هذا البرنامج المناخ المناسب للمساهمة في إثراء المعرفة باللغة الإنجليزية التطبيقية عبر أبحاث علمية ذات جودة عالية تمكنهم من رفع قدراتهم التدريسية وتعزز العلاقة مع المجتمع ومؤسساته المختلفة.

أهداف البرنامج

يهدف البرنامج إلى إمداد الطلاب بأساس قوي من المعرفة والأدوات اللغوية التطبيقية المعاصرة والمهارات اللازمة بما يمكنهم من الحصول على وظائف في مختلف القطاعات الحكومية والخاصة، التعليمية والمهنية.

تهيئة الطلاب لاكتساب المهارات الأساسية في مجالات التخصص المطلوبة للتطبيق في المجال العملي.

تفاعل الطلاب مع منشآت العمال من خلال مشروعات البحث والتدريب الميداني.

تشجيع أعضاء الهيئة التدريسية على المساهمة الفعالة في تطوير المعارف اللغوية التطبيقية من خلال القيام بالبحوث والدراسات الأكاديمية.

الاستفادة من الخبرات الأكاديمية والمهنية لأعضاء الهيئة التدريسية في خدمة الجامعة وفي حل المشاكل التي تواجه المجتمع في مجال تخصصهم.

التطوير المستقبلي للقسم من خلال استحداث برامج الماجستير و الدكتوراه في اللغة الإنجليزية التطبيقية.

التركيز على أن يكون البرنامج موجها للغة الإنجليزية الأمريكية.

مخرجات البرنامج

فهم واستيعاب المبادئ الأساسية للغة الإنجليزية التطبيقية.

امتلاك المهارات اللغوية الأساسية المطلوبة في مجال تطبيقات اللغة الإنجليزية كالتحدث والإستماع والقراءة والكتابة.

يستطيع الطالب التحدث باللغة الإنجليزية الأمريكية أو الإنجليزية البريطانية.

معرفة الطالب بأساسيات اللغويات العامة (فقه اللغة).

معرفة الطالب العامة بحقول الأدب وما يتعلق باللغة مثل الثقافة وغيرها.

امتلاك المهارات الوظيفية وتطبيقاتها باللغة الإنجليزية.

أماكن محتملة لعمل الخريجين

يمكن لخريجي بكالوريوس اللغة الإنجليزية التطبيقية أن يعملوا في الأماكن التالية:

منظمات المجتمع المدني والمنظمات الدولية غير الحكومية——— مثل الهيئات الخيرية ومراكز التدريب والجمعيات الخيرية والتي أصبحت تتعامل وبشكل واسع مع عدد كبير من المنظمات الدولية التي تقوم برعاية مشاريع تنموية في المملكة.

القطاع الدبلوماسي وقطاع السفارات.

العمل في شركات متخصصة أو امتلاك مشروع خاص.

الأعمال الإدارية البسيطة——— التي لا تتطلب متخصصين في الإدارة ولكنها بحاجة إلى خريجين لديهم مهارات اللغة الإنجليزية من تواصل واتصال ومهارات وظيفية كالعمل في مجموعات والمبادرة والتفكير الإبداعي وحل المشكلات.

مجال السياحة——— حيث من المتوقع أن يزدهر هذا القطاع بشكل كبير في المستقبل القريب ويحتاج سوق العمل إلى أعداد كبيرة من الخريجين الذين يمتلكون المهارات اللازمة لسوق العمل في هذا القطاع.

مجال الإعلام——— وخاصة إذا ما علمنا أن كثيرا من المواقع والصحف الإلكترونية وشبكات التلفزة العالمية تبحث اليوم في منطقتنا عن خريجين يمتلكون مهارات لغوية محددة من أجل العمل لديها.

المجال الإقتصادي والبنوك: حيث أن العمل في هذا القطاع يتطلب خريج قادر على متابعة الأسواق العالمية وتقديم التقارير اللازمة في هذا المجال.

المدارس الحكومية والخاصة——— حيث أن تأهيل هؤلاء الطلبة سوف يتم على مستويين (مستوى أكاديمي متقدم في تطبيقات اللغة الإنجليزية) ومستوى (مسلكي تربوي) يمكن الخريجين من الالتحاق في سلك التعليم بيسر وسهولة دون الحاجة إلى خبرات سابقة أو دبلوم تأهيلي.

نظام الدراسة

تم بناء الخطة الدراسية لهذا البرنامج وفقا لنظام الحزم الدراسية بحيث يدرس الطلبة مجموعة من المساقات الدراسية تشكل متطلبا سابقا للحزم الدراسية التي تليها.

كما أن البرنامج يركز على الجانب العملي التطبيقي لذا فإن هذا الأمر يقتضي التنسيق مع القطاعات المختلفة على مستوى الأردن ويتم ذلك خلال الفصل الصيفي بين السنة الثالثة والسنة الرابعة حيث يجب على الطلبة أن يخضعوا لتدريب عملي ميداني في القطاعات التالية:

الفنادق.

الشركات السياحية.

المؤسسات الإعلامية.

المستشفيات والمراكز الصحية.

القطاع الدبلوماسي والسفارات.

الشركات الصناعية التجارية.

قطاع البنوك.

المحاكم النظامية والشرعية.

شركات تكنولوجيا المعلومات والاتصالات.

كما يقتضي الأمر ضبط أعداد الطلبة في الشعب الدراسية وذلك من خلال التنسيق مع دائرة القبول والتسجيل في الجامعة.

كلية الآداب – قسم اللغة الإنجليزية وآدابها

الخطة الدراسية لدرجة البكالوريوس في اللغة الإنجليزية التطبيقية

متطلبات الجامعة: يخصص لها (27) ساعة معتمدة تحددها الجامعة وتشمل:

المتطلبات الإجبارية: يخصص لها (15) ساعة معتمدة

المتطلب السابق	عدد الساعات	اسم المساق	رمز المساق
	1	الريادة والابتكار	HUM 117
	1	القيادة والمسؤولية المجتمعية	HUM 118
	1	المهارات الحياتية	HUM119
	3	مهارات الاتصال والتواصل (اللغة الإنجليزية)	HUM120
	3	مهارات الاتصال والتواصل (اللغة العربية)	HUM121
	3	التربية الوطنية	HUM124
	3	علوم عسكرية	MILT 100A
	استدراكي	مهارات لغة إنجليزية – إستدراكي	EL 099
	استدراكي	لغة عربية – استدراكي	AL 099
	استدراكي	مهارات حاسوب – إستدراكي	COMP 099
	0	الاخلاقيات والعمل التطوعي (ناجح، راسب)	SA100

المتطلبات الاختيارية: يخصص لها (12) ساعة معتمدة

دراسة متطلبات الجامعة الاختيارية، والمخصص لها اثنتا عشرة (12) ساعة معتمدة، كما يلي : أربعة مساقات من حزمة واحدة من حزم اللغات الفرنسية،والألمانية،والإسبانية،بواقع ثلاث (3) ساعات لكل مساق، وكما يلي :

(1) حزمة مساقات اللغة الفرنسية

لجميع الطلبة باستثناء طلبة تخصصات	المتطلب السابق	مكان توطين البرنامج	الكلية المعنية / المركز المعني	الساعات المعتمدة	مساقات اللغة الفرنسية	رمز المساق
فرنسي،فرنسي/انجليزي	-	مركز اللغات	مركز اللغات	3	مهارات في اللغة الفرنسية1	LCF101
فرنسي،فرنسي/انجليزي	LCF101	مركز اللغات	مركز اللغات	3	مهارات في اللغة الفرنسية2	LCF102
فرنسي،فرنسي/انجليزي	LCF102	مركز اللغات	مركز اللغات	3	مهارات في اللغة الفرنسية3	LCF103
فرنسي،فرنسي/انجليزي	LCF103	مركز اللغات	مركز اللغات	3	مهارات في اللغة الفرنسية4	LCF104

(2) حزمة مساقات اللغة الألمانية

لجميع الطلبة باستثناء طلبة تخصصات	المتطلب السابق	مكان توطين البرنامج	الكلية المعنية / المركز المعني	الساعات المعتمدة	مساقات اللغة الفرنسية	رمز المساق
ألماني/انجليزي	-	مركز اللغات	مركز اللغات	3	مهارات في اللغة الألمانية1	LCG101
ألماني/انجليزي	LCG101	مركز اللغات	مركز اللغات	3	مهارات في اللغة الألمانية2	LCG102
ألماني/انجليزي	LCG102	مركز اللغات	مركز اللغات	3	مهارات في اللغة الألمانية3	LCG103
ألماني/انجليزي	LCG103	مركز اللغات	مركز اللغات	3	مهارات في اللغة الألمانية4	LCG104

(3) حزمة مساقات اللغة الاسبانية

لجميع الطلبة باستثناء طلبة تخصصات	المتطلب السابق	مكان توطين البرنامج	الكلية المعنية / المركز المعني	الساعات المعتمدة	مساقات اللغة الفرنسية	رمز المساق
-	-	مركز اللغات	مركز اللغات	3	مهارات في اللغة الإسبانية1	LCS101
-	LCS101	مركز اللغات	مركز اللغات	3	مهارات في اللغة الإسبانية 2	LCS102
-	LCS102	مركز اللغات	مركز اللغات	3	مهارات في اللغة الإسبانية 3	LCS103
-	LCS103	مركز اللغات	مركز اللغات	3	مهارات في اللغة الإسبانية 4	LCS104

متطلبات الكلية الإجبارية (15 ساعة)

الساعات المعتمدة	اسم المساق	رمز ورقم المساق
3	فن الكتابة و التعبير	HUM125
3	مهارات لغوية باللغة الانجليزية	HUM 126
3	تاريخ الحضارة العربية الإسلامية	HUM 127
3	مدخل الى علم الاجتماع	HUM128
3	مهارات الحاسوب 2	Sci 108

- **متطلبات الكلية الاختيارية** (6 ساعات معتمدة)

الساعات المعتمدة	اسم المساق	رمز ورقم المساق
3	مدخل الى الجغرافيا	HUM129
3	مدخل الى اللغة التركية	HUM130
3	مخل الى اللغة العبرية	HUM131
3	مدخل الى اللغة الفارسية	HUM132
3	النهضة العربية (الثورة العربية الكبرى)	HUM 133
3	تاريخ العلوم عند العرب	HUM 134
3	تذوق النص الادبي	HUM137
3	مهارات اساسية في اللغة الفرنسية	HUM138
3	مهارات اساسية في اللغة الايطالية	HUM139
3	مهارات اساسية في اللغة الروسية	HUM140
3	مهارات اساسية في اللغة الالمانية	HUM141
3	مهارات اساسية في اللغة الكورية	HUM142
3	مهارات اساسية في اللغة الاسبانية	HUM143
3	مهارات اساسية في اللغة الصينية	HUM144

متطلبات البرنامج

المتطلبات الإجبارية (75 ساعة معتمدة)

المتطلب السابق	الساعات المعتمدة	طريقة التدريس	اسم المساق	رقم المساق	
-	3	وجاهي	قواعد اللغة الإنجليزية 1	AEL 101	**السنة الأولى**
-	3	وجاهي	بناء المفردات	AEL 103	
-	3	وجاهي مختبر	مهارات الإستماع الأساسية	AEL 105	
-	1	مختبر	مهارات الإستماع - عملي	AEL 105 A	
-	3	وجاهي	مهارات القراءة العامة	AEL 107	
-	3	وجاهي	كتابة الفقرة	AEL 109	
-	3	وجاهي مختبر	اللفظ الإنجليزي/ بريطاني	AEL 111	
-	1	مختبر	اللفظ الإنجليزي/ بريطاني- عملي	AEL 111 A	

AEL 105	3	وجاهي مختبر	استراتيجيات الاستماع	AEL 205	**السنة الثانية**
AEL 107	3	مدمج	استراتيجيات القراءة	AEL 207	
AEL 109	3	مدمج	كتابة المقال	AEL 209	
-	3	وجاهي مختبر	اللفظ الإنجليزي/ أمريكي-	AEL 211	
-	1	مختبر	اللفظ الإنجليزي/ أمريكي- عملي	AEL 211 A	
-	3	وجاهي	مقدمة في الأدب	AEL 213	

المتطلب السابق	الساعات المعتمدة	طريقة التدريس	اسم المساق	رقم المساق	
AEL 101	3	مدمج	قواعد اللغة الإنجليزية 2الكتروني	AEL 301	
AEL 103	3	وجاهي	تعابير وتراكيب لغوية	AEL 302	
AEL 207	3	وجاهي	مهارات لغوية مدمجة	AEL 304	
AEL 101	3	الكتروني	اللغويات الإنجليزية	AEL 307	
AEL 209	3	مدمج	كتابة متقدمة	AEL 309	
-	3	الكتروني	اللغة الإنجليزية لأغراض خاصة	AEL 318	
-	6	تدريب ميداني	اللغة الإنجليزية لأغراض خاصة: ESPI (القانون والأعمال) ESP II (السياحة، الدبلوماسية والإعلام) ESP III (الطب وتكنولوجيا المعلومات)	AEL 320	التدريب الميداني (6 ساعات معتمدة)

AEL 304	3	وجاهي مختبر	تعلم اللغة باستخدام الحاسوب	AEL 411	
AEL 307	3	وجاهي	تحليل الخطاب	AEL 412	
AEL 307	3	مدمج	اللغة في المجتمع	AEL 416	
AEL 304	3	وجاهي	مهارات الإلقاء	AEL 422	
AEL 309	3	مدمج	كتابة بحثية / مشروع	AEL 499	

المتطلبات الإختيارية (9 ساعات معتمدة)

المتطلب السابق	الساعات المعتمدة	طريقة التدريس	اسم المساق	رقم المساق
AEL 302	3	الكتروني	المورفولوجيا	AEL 303
AEL 307	3	مدمج	النحو	AEL 308
-	3	الكتروني	علم أصول اللغة	AEL 311

AEL 213	3	مدمج	دراسات في النثر	AEL 316
AEL 213	3	مدمج	دراسات في الدراما	AEL 321
-	3	وجاهي	اللغة والثقافة	AEL 330
AEL 301	3	مدمج	الترجمة	AEL 405
AEL 307	3	الكتروني	علم المعاني	AEL 407
AEL 307	3	الكتروني	اكتساب اللغة الثانية	AEL 409
AEL 213	3	مدمج	دراسات في الشعر	AEL 420
AEL 307	3	الكتروني	تدريس اللغة	AEL 424
AEL 309	3	مدمج	مواضيع خاصة في اللغة الإنجليزية	AEL 490

		Program Requirements متطلبات البرنامج			

		Obligatory Courses (75 Credit Hours) المتطلبات الإجبارية (75 ساعة معتمدة)			

	Course Number	Course Title	Teaching Method	Credit Hours	Prerequisite
First Year	AEL. 101	Grammar 1	Face to face	3	-
	AEL. 103	Vocabulary Building	Face to face	3	-
	AEL. 105	Basic Listening Skills	Face to face (Lab)	3	-
	AEL. 105A	Listening Practice	Lab	1	-
	AEL. 107	General Reading Skills	Face to face	3	-
	AEL. 109	Paragraph Writing	Face to face	3	-
	AEL. 111	British English Pronunciation	Face to face (Lab)	3	-
	AEL. 111A	B. E. Pronunciation Practice	Lab	1	-
Second Year	AEL. 205	Listening Strategies	Face to face (Lab)	3	AEL 105
	AEL. 207	Reading Strategies	Blended	3	AEL 107
	AEL. 209	Essay Writing	Blended	3	AEL 109
	AEL. 211	American English Pronunciation	Face to face (Lab)	3	-
	AEL. 211A	A. E. Pronunciation Practice	Lab	1	-
	AEL. 213	Introduction to Literature	Face to face	3	-

	Course Number	Course Title	Teaching Method	Credit Hours	Prerequisite
Third Year	AEL.301	Grammar II	Blended	3	AEL 101
	AEL.302	Idioms and Collocations	Face to face	3	AEL 103
	AEL.304	Integrated Language Skills	Face to face	3	AEL 207
	AEL.307	English Linguistics	Online	3	AEL 101
	AEL.309	Advanced Writing	Blended	3	AEL 209
	AEL. 318	English for Special Purposes ESP	Online	3	-
Field Training Summer Session (6 Credit hours+ Field Training)	AEL. 320	ESP I (Business and Law) ESP II (Tourism, Diplomacy, and Media) ESP III (Medicine and Information Technology)	Field Training and Online	6	-
Fourth Year	AEL. 411	Computer Assisted Language Learning	Face to face (Lab)	3	AEL 304
	AEL. 412	Discourse Analysis	Face to face	3	AEL 307
	AEL. 416	Language in Society	Blended	3	AEL307
	AEL. 422	Public Speaking	Face to face	3	AEL 304
	AEL.499	Project/ Research Writing	Blended	3	AEL 309

Elective Courses (9 Credit Hours)	المتطلبات الإختيارية (9 ساعات معتمدة)

Course Number	Course Title	Teaching Method	Credit Hours	Prerequisite
AEL. 303	English Morphology	Online	3	AEL 302
AEL. 308	English Syntax	Blended	3	AEL 307
AEL. 311	Language Origin	Online	3	-
AEL. 316	Studies in Fiction	Blended	3	AEL 213
AEL. 321	Studies in Drama	Blended	3	AEL 213
AEL. 330	Language and Culture	Face to face	3	-
AEL. 405	Translation and Interpretation	Blended	3	AEL 301
AEL. 407	English Semantics	Online	3	AEL 307
AEL. 409	Second Language Acquisition	Online	3	AEL 307
AEL. 420	Studies in Poetry	Blended	3	AEL 213
AEL. 424	Language Learning/Teaching	Online	3	AEL 307
AEL. 490	Special Topics in English Studies	Blended	3	AEL 309

Course Descriptions:

Course Identification	
Course Name: Grammar 1	Course Code and Number: AEL 101
Number of Credit Hours: 3	Semester: First
Course Status: Compulsory	Teaching Language: English
Pre-requisite: N/A	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	This course maintains a dual focus on enhancing students' active knowledge of the fundamentals of the structure of English language and equipping them with skills of interacting with English texts. While the course pays dual attention to the grammar of English, it pays equal attention to exposing the students to English texts of varying topics and functions where they can see the structures they study as used in relevant contexts.
Course Objectives	This course aims to: - Understand the basic patterns of an English sentence. - Familiarize students with English texts.
Course Learning Outcomes (CLOs)	At the end of this course, students are expected to be able to: - Write grammatical sentences in English. - Demonstrate reading comprehension skills.

Course Identification	
Course Name: Vocabulary Building	Course Code and Number: AEL 103
Number of Credit Hours: 3	Semester: First
Course Status: Compulsory	Teaching Language: English
Pre-requisite: N/A	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face☐ Online ☐Blended
Course Description	Vocabulary Building aims to enhance students' use of language. Acquisition of new, unfamiliar and low frequency words will result in enhancing students' reading comprehension, speaking, and writing competency. Students will learn to use various vocabulary-building strategies to improve vocabulary knowledge and active use of a large number of new words. The course helps students increase their storehouse of new words and expand their knowledge of the structure of these words, including roots, affixes, and etymologies. Students will also gain knowledge of the meaning properties of the new words including polysemy, synonymy, denotation, and connotation. It also aids students to use word formation correctly to derive new words. The course also helps students to make the most of their monolingual dictionaries.
Course Objectives	The main purpose of this course is to: - Develop knowledge of academic vocabulary and use of different skills in word analysis, dictionary, and comprehension. - Focus on word formation, determining meaning of words in context, usage rules and introduction to the use of basic prefixes and suffixes in the prediction of meaning.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to: - Differentiate between connotative and donative meaning. - Recognize the difference between literal and figurative usage. - Define and differentiate between anonyms, synonyms, homonyms, homophones and homographs. - Comprehend contextual meaning of unfamiliar and low frequency words. - Apply correct word-formation process for deriving new words. - Utilize dictionary effectively.

	- Recognize challenging words as well as how to break them apart to understand meaning and context. - Differentiate and categorize family relationship between words, by looking closely at root words.

Course Identification	
Course Name: Basic Listening Skills	Course Code and Number: AEL 105
Number of Credit Hours: 3	Semester: First
Course Status: Compulsory	Teaching Language: English
Pre-requisite: N/A	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face☐ Online ☐Blended
Course Description	This course explains the ins and outs of what good listening skills consist of, why they are important and how you can improve them. The course helps you determine what type of listener you are, provides basic skills of listening, barriers to listening, listening habits, body language, and activities to improve listening habits. You will learn the importance of physical attributes, active listening, attitude, perception, bias, language barriers, key gestures, and even how to take good notes. By the time you complete this course, whether taking it for personal or professional reasons, you will know the direction you need to follow to improve your listening habits.
Course Objectives	The course provides practice in four main areas: 1. The various kinds of oral interactions, including impromptu speaking, job interviews, research presentations, and dynamic teaching, for which AEL students/graduates will be responsible in their careers. 2. The idiomatic English associated with such communication. 3. Accurate pronunciation, stress and intonation patterns in English. 4. Critical listening skills for professional contexts.

Course Learning Outcomes (CLOs)	At the end of the course, students are expected to: - Identify what kind of listener the student is. - Summarize how to listen well. - Describe three basic listening models. - Recognize the three basic listening skills. - Define barriers to listening. - Summarize listening habits. - Describe irritating listening habits.

Course Identification	
Course Name: General Reading Skills	Course Code and Number: AEL 107
Number of Credit Hours: 3	Semester: Second
Course Status: Compulsory	Teaching Language: English
Pre-requisite: N/A	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	This course emphasizes the acquisition of simple reading comprehension skills like identifying the main idea and specific details, comprehension of short, adapted reading selections, and expansion of receptive and productive vocabulary. Vocabulary building focuses on word formation, determining meaning of words in context, usage rules and introduction to the use of basic prefixes and suffixes in the prediction of meaning. Reading exercises in this course focus on comprehension, vocabulary development, and study skills.
Course Objectives	This course is intended to achieve the following objectives: 1. Knowing how to skim a reading text to look for main idea(s). 2. Knowing how to scan a reading text to look for details. 3. Distinguishing main ideas from specific details and

	facts from opinions.
	4. Using the target vocabulary to develop reading and vocabulary skills.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: - Skim texts written for the main idea. - Scan for specific details. - Distinguish main ideas from supporting details and facts from opinions. - Use context clues to derive the meanings of unfamiliar words.

Course Identification	
Course Name: Paragraph Writing	Course Code and Number: EL 109
Number of Credit Hours: 3	Semester: Second
Course Status: Compulsory	Teaching Language: English
Pre-requisite: N/A	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	Writing is a cognitively demanding task that is deeply shaped by the social context in which it takes place. Being student-centered and process-oriented, writing instruction should therefore be focused on how individual students use recursive strategies of writing and rewriting in order to respond to relevant issues in their social environments. What this means is that writing instruction should be shifted from being form-focused to becoming meaning-oriented and socially-mediated. A content-based, process-executed, socially-mediated writing instruction that takes the theoretical, ideological and methodological views on the subject matter is suggested in this course. Inherent in this line of thinking is that developing writing skills is not just a means to achieving overall language

	proficiency by reducing the activity to be mainly focused on formal and mechanical aspects but, more importantly, to promote the ideas consistent with the country's overall philosophies, traditions and set of beliefs. Writing is therefore an opinion-expressing and concern-voicing activity. Therefore, the course's general goal is to get students to write clearly, logically and effectively along specific lines.
Course Objectives	This course intends to achieve the following course objectives: - Getting the necessary formal training to be able to write coherent paragraphs, including writing a thesis statement, distinguishing main from supporting ideas. - Having the necessary formal training to be able to get intensive exercise in producing compound, complex and compound-complex sentences. - Receiving enough training on the mechanics of writing for the writing genres (argumentation, description, narration and exposition). - Enhancing editing and revising skills.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to: - Write main ideas and supporting ideas. - Write simple sentences - Write compound sentences. - Write complex sentences. - Write compound-complex sentences. - Distinguish writing genres. - Improve editing skills.

Course Identification	
Course Name: British English Pronunciation	Course Code and Number: AEL 111
Number of Credit Hours: 3	Semester: Summer
Course Status: Compulsory	Teaching Language: English
Pre-requisite: N/A	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face☐ Online ☐Blended
Course Description	This is an introductory course into English phonetics and phonology. At the theoretical level, it primarily aims to provide students with the basic concepts of phonetics and phonology as two branches of the broader field of linguistics. Therefore, students who are enrolled in this course are expected to have, by the end of this course, developed a basic understanding of the fundamental concepts in the two fields of inquiry. At the practical level, the main goal of this course is to explain how English is produced in the accent normally chosen as the standard for people learning the English spoken in England (commonly called Received Pronunciation). This is done by providing students with: Notes on problems of pronunciations, Transcription exercises on how to pronounce more native-like, Audio exercises recorded on CDs by native speakers of British English. The course will be delivered via a series of lectures and seminars supported by handouts, students' reports, collaborative work, summaries, and students' presentations.
Course Objectives	This course intends to achieve the following objectives: - Introduce students to - Basic concepts of phonetics - Basic concepts of phonology. - Basic understanding of how speech sounds are produced by human beings. - Basic understanding of function(s) of the speech organs (or articulators). - The main criteria on which sounds are cross-classified/ Cross-classification of all speech sounds; vowels, diphthongs and triphthongs of English. - Study of the consonants of English. - Study of voicing and respiration in sound production. - Study of the structure of the syllable - Suprasegmental features of English.
Course Learning	At the end of the course, students are expected to show

Outcomes (CLOs)	the following skills:
	- Mastering main vowel sounds of American English. - Fixing the most common vowel errors that non-native speakers of English (Arabs in our case) make. - Mastering American consonants. - Fixing the most common consonant errors that non-native speakers of English (Arabs in our case) make. - Mastering word stress. - Mastering intonation. - Linking words so that one's speech becomes native-like.

Course Identification	
Course Name: Listening Strategies	Course Code and Number: AEL 205
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: AEL 105	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face(LAB) ☐ Online ☐Blended
Course Description	Over the course of the term, you will be responsible for a variety of spoken communication tasks. We will be considering such factors as effective message structure, gestures and facial expressions, common idiomatic expressions associated with particular contexts, successful Q & A sessions, useful visual aids, and interpretation of rapid speech. We will also consider the influence of national- and micro-cultures on communication norms. You will learn how to evaluate your performances, as well as those of your peers. Recording equipment will be used regularly to provide feedback. In addition, students to use camcorders should they wish to videotape a practice session outside of class. We will use some class time to work on common problems in English pronunciation, stress and intonation. In addition, each student will have a personal lab program to address

	individual pronunciation and listening comprehension problems. Although our primary focus is spoken communication, you will also learn about effective memo writing and be responsible for handing in occasional memos for a variety of purposes.
Course Objectives	Listening Strategies is not an English conversation class; it is designed for students who are relatively comfortable with the complex grammatical structures of English and with casual conversation. The course provides practice in four main areas: 1. The various kinds of oral interactions, including impromptu speaking, job interviews, research presentations, and dynamic teaching, for which students/graduates will be responsible in their careers 2. The idiomatic English associated with such communication. 3. Accurate pronunciation, stress and intonation patterns in English. 4. Critical listening skills for professional contexts.
Course Learning Outcomes (CLOs)	At the end of this course, students should: - Acquire various kinds of oral interactions, including impromptu speaking, job interviews, research presentations, and dynamic teaching, for which MIT students/graduates will be responsible in their careers. CLO2: master the idiomatic English associated with such communication. CLO3: master accurate pronunciation, stress and intonation patterns in English. CLO4: master critical listening skills for professional contexts

Course Identification	
Course Name: Reading strategies	Course Code and Number: AEL 207
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: AEL 107	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	This course emphasizes the strategies of reading and comprehending written texts. These strategies include previewing, prediction, making inferences, visualizing, recognizing the organization of ideas. It also focuses on expansion of high frequency to extensive vocabulary, and comprehension of medium-length adapted reading selections. Vocabulary building concentrates on predicting meaning of vocabulary from context, use of contextual clues in identifying the relationship of ideas in factual writing, and expanded study of idioms, prefixes, suffixes, and word roots. Reading exercises focus on comprehension, vocabulary development, and study skills.
Course Objectives	This course is intended to achieve the following objectives: 1. Knowing how to use pre-reading skills to activate schemata and predict content of intermediate texts. 2. Recognizing transition signals to determine patterns of organization of ideas. 3. Knowing how to write a guided summary which paraphrases the topic sentence, main ideas, and major details from a short academic reading paragraph. 4. Expanding high frequency vocabulary, idioms, prefixes, suffixes, and word roots. 5. Predicting the meaning of words from contextual clues.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to:

	- Predict the content of a reading text through pre-reading skills.
	- Use the transitions to figure out the organization of the ideas in reading texts.
	- Write a summary of the topic sentence, main ideas, and major details.
	- Employ the large vocabulary inventory acquired in comprehension of both adapted and authentic reading selections of varying lengths.
	- Use contextual cues to understand the meaning of new and unfamiliar vocabulary.

Course Identification	
Course Name: Essay Writing	Course Code and Number: AEL 209
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: AEL 109	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	Writing is a cognitively demanding task that is deeply shaped by the social context in which it takes place. Being student-centered and process-oriented, writing instruction should therefore be focused on how individual students use recursive strategies of writing and rewriting in order to respond to relevant issues in their social environments. What this means is that writing instruction should be shifted from being form-focused to becoming meaning-oriented and socially-mediated. A content-based, process-executed, socially-mediated writing instruction syllabus that takes the theoretical, ideological and methodological views on the subject matter is suggested below. Inherent in this line of thinking is that developing writing skills is not just a means to achieving overall language proficiency by reducing the activity to be mainly focused on formal and mechanical aspects but, more importantly, to promote the ideas consistent with the country's overall

	philosophies, traditions and set of beliefs. Writing is therefore an opinion-expressing and concern-voicing activity. The course description therefore should state that the general goal is to get students to write clearly, logically and effectively along the following lines.
Course Objectives	This course aims at achieving the following course objectives: - Generating ideas, negotiating relevant information, and expressing personal beliefs and convictions. - Dealing with writing as an integrated skill, a goal that can be achieved by pulling the different language skills (reading, listening, reading and writing) together. - Receiving enough training on the mechanics of writing for the writing genres (argumentation, description, narration and exposition). - Enhancing editing and revising skills.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: - Generate ideas. - Negotiate relevant information. - Deal with writing as an integrated skill. - Pull the different language skills. - Improve editing skills.

Course Identification	
Course Name: American English Pronunciation	Course Code and Number: AEL 211
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: N/A	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face☐ Online ☐Blended
Course Description	After being introduced to the basic concepts of phonetics and phonology in the perquisite course (AEL 111) which

	mainly focused on the accent commonly called Received Pronunciation, students are introduced here to the basic concepts of the dialect called American English. For this, students are provided with: - Notes on problems of pronunciations. - Transcription exercises on how to pronounce more native-like. - Audio exercises recorded on CDs by native speakers of American English. - The course will be delivered via a series of lectures and seminars. - Lecturing, handouts, and students' reports. - Collaborative work, handouts and summaries, and students' presentations.
Course Objectives	By the end of this course, students should have achieved the following course objectives: - Basic concepts of American pronunciation - Basic concepts of American phonetics and phonology. - Basic understanding of how vowels are produced by native speakers of American English. - Basic understanding of how consonants (especially problematic ones) are produced by native speakers of American English. - How sounds (vowels and consonants) are cross-classified in American English. - How syllables (and therefore words) are stressed in American English. - How intonation is used by speakers of American English. - How words are linked in American English. - How to look native-like.
Course Learning Outcomes (CLOs)	CLO1: Mastering main vowel sounds of American English. CLO2: Fixing the most common vowel errors that nonnative speakers of English (Arabs in our case) make. CLO3: Mastering American consonants. CLO4: Fixing the most common consonant errors that nonnative speakers of English (Arabs in our case) make. CLO5: Mastering word stress. CLO6: Mastering intonation.

	CLO7: Linking words so that one's speech becomes native-like.

Course Identification	
Course Name: Introduction to Literature	Course Code and Number: AEL 213
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: N/A	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face☐ Online ☐Blended
Course Description	This obligatory course is designed to introduce students to the diverse world of literature as represented in the major literary forms of fiction and poetry. The course presents a holistic look on how to approach literature in a wide variety of times, places, and cultural perspectives while gaining proficiency in discussing and analyzing the major literary elements of narrative fiction and verse.
Course Objectives	This course aims at: - Providing students with a foundational knowledge about the general characteristics of a literary genre, its elements, and basic literary terms. - Developing students' abilities to think critically, creatively, and practically while approaching different literary texts (short stories and poems). - Helping students formulate their own analyses and interpretations of literature. - Helping students develop their language communication skills while discussing literature.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: - demonstrate an understanding of literary terms,

- genres, and elements.
  - apply their critical and analytical skills to read and interpret various literary texts.
  - communicate well (speaking and writing) when discussing literature.

Course Name: Grammar II	Course Code and Number: AEL 301
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: AEL 101	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	This course concentrates on grammatical categories i.e., parts of speech. The nouns, verbs, adjectives, adverbs, and prepositions are studied in depth.
Course Objectives	This course aims to: - Identify the parts of speech in English language and their function in the clause.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: CLO1: demonstrate knowledge of the parts of speech and their function in the clause.

Course Identification	
Course Name: Idioms and Collocations	Course Code and Number: AEL 302
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: AEL 103	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face☐ Online ☐Blended

Course Description	Simply put, collocations are words that naturally go together (e.g. heavy rain), and idioms are words that form expressions when grouped together (e.g. to have your feet on the ground "meaning to be sensible"). All languages have collocations and idioms which sound perfectly natural to native speakers of the language, but difficult for second language learners of that language; hence many of them are conventionalized expressions and are therefore not easily guessed (e.g. let your hair down "meaning relax"). The use of collocations and idioms helps learners sound more native-like. Therefore, the course is intended not only to examine what these collocations and idioms are, but also what their purpose is within language. This surely requires specific investigations into the syntactic, semantic, and historical properties of collocations and idioms. A contrastive analysis approach is inevitable in this course.
Course Objectives	This course intends to achieve the following objectives: - How to identify collocations. - How to distinguish between collocations and idioms. - How to use collocations and idioms to sound native-like. - How to use some techniques to faster learning idiomatic expressions. - How to use a collocation dictionary.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: CLO1: identify collocations CLO2: distinguish between collocations on one hand and idioms on the other. CLO3: have a better understanding of the importance of using collocations and idioms. CLO4: acquire some techniques on how to study and learn idiomatic expressions. CLO5: have been trained on how to use a collocation dictionary.

Course Identification	
Course Name: Integrated Language Skills	Course Code and Number: AEL 304
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: AEL 207	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face☐ Online ☐Blended
Course Description	This course measures students' ability to use and understand English at the university level, and it evaluates how well they combine their reading, listening, speaking, and writing skills to perform academic tasks.
Course Objectives	This course is intended to achieve the following objectives: - Understanding reading passages from academic texts through answering questions. - Listening to lectures, classroom discussions and conversations, and understanding them. -Expressing an opinion on a familiar topic through speaking based on reading and listening tasks. - Writing essay responses based on reading and listening tasks, and supporting an opinion in writing.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: CLO1: read passages from academic texts and understand the content. CLO2: listen to and understand lectures, classroom discussions, and conversations. CLO3: express an opinion on a familiar topic based on

reading and listening tasks through speaking.
CLO4: write essay responses based on reading and listening
tasks by supporting an opinion in writing.

Course Identification	
Course Name: English Linguistics	Course Code and Number: AEL 307
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: AEL 101	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	This course gives students an introduction to central areas related to the study of modern English language, for example morphology, semantics, syntax, phonetics, phonology, pragmatics and language acquisition. The different aspects are dealt with through discussions of basic ideas and themes within the above-mentioned subject areas. The course provides students with the concepts and ideas used to describe and analyze the English language, as well as a theoretical insight into the language system.
Course Objectives	This introductory language course is primarily designed to: - allow students to gain a sufficient amount of 'Explicit' (conscious) knowledge of Language and Linguistics. - provide students with the tools necessary for understanding language structure. - understand the basic linguistic concepts that are necessary for explaining language internalization, development, production and comprehension. - understand the origins, structure and development of language and its application to other areas of humanistic and scientific knowledge. - understand the general characteristic of the structure of language, its phonological sound system, word structure, and phrase and sentence patterns. - learn the terminology used to describe and analyze the structure and systems of language.

	- understand basic principles of linguistic theory.
Course Learning Outcomes (CLOs)	Students who have passed this course: - have basic theoretical insight into the system of language. - have basic knowledge of at least four areas of the subfields of linguistic analysis (phonetics/phonology, morphology, syntax, semantics/pragmatics, language acquisition) as these relate to the study of the modern English language. - have knowledge of basic concepts and ideas and linguistic terminology commonly used to describe and analyze the English language

Course Identification	
Course Name: Advanced Writing	Course Code and Number: AEL 309
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: AEL 209	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	Writing is a cognitively demanding task that is deeply shaped by the social context in which it takes place. Being student-centered and process-oriented, writing instruction should therefore be focused on how individual students use recursive strategies of writing and rewriting in order to respond to relevant issues in their social environments. What this means is that writing instruction should be shifted from being form-focused to becoming meaning-oriented and socially-mediated. A content-based, process-executed, socially-mediated writing instruction syllabus that takes the theoretical, ideological and methodological views on the subject matter is suggested in this course. Inherent in this line of thinking is that developing writing skills is not just a means to achieving overall language proficiency by reducing the activity to be mainly focused on formal and mechanical aspects but, more importantly,

	to promote the ideas consistent with the country's overall philosophies, traditions and set of beliefs. Writing is therefore an opinion-expressing and concern-voicing activity. The course description therefore should state that the general goal is to get students to write clearly, logically and effectively along the following lines. In Writing 3, argumentation, description, narration and exposition are basically the common text types or genres that students should be trained on in this writing course.
Course Objectives	The overarching goals should be set Writing should be communicative, student-centered, tailored to students' needs (hoping to develop the learner's editorial skills, especially Journalism majors), and process-oriented (emphasizing the recursive drafting/feedback/redrafting process learners go through to improve their writing abilities in a foreign language) A writing class should be genre-based (training students to develop thoughts) and cover writing issues Knowledge is constructed through interactive processes, and is thus dynamic and changing Learners should develop close reading of texts and should be trained to develop their critical thinking abilities, and thus be invited to participate actively in the production of knowledge Learning is heuristic (develop critical reasoning skills by focusing on the logical and hierarchical relationships that hold between ideas) Learning about the cultures of English speaking countries is not necessarily a threat to local identity Because writing is mediated on both the individual and social planes, it is a socio-cognitive classroom activity Learners should not only write to learn, but also learn to write
Course Learning Outcomes (CLOs)	CLO1: Developing critical thinking skills CLO2: Knowledge is dynamic and changing CLO3: Writing is a socio-cognitive activity CLO4: Writing is student-centered

	CLO7: Writing is a problem-solving activity

Course Identification	
Course Name: ESP General	Course Code and Number: AEL 318
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite:	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	English for Specific Purposes (ESP) is known as a learner-centered approach to teaching English as a foreign or second language. It meets the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields, such as science, technology, medicine, leisure, and academic learning. This course is recommended for foreign and second language professionals who wish to learn how to design ESP courses and programs in an area of specialization such as English for business, academic purposes, or health service purposes. In addition, they are introduced to ESP instructional strategies, materials adaptation and development, and evaluation.
Course Objectives	This course aims: - To develop an understanding about the factors that led to the emergence of ESP and the forces, both theoretical and applied, that have shaped its subsequent development. - To assist students develop needs assessments and genre analyses for specific groups of learners. - To provide guidelines to adapt or create authentic ESP materials in a chosen professional or occupational area and to critically evaluate currently available materials, including technology-based ones.

	- To become knowledgeable about assessment procedures appropriate for ESP and apply this knowledge in developing course and lesson evaluation plans in their professional or occupational area. - To assist students in preparing a syllabus, lesson and assessment plan based upon their needs assessments and genre analyses.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: - Understand what ESP is, both theoretical and applied, and how it developed over time. - develop needs assessments and genre analyses for specific groups of learners. - Create authentic ESP materials and evaluate technologically-based ones. - Develop course and lesson evaluation plans. - Prepare syllabus, lesson, and assessment plans.

Course Identification	
Course Name: ESP 1 (Business and Law)	Course Code and Number: AEL 320
Number of Credit Hours: 6	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite:	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended ☐Field Training and Online
Course Description	English for business is intended to provide language instruction and training in business communication, including business correspondence, negotiations, formal presentations, informal networking, business vocabulary, report and proposal writing, vocabulary for professional purposes, and reading for professional purposes. It also aims at providing students with the skills to use legal vocabulary accurately in order to read, write and discuss

	issues related to law. It focuses on introducing legal terms and concepts to students in order to familiarize them with legal discourse. This course is also intended to improve students' skills in understanding and analyzing legal texts. It is expected to enhance students' ability of using English in discussing legal topics.
Course Objectives	This course aims: - To familiarize students with the basic language instruction and training in business communication and law. - To provide students with key vocabulary in business and law in order to help students develop the skills of reading and writing texts related to business and law. - Communicate with others in practical, business-oriented and legal-oriented situations. - To improve students' skills in understanding and analyzing business and legal texts.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: CLO1: Know the basic language instruction and training in business communication and Law. CLO2: Be able to use key vocabulary in business and law in order to develop the skills of reading and writing texts related to business and law. CLO3: Be able to communicate effectively about topics related to business and law. CLO4: Be able to use English to write about business and law.

Course Identification	
Course Name: ESP II (Tourism, Diplomacy and Media)	Course Code and Number: AEL 320
Number of Credit Hours: 6	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite:	Course Coordinator:

General Information	

Teaching Method	☐Face-to-Face ☐ Online ☐Blended <mark>☐Field Training and Online</mark>
Course Description	The course introduces students to the field of tourism, diplomacy and media. It familiarizes students with terms and expressions used in diplomatic, touristic, and media texts and correspondence through relevant texts and activities. This course is designed to improve the core English language skills needed by those interested in political, tourist and media fields.
Course Objectives	This course aims to: - Familiarize students with the vocabulary and language patterns of diplomacy, tourism and media. - Understand the structure of diplomatic, tourist agencies, and media discourse. - Understand and discuss how language can be used by diplomats, tourist agencies and interviewers for negotiation purposes. - Familiarize students with linguistic devises that are commonly used for negotiation purposes in those fields.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: CLO1: Know the vocabulary and language patterns of diplomacy, tourism and media. CLO2: Understand the structure of diplomatic, tourist agencies, and media discourse. CLO3: Be able to understand and discuss how language can be used by diplomats, tourist agencies and interviewers for negotiation purposes. CLO4: Be able to identify various linguistic persuasion devices used in diplomacy, tourism and media. CLO5: Be familiar with linguistic devises that are commonly used for negotiation purposes.

Course Identification	
Course Name: ESP III (Medicine and Information Technology)	Course Code and Number: AEL 320
Number of Credit Hours: 6	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite:	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended ☐ Field Training and Online
Course Description	This course uses authentic scientific English texts as reading material for the purpose of teaching the characteristics of this discourse genre, particularly the syntactic structures, and basic terminology in biology, chemistry, mathematics, health sciences, etc. It will teach how to write lab reports, science reviews and critiques, and scientific research proposals.
Course Objectives	This course aims: - To familiarize students with scientific and technological language by studying authentic texts and structures and analyzing the linguistic features of such texts. - To familiarize students with the grammatical structures and vocabulary used for scientific and technological purposes. - Communicate with others in practical, medical & science, and technology-oriented situations. - Improve students skills of writing medical and scientific texts.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: CLO1: Obtain information by reading and understanding different text types in medicine, science, and technology in English. CLO2: Produce appropriate written and oral texts belonging

	to the discourse of medicine, science, and technology CLO3: Think critically and give their points of view on issues pertaining to medicine, science, and technology CLO4: Identify the linguistic characteristics of technical, medical, and scientific texts

Course Identification	
Course Name: Computer Assisted Language Learning (CALL)	Course Code and Number: AEL 411
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: AEL 304	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face☐ Online ☐Blended
Course Description	This course deals with the use of digital technology and media for teaching, instruction, and learning in language subjects. Central themes are the development of the teacher's professional digital competence (PDC), and reflections on the challenges of using digital media in the student's language learning process, communication, and production. The course also covers approaches to writing in second- and foreign language learning in schools, specifically focusing on developing students' joy of writing in English and foreign language learning. The course aims to strengthen the students' ability to act as critical digital consumers and to lead work related to creative digital productions. Computer-assisted language learning is also linked to online presence, privacy, and source criticism, as well as learning design and assessment.
Course Objectives	This course aims to:

	- define educational technology and CALL and show awareness of related acronyms. - show awareness of the historical development of CALL and the different factors which contributed to those developments. - develop favorable attitudes towards integrating educational technology into language learning and teaching, and critically evaluate language learning software and websites. - develop expertise in using technology to teach and learn language skills, and design and produce simple computer assisted language learning activities. - use a course management system such as Model in teaching and testing English; and designing e-portfolios.
Course Learning Outcomes (CLOs)	At the end of this course, students should acquire the following knowledge: CLO1: has advanced understanding and can critically discuss key theories in computer-assisted language learning. CLO2: has extensive knowledge about research on data-support language learning and can link this research to teaching-related use of digital technology. CLO3: has thorough knowledge about the relationship between writing and learning. CLO4: has advanced knowledge about source criticism, copyright, and privacy in digital contexts. Skills: CLO1: can analyze and critically assess digital technology and media's didactic potential for language learning, teaching, and instruction. CLO2: can analyze existing theories, methods, and interpretations in the use of digital technology and media in language subjects and work independently on practical and theoretical problems. CLO3: can apply various approaches for developing

students' joy of writing in English and foreign languages.
CLO4: can use their knowledge about the connection between writing and learning to plan and carry out learning activities aimed at developing students' writing competence in English and /or foreign languages.

General competence:
CLO1: can critically reflect on the development of professional digital competence in English and foreign language teaching.
CLO2: can use their knowledge and skills in digital production, communication and collaboration, assessment and societal influence.
CLO3: can analyze relevant subject-specific and research-ethical issues within computer-assisted language learning.

Course Identification	
Course Name: Discourse Analysis	Course Code and Number: AEL 412
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: AEL 307	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face☐ Online ☐Blended
Course Description	This course aims at acquainting students with the concepts of discourse analysis and its emergence as a field of investigation in language studies. It handles topics such as spoken vs. written discourse, conversational analysis of sentence grammar vs. text grammar, text structure, cohesive devices (connectives, ellipsis, reference, lexical cohesion, etc.), coherence, and types of inference (entailment and presupposition).
Course Objectives	This course is intended: - To foster a deep understanding of modern approaches to text and discourse analysis.

	- To provide students with a historical review of methods of analyzing language according to linguistics theories. - To enable students to become sensitive to language variation across different genres and contexts. - To enable students to recognize elements of coherence in stretched texts. - To enable students to identify cohesive devices in a wide range of texts
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: CLO1: Understand the value of discourse analysis as a background subject to applied English activities. CLO2: Appreciate discourse analysis as a modern theory appropriate for describing human language. CLO3: Make intelligent guesses about language features in different texts. CLO4: Learn how to categorize texts according to linguistic and discourse criteria. CLO5: Develop better skills in identifying salient language features in text verities.

Course Identification	
Course Name: Language in Society	Course Code and Number: AEL 416
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: AEL307	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	This course examines language as a social practice, focusing on different aspects of its role in social life. Topics

	addressed include: language and social identity, such as ethnicity, social class, age, and gender; variation in language, including dialects, accents, and registers; multilingualism and language contact; new languages such as pidgins and creoles; language, culture, and intercultural communication; language and ideology; language in education and in the media. Through the discussion of these topics and homework including reading and small research projects, students are introduced to key concepts, theories, and methods in sociolinguistics and linguistic anthropology.
Course Objectives	This course is intended to: - Familiarize students with the social constraints on language use. - Familiarize students with the cultural constraints on language use. - Study the role of language in a variety of social contexts. - Investigate how language works and how it can be used to signal and interpret various aspects of social identity.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: CLO1: Analyze a conversation and explain the characteristics of language use. CLO2: Analyze a conversation socio-linguistically. CLO3: Explain "language" in linguistic terms and describe its relationship to society and the individual. CLO4: Explain how various social, cultural, and affective factors influence language and communication.

Course Identification	
Course Name: Public Speaking	Course Code and Number: AEL 422
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: AEL 304	Course Coordinator:

General Information

Teaching Method	☐Face-to-Face☐ Online ☐Blended
Course Description	This course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. Civility and ethical speech-making are the foundations of this course. Its goal is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches. (This skills-based course is meant to help you become a better public speaker through theory and, most importantly, practice. We will learn concepts and models of communication, how to adapt a speech for different occasions and audiences, how to effectively support your ideas, how to select and organize materials in preparation for a speech, and how to utilize multimedia tools in presentations, among other skills. This course should be relevant in academic, business, and social settings. You should become a better public speaker and listener, while thinking about and maintaining ethical standards.)
Course Objectives	The course provides practice in four main areas: ●Understand communication concepts that serve as a basis for effective speaking, and apply this conceptual knowledge in practice to give effective speeches. ● Be a more analytical listener, and develop the ability to analyze and evaluate presentations made by others. ● Develop and demonstrate verbal, nonverbal, and research competencies through researching, preparing, and delivering presentations relevant to your audiences. ● Learn how to ask good questions and provide meaningful answers to questions. ● Gain confidence to speak publicly in a variety of situations.
Course Learning Outcomes (CLOs)	Tests and speaking assignments in this course are designed to assess student learning in the areas listed below. After completing this course, you should be able to: - Plan and prepare speeches that inform, persuade, or fulfill the needs of a special occasion.

	- Use presentation aids to enhance your speeches. - Outline your speeches in a logical and thorough fashion. - Conduct meaningful research on a variety of topics. - Analyze your audience and design speeches to reflect your analysis. - Evaluate speeches based on a variety of verbal and non-verbal criteria. - Listen effectively, regardless of your interest in the subject matter. - Understand and explain the communication process.

Course Identification	
Course Name: Project/ Research Writing	Course Code and Number: AEL 499
Number of Credit Hours: 3	Semester:
Course Status: Compulsory	Teaching Language: English
Pre-requisite: AEL 309	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	This course is intended to enable students to develop the methods of citation, conventions of style and organization, and critical thinking skills necessary for writing college-level research papers. Students select topics derived from a contemporary academic theme provided by the instructor and, applying a process approach, produce a research paper.
Course Objectives	This course is intended to develop students' basic research and writing skills that are necessary for accurate and clear written communication. The goal is to prepare students for research project not only in their studies, but also throughout their life. The course focuses on topics such as selecting a topic, conducting research, citing sources, ethics, and finally proof reading.
Course Learning Outcomes	By the end of the course, students will be able to: - write a college-level research paper applying a

	process approach including but not limited to: Brainstorming, focusing the topic, outlining, performing research, formulating a thesis statement, annotating and integrating research, using direct quotation, paraphrasing and summarizing, correctly citing sources, revising and editing, formatting the final draft, and generating a works-cited list.
	- Find, select, annotate, and synthesize information from college-level source material.
	- Develop and refine keyword searches.
	- Evaluate source material for accuracy, relevance, reliability and credibility.
	- Integrate source material into the main body of the text.
	- Distinguish among and apply different types of evidence.
	- Employ a variety of research tools both in and beyond the library.
	- Distinguish between MLA and APA documentation styles.
	- Use contemporary word-processing technology for citation and integration of graphic evidence.

Elective Courses:

Course Identification	
Course Name: English Morphology	Course Code and Number: AEL 303
Number of Credit Hours: 3	Semester:
Course Status: Optional	Teaching Language: English
Pre-requisite: AEL 302	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	This course introduces the basic concepts in morphological theory with emphasis on English. Concepts to be covered include morpheme, root, stem, derivational morphemes, and inflectional morphemes.
Course Objectives	To familiarize students with basic morphological concepts and processes in English.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: demonstrate the ability to recognize how words are formed in English and other related languages.

Course Identification	
Course Name: English Syntax	Course Code and Number: AEL 308
Number of Credit Hours: 3	Semester:

Course Status: Optional	Teaching Language: English
Pre-requisite: AEL 307	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	A general practical survey of the assumptions and techniques of syntactic theory as applied to English and a description of English syntactic structures. The theoretical bases of various grammatical theories in modern linguistics will be examined with emphasis on the transformational - generative approach.
Course Objectives	This course aims to help students: 1. analyze an English sentence and divide it into smaller constituents. 2. understand the basic concepts of the modern syntactic theory.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: CLO1: analyze an English sentence into its constituents. CLO2: demonstrate knowledge in the basic assumptions of the modern syntactic theory.

Course Identification	
Course Name: Language Origin	Course Code and Number: AEL 311
Number of Credit Hours: 3	Semester:
Course Status: Optional	Teaching Language:
Pre-requisite: N/A	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	What is the origin of language? The exciting debate whether we are born with language (nature) or we learn it

	from our socio-cultural surroundings (nurture) is still mounting in the linguistic circles. Therefore, competing hypotheses have been put forward about how, why, when, and where LANGUAGE might have emerged. Linguists, archaeologists, anthropologists, psychologists, and biologists have attempted to address this issue with new, modern methods, thus contributing to this debate by shedding light at it from different angles. For example, Darwin's theory of evaluation on natural selection has provoked interest in the topic. "I cannot doubt that language owes its origin to the imitation and modification, aided by signs and gestures, of various natural sounds, the voices of other animals, and man's own instinctive cries," says Charles Darwin (1871). Chomsky's hypothesis, on the other hand, suggests that we are genetically imbibed with the sense of speech. His thesis has been gaining support for a number of factors such as the speed of acquisition, critical–age, and neurobiological findings (studies on brain damage) including the discovery of the 'FOXP2' gene, etc. All in all, the following hypotheses should be addressed in this course: Naturalist view: There is a natural relation between expressions and the things they signify. Language thus emerged out of a natural human inclination to imitate the sounds of nature. Conventionalist view: Language is a social convention. The names of things are arbitrary inventions of humans. Revelationist view: Language was gifted to humans by God, and it was thus God—and not humans—who named everything. Revelationist-Conventionalist view: God revealed to humans a core base of language—enabling humans to communicate with each other—and then humans invented the rest of language.
Course Objectives	This course is intended to familiarize students with: - Whether language is innate or acquired. - How language might have emerged.

	- Why language might have emerged.
	- When language might have emerged.
	- Where language might have emerged.
	- How this debate is addressed with new, modern methods
	- The "Nature-nurture" debate.
Course Learning Outcomes (CLOs)	By the end of this course, students will: CLO1: be acquainted with the basic debate about the origin of language. CLO2: be acquainted with how this issue is addressed with new, modern methods. CLO3: know about how, why, when, and where language might have emerged. CLO4: have a better understanding of the Naturalist view versus the conventionalist view. CLO5: have a better understanding of the revelationist view. CLO6: have studied a number of universal vs. language specific phenomena.

Course Identification	
Course Name: Studies in Fiction	Course Code and Number: AEL 316
Number of Credit Hours: 3	Semester:
Course Status: Optional	Teaching Language: English
Pre-requisite: AEL 213	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	This course is a senior-level course that introduces students to the novel as a distinct genre. It explores some of the major authors, movements, and various forms of the novel.
Course Objectives	This course aims to: 1. get students familiar with the novel as a distinct literary genre along with its major authors, movements,

	and forms.
	2. help students analyze and critique the novel.
	3. help students know the formal elements that define the novel as a genre.
Course Learning Outcomes (CLOs)	At the end of this course, students are expected to be able to: 1. recognize the novel, its major writers, movements, and forms. 2. apply analytical and critical skills when approaching the novel as a genre 3. recognize different formal elements used by different writers.

Course Identification	
Course Name: Studies in Drama	Course Code and Number: AEL 321
Number of Credit Hours: 3	Semester:
Course Status: Optional	Teaching Language: English
Pre-requisite: AEL 213	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	This course is a senior-level course that explores Drama as a distinct genre. It explores some of the major playwrights, movements, and various forms of Drama.
Course Objectives	This course aims to: 1. get students familiar with Drama as a distinct literary genre along with its major authors, movements, and forms. 2. help students analyze and critique dramatic works. 3. help students know the formal elements that define a

	dramatic work as a genre.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: CLO1: recognize Drama, its major writers, movements, and forms. CLO2: apply analytical and critical skills when approaching a dramatic work as a genre CLO3: recognize different formal elements used by different playwrights.

Course Identification	
Course Name: Language & Culture	Course Code and Number: AEL 330
Number of Credit Hours: 3	Semester:
Course Status: Optional	Teaching Language: English
Pre-requisite: N/A	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face☐ Online ☐Blended
Course Description	This course analyses the concept of culture and studies the relationship between culture, behavior and the communication of individuals and groups. It develops appreciation for the challenges and opportunities posed by increasingly intercultural world and aims to develop analytical interpersonal skills for successful intercultural interaction and for overcoming cultural barriers.
Course Objectives	This course is intended: - To focus on topics such as identity, social factors of language use, language vitality, language structures and issues of globalization. - To understand and analyze the concept of culture. - To study the relationship between culture, behavior and the communication of individuals and groups. - To develop appreciation for the challenges and opportunities posed by increasingly intercultural

	world.
	- To develop analytical interpersonal skills for successful intercultural interaction and for overcoming cultural barriers.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: CLO1: Identify Culture, its ideological overlaps, and other related concepts. CLO2: Be able to express how various aspects of culture can affect language and that language can affect culture. CLO3: Be able to give examples from other cultures of how language and culture have affected one another. CLO4: Be able to critically assess their own culture and language and point out examples where their culture and language affect one another. CLO5: Demonstrate familiarity with the theory of linguistic relativity and be able to articulate the potential flaws and strengths of the theory.

Course Identification	
Course Name: Translation & Interpretation	Course Code and Number: AEL 405
Number of Credit Hours: 3	Semester:
Course Status: Optional	Teaching Language: English
Pre-requisite: AEL 301	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	This course aims at familiarizing students with basic principles and techniques of translation. It is a practice-oriented course where students will train to translate and interpret from English into Arabic and vice versa a variety of text types and forms in various fields of knowledge: journalism, literature, legal discourse and others.
Course Objectives	This course is intended: - To focus on solving the problems of non-equivalence

	between the two languages in the actual process of translating.
	- To practice translation and interpretation at different levels: semantic, syntactic and pragmatic.
	- To practice translating idioms, collocations and fixed expressions taking into consideration cultural dissimilarities between the two languages.
	- To practice translating and interpreting longer pieces of written and spoken discourse.
	- To identify the problems encountered by translators and interpreters when translating & interpreting from one language to another with a special emphasis on Arabic and English.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: CLO1: Recognize the basic and most recent theories in translation. CLO2: Define certain key concepts in translation such as equivalence, text type, register, collocation, and pragmatics. CLO3: Define the process of translating and interpreting and their basic techniques and strategies. CLO4: Identify text types and forms in both English and Arabic specifying major differences between them. CLO5: Use the appropriate variety of language in accordance with different text types.

Course Identification	
Course Name: English Semantics	Course Code and Number: AEL 407
Number of Credit Hours: 3	Semester:
Course Status: Optional	Teaching Language: English
Pre-requisite: AEL 307	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	This course examines some basic approaches to the study of meaning in Linguistics. The primary focus will be on word meaning (lexical semantics). Sentential semantics and

	pragmatics will be introduced time permitting.
Course Objectives	This course aims to: - Familiarize students with the basic concepts of word and sentential meanings.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: CLO1: demonstrate knowledge in semantic and pragmatic interpretation of words and clauses.

Course Identification	
Course Name: Second Language Acquisition	Course Code and Number: AEL 409
Number of Credit Hours: 3	Semester:
Course Status: Optional	Teaching Language: English
Pre-requisite: AEL 307	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐Online ☐Blended
Course Description	This course provides an introduction to the field of second language acquisition (SLA). It covers research, theory and data analysis. This course will cover issues, and problems in current SLA research and theory; background on the historical development of the field; analysis of learner data; and reading research articles in SLA. In addition, you will be asked to identify your own theory of SLA and the principles that will inform your teaching (or other language-related activity), and to write papers following the accepted conventions of Applied Linguistics.
Course Objectives	This course is intended: - To understand the issues and problems in current SLA research and theory. - To understand how the field of SLA has developed

	historically, as well as current research trends.
	- To be able to analyze second language learner data from multiple perspectives.
	- To understand the terminology and important figures, and important studies in SLA.
	- To understand the connection between SLA theories/research and teaching/other-language related activities.
	- To develop your own theory of SLA (or identify the kind of theory you most identify with).
	- To understand basic ideas of SLA research articles.
	- To write following conventions used in Applied Linguistics.
Course Learning Outcomes (CLOs)	By the end of the course, students should be able to: CLO1: identify major issues in current SLA research and theory CLO2: discuss problems and challenges in current research and theory. CLO3: describe how the field developed historically, including major trends in research/theories and major figures. CLO4: summarize the important studies and basic ideas of research studies. CLO5: formulate questions about aspects of research articles and theories that they do not understand. CLO6: analyze second language learner data from multiple perspectives CLO7: articulate their own stand on theories of SLA, (develop your own theory and describe the principles that will inform your future work in the field.) CLO8: write coherent papers on the above topics using the conventions of Applied Linguistics

Course Identification	
Course Name: Studies in Poetry	Course Code and Number: AEL 420
Number of Credit Hours: 3	Semester:
Course Status: Optional	Teaching Language: English
Pre-requisite: AEL 213	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐ Online ☐Blended
Course Description	This course is a senior-level course that explores Poetry as a distinct genre. It explores some of the major poets, movements, and various forms of poetry.
Course Objectives	This course aims to: 1. get students familiar with poetry as a distinct literary genre along with its major poets, movements, and forms. 2. help students analyze and critique poetry. 3.get students to know the formal elements that define poetry as a genre.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: CLO1: to recognize poetry, its major poets, movements, and forms. CLO2: apply analytical and critical skills when approaching poetry as a genre. CLO3: recognize different formal elements used by different poets.

Course Identification	
Course Name: Language Learning/Teaching	Course Code and Number: AEL 424
Number of Credit Hours: 3	Semester:
Course Status: Optional	Teaching Language: English

Pre-requisite: AEL 307	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐Online ☐Blended
Course Description	This course introduces students to the principles of teaching English as a foreign language. It also examines the different contexts, purposes and approaches of teaching EFL placing special emphasis on teaching reading, writing, listening, speaking, vocabulary, grammar, and pronunciation, correction of errors, lesson planning, classroom management, and testing. It provides students with the opportunity to find, examine and critically analyze online material on their own, then they attend online classes to discuss the material with the instructor and their peers. Students will be required to engage in online discussions and complete assignments and quizzes online; thus, this course is characterized by interactive learning. The teacher performs the role of facilitator, who supervises students' activities online and discusses any points that may arise either online or inside the classroom.
Course Objectives	This course is intended: - To acquaint students with current approaches to teaching English as a foreign language. - To raise students' awareness of the various factors that should be taken into consideration when teaching English as FL. - To focus on developing awareness of the different teaching methods that can be used to teach all language skills: reading, writing, speaking and listening. - To introduce students to the assessment methods used in the context of teaching English as FL.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to:

	CLO1: Show understanding of current approaches to teaching EFL.
	CLO2: Show understanding of the linguistic competence needed for teaching EFL.
	CLO3: Show understanding of the knowledge and skills needed to approach various language skills in the classroom.
	CLO4: Show understanding of the theoretical knowledge and practical skills needed for teaching adults.
	CLO5: Show understanding of basic research skills that would develop their approach to research and teaching.

Course Identification	
Course Name: Special Topics in English Studies	Course Code and Number: AEL 490
Number of Credit Hours: 3	Semester:
Course Status: Optional	Teaching Language: English
Pre-requisite: AEL 309	Course Coordinator:

General Information	
Teaching Method	☐Face-to-Face ☐Online ☐Blended
Course Description	This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesize the knowledge gained from a range of sources for

	a variety of purposes.
Course Objectives	This course is intended for students to: - Communicate through speaking, listening, reading, writing, viewing and representing. - Use language to shape and make meaning according to purpose, audience and context. - think in ways that are imaginative, creative, interpretive and critical. - express themselves and their relationships with others and their world. - learn and reflect on their learning through their study of English.
Course Learning Outcomes (CLOs)	At the end of the course, students are expected to be able to: - Comprehend and respond analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes. - Identify and use strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts. - Gain skills in accessing, comprehending and using information to communicate in a variety of ways. - Access, comprehend and use information to communicate in a variety of ways. - Plan, draft, edit and proofread their own texts for 'publication' in a portfolio of work.