Course Code and Number: ENGL 2110  
Course Title: Introduction to Literary Criticism  
Number of Units: 3  
Level: Elective  
Pre-requisite: None  

<table>
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<tr>
<th>Contents &amp; Description:</th>
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<tbody>
<tr>
<td>This course introduces the world of literary theory and its related concepts and terms. It gives the students a background about the development of literary criticism and its main figures. It introduces the main trends and attitudes of literary criticism through the reading of selective texts of critical theory. It introduces some prominent critics stating from Aristotle and Plato to critics like Mathew Arnold, Alexander Pope and Sydney. After studying the course, the students are expected to be able:</td>
</tr>
<tr>
<td>1- To understand basic critical terms and concepts.</td>
</tr>
<tr>
<td>2- To follow the rise and development of critical theory.</td>
</tr>
<tr>
<td>3- To understand the nature of critical theory and critical approaches.</td>
</tr>
<tr>
<td>4- To apply the critical theories introduced to them on literary works.</td>
</tr>
<tr>
<td>5- To read and interpret different texts from different literary genres.</td>
</tr>
</tbody>
</table>

References:  
<table>
<thead>
<tr>
<th>Course Code and Number:</th>
<th>ENGL 2120</th>
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<tr>
<td>Course Title</td>
<td>Drama in 18th &amp; 19th Century</td>
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<tr>
<td>Number of Units:</td>
<td>3</td>
</tr>
<tr>
<td>Level:</td>
<td>elective</td>
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<tr>
<td>Pre-requisite:</td>
<td>None</td>
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**Contents & Description:**

This course will examine key playwrights, movements, techniques, and modes in the contemporary drama as it developed from late 18th century into the 19th century.

By the end of the course, students shall have become familiar with the development of drama in the 18th-19th century with a brief exposure to representative playwrights and their important works. Also they will get useful insights about various aspects of post restoration and Victorian tradition like sentimental drama and comedy of manners.

As a focused study, the student will have completed the reading and understanding of Henrik Ibsen’s *A Doll’s House* in detail and in terms of plot, characterization and themes.

**Objectives:**

- To be able to establish a clear picture of British/Irish drama in the period under study
- To acquaint students with the key playwrights, movements, techniques, and modes in drama from the late 18th century to the 19th century
- To make students understand how the theatre arts contribute to the broader socio-cultural discourses
- To familiarize students with the construction of character, dialogue, setting, space and lighting in a play.

**References:**

- Henrik Ibsen, “*A Doll’s House*” (1887)
نموذج وصف مقرر دراسي

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<td>المستوى ال.nioبي: بدون متطلب سابق</td>
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وصف و متطلبات المقرر:

يتناول هذا المقرر الاتجاهات المسرحية التي مرزت المسرح الإنجليزي ابتداء من أواخر القرن التاسع عشر ويستمر الفقرة في القرن والثاني والعشرين وما بعد الحداثة في الجيليرا وأوروبا وأمريكا. ويقدم المقرر دراسة لمراجعة الفنون المسرحية لكتاب ملحوقة هذا العصر مثل أوسكار ويلد وويليز شور، وسامويل دك، وهواردين بيلينو، وهي تك وآبي، ويركز المقرر على الأطر الثقافية والسياسية والفكرية التي شكلت إتجاهات مسرح القرن العشرين.

أهداف المقرر:

- تقديم صورة واضحة عن تطور الفكر المسرحي الإنجليزي في القرن العشرين.
- تقديم نماذج لكتاب المسرح البارزين في القرن العشرين والتعريف بأساليبهم المسرحية.
- تنمية وعي الطلاب بالعلاقة بين المسرح والمجتمع وتطور الفكر الإنساني.
- تنمية القدرة على التناول النقدي للنصوص المسرحية وتقييم عناصرها ومفرداتها.

Contents & Description:

This course will examine key playwrights, movements, techniques, and modes in the contemporary drama as it developed from late nineteenth century into the twentieth century. Modern British drama begins with the witty drawing-room comedies of Oscar Wilde, while Bernard Shaw brings another kind of wit into drama, along with a didactic approach. Later, with Beckett and Pinter, the theatre of the absurd manifests a theatrical revolution, challenging the traditional verbal and scenic design, exploring the significance of human existence.

This course aims at acquainting the students with the rise and development of drama in the 20th Century. Students will particularly get acquainted with the Irish theatre tradition and contribution of various playwrights of this period, particularly George Bernard Shaw, J M Synge, Samuel Beckett, John Osborne, Harold Pinter, Arnold Wesker and Tom Stoppard. The students will also read George Bernard Shaw's *Pygmalion*, the most representative play of the 20th century and of the Irish tradition during the lectures and classroom discussions.

By the end of the course, students shall have become familiar with the development of drama in the 20th century with a brief exposure to representative playwrights and their important works. Also they will get useful insights about various aspects of modern theatre tradition like Realism and absurdist drama including Dadaism and surrealism.

As a focused study, the student will have completed the reading and understanding of George Bernard Shaw's *Pygmalion* in detail and in terms of plot, characterisation and themes.

Objectives

- To be able to establish a clear picture of British/Irish drama in the modern times.
- To acquaint students with the key playwrights, movements, techniques, and modes in drama from the late nineteenth century to the present day.
- To make students understand how the theatre arts contribute to the broader socio-cultural discourses.
- To familiarize students with the construction of character, dialogue, setting, space and lighting in a play.

References:

- George Bernard Shaw's *Pygmalion* (1954)
نموذج وصف مقرر دراسي

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<th>الاسم المقرر: الرواية في القرن 19</th>
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<tr>
<td><strong>Course Code and Number:</strong></td>
<td><strong>Course Title:</strong> Novel in the 19th Century</td>
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<tr>
<td><strong>Number of Units:</strong></td>
<td><strong>Level:</strong> Elective</td>
</tr>
<tr>
<td><strong>Pre-requisite:</strong></td>
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</tr>
</tbody>
</table>

وصف و متطلبات المقرر:

البداية الحقيقية للرواية الإنجليزية كانت في القرن الثامن عشر وذلك بسبب توفر عدة ظروف في تلك الفترة ساعدت على الاهتمام بكتابة الرواية. ولذا فإن هذا المقرر يعتبر مقدمة تتناول نشأة وتطور الرواية الإنجليزية كفرع من فروع الأدب التي ظهرت مؤخرًا مقارنة بالفروع الأخرى مع التركيز على الجوائز الاجتماعية والاقتصادية والثقافية والفنية التي أثرت في ظهور الرواية في تلك الفترة. كما ينصح الطلاب على وضع مقدمة تتعلق بالفنون الرسومية و отлича وشخصيات ومكان ووقت وقته الأحداث وطرق سردها. بالإضافة إلى معرفة بعض المبادئ المرتبطة بالفن الروائي. عند الانتهاء من دراسة هذا المقرر، ينبغي أن يكون الطلاب قادرين على:

• استيعاب مراحل تطور الرواية الإنجليزية.
• معرفة الأسباب والظروف التي أدت إلى ظهورها في القرن الثامن عشر.
• التعرف على رواد الفن الروائي في القرن الثامن عشر.
• دراسة وتحليل بعض الأعمال الرسومية لهؤلاء الروائيين.
• فهم العناصر الأساسية لفن الروائي مما يمكنهم من القدرة على تحليل الرواية.

Contents & Description:
The course discusses the rise and development of novel in the nineteenth century. Much of the fiction written of the 19th century dealt with or reflected the pressing social, economic, religious, and intellectual issues and problems of that era. Among the notable novelists were Charlotte and Emily Brontë, Charles Dickens, William Makepeace Thackeray, Elizabeth Gaskell, George Eliot, George Meredith, Anthony Trollope, Thomas Hardy, and Samuel Butler. This course aims at making a survey of the novels and the novelists to show how the contemporary elements are represented in the works of this period. Therefore, this course traces the development of the art of novel which is the most recent of the literary forms. Students are introduced to the principles of reading a novel as well as the elements of the novel that distinguish it from other branches of literature such as plot, character, theme, setting, point of view.

Objectives
• To introduce students to major Victorian trends such as realism, romanticism and feminism.
• To help students grasp the social, intellectual and literary background of the Victorian Era.
• To develop students’ critical abilities and comprehension of literary texts.
• To familiarize students with such elements as characterization, narrative techniques, and themes of the 19th century and to study novel as an independent literary genre and its relation to society.
• To understand a rapid historical, social and literary survey of the circumstances that paved the way for its rise in this era in particular.

References:
<table>
<thead>
<tr>
<th>Course Title: Novel in the 20th Century</th>
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<tbody>
<tr>
<td><strong>Number of Units:</strong></td>
<td>3</td>
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<tr>
<td><strong>Level:</strong></td>
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<tr>
<td><strong>Pre-requisite:</strong></td>
<td>None</td>
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</tbody>
</table>

**Contents & Description:**

The course discusses the rise and development of novel in the 20th century. Much of the fiction written of the 20th century dealt with or reflected the pressing social, economic, religious, and intellectual issues and problems of that era. This main objective of this course is to acquaint students with the English novel in the 20th Century. This course will also provide them ample learning about the modern and new developments seen in modern fiction as a result of wars and other socio-political events. The student will also learn about the craft of fiction both in theory and practice. The students will be required to read, study and understand William Golding's Lord of the Flies as a representative novel of the 20th century.

By the end of the course, students shall have become familiar with the major changes that have penetrated into 20th century fiction as a result of socio-political events and the two world wars. The students will also have developed awareness about the major novelists of the 20th century they will also have become familiar with the development of various devices and aspects of writing novels.

**Objectives**

- acquaintance with the English novel in the 20th Century
- awareness of the modern and new developments seen in modern fiction as a result of wars and other socio-political events.
- learning about the craft of fiction both in theory and practice.
- understanding the 20th century novel by reading and studying at least one representative novel of the 20th century,
- Familiarity with the major novelists of the 20th century and with the development of various devices and aspects of writing novels
- To develop students’ critical abilities and comprehension of literary texts
- To familiarize students with such elements as characterization, narrative techniques, and themes of the 20th century and to study novel as an independent literary genre and its relation to society.

**References:**


### Course Code and Number: ENGL 3120

### Course Title: Poetry in the 18th and 19th Century

### Number of Units: 3

### Level: Elective

### Pre-requisite: None

### Course Description:

This course aims at acquainting the students with the rise and development of poetry in the 18th and 19th century. Students will particularly get acquainted with the early romantic tradition, Romanticism and the Victorian poetry, particularly William Wordsworth, John Keats, , William Blake, Alfred Lord Tennyson and Robert Browning. The students will also read a few selected poems, the most representative pieces of the 18th and 19th century and to provide them a close picture of the period. Students will also familiarize with the contribution of various poets and lyricists of this period. The students will also read a few specimen texts (lyrics and sonnets) in detail during the lectures and classroom discussions.

By the end of the course, students shall have become familiar with the development of poetry tradition in the 18th and 19th century with a brief exposure to representative poets and lyricists and their important works. Also they will get useful insights about various aspects of romanticism and Victorian poetry.

They will also have developed awareness about the major poets and poetic styles of this period. The students will also have completed the reading and understanding of selected representative poems in terms of literary appreciation applying the concepts and figures of speech like imagery, pictorial quality metaphor, simile and personification.

### Objectives:

- acquaintance with the English Poetry of the 18th -19th Century
- awareness of the rise and development of poetry tradition and styles.
- learning about the Romantic and Victorian periods.
- Familiarity with the major poets of the 18th and 19th century
- To analyze the intellectual, historical, political and social background relevant to the understanding of English poetry.
- To be able to discuss several critical approaches to poetry.

### References:

### Course Code and Number: ENGL 3130

<table>
<thead>
<tr>
<th>Name of the College</th>
<th>Prince Sattam Bin Abdulaziz University</th>
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<tr>
<td>Name of the College</td>
<td>College of Sciences &amp; Humanities, Al-Kharj</td>
</tr>
<tr>
<td>Name of the College</td>
<td>Department of English Language &amp; Literature</td>
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<tr>
<th>Course Title</th>
<th>Poetry in the 20th century</th>
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<tbody>
<tr>
<td>Number of Units</td>
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</tr>
<tr>
<td>Level</td>
<td>Elective</td>
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<tr>
<td>Pre-Requisite</td>
<td>None</td>
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</tbody>
</table>

**Objectives:**
- To acquaint students with the English poetry of the 20th century.
- To develop an awareness of the trends and developments in the 20th century poetry.
- To describe imagery and illusions used in poetry, particularly 20th century styles.
- To help students recognize and understand the modern trends of poetry by reading and studying representative poems of this period.
- To help students perceive and understand the domain of poetry and its functions.
- To develop an improved mental perceptibility for literary styles used in poetry.
- To summarize and explain problems and issues in the period under study.
- To learn to differentiate between poetry and other literary styles like prose etc.
- To learn to compare and interpret different poetic styles as used in different forms.

**References:**

**Contents & Description:**
This course aims at acquainting the students with the poetry of the 20th Century and the impact of modernization, world wars, science and technology, economic depression, dehumanization and like on poet’s imagination. This course shall be represented in the curriculum through a few specimen texts (war poems and similar literary texts) which shall be the most representative literary pieces of the 20th century.

By the end of the course, students shall have become familiar with the poetry trends in the 20th century. They will also have developed awareness about the major poets and their poetry styles. The student will also have completed the reading and understanding of selected representative poems in terms of literary appreciation applying the concepts and figures of speech like dramatic monologue, free verse, imagery metaphor, simile and personification.

**References:**
Course Code and Number: ENGL 3140

Course Title: Sociolinguistics

Number of Units: 3

Level: Electives

Pre-requisite: None

Contents & Description:
This course is an introduction to sociolinguistics, a branch of linguistics that studies relationship between language and society. This course surveys various approaches to this discipline that includes the sociology of language, the ethnography of speaking, discourse analysis and quantitative sociolinguistics. In this course, language structure and the social aspects of multilingualism are investigated. Topics will include dialectology, speech levels, politeness, gender, ethnicity and language policy issues.

This course examines the ways in which languages change over time and the techniques used to study these changes. The language change is the result of many different factors such as; religion, age, ethnicity, sex, etc. Thus, language used by men differs from that used by women and the language used by adults differs from that used by youngsters. It shows that the combination of these components bears influence on language acquisition and language use. The course will also examine sociolinguistic aspects of language change. This course also covers several recent theoretical approaches to the study of language and society: variational sociolinguistics, ethnography of communication, and international sociolinguistics. Also covered are development of pidgins and creoles, multilingualism, language choice, and other aspects of language and culture.

Objectives:
- To help students understand relationship between language and society
- To make students aware how language change is the result of many different factors such as; religion, age, ethnicity, sex, etc.
- To acquaint students with attitudes towards language change, language convergence, language genesis and language death.
- To familiarize students with cognitive explanation of language change
- To make students understand the combination of those components that bear influence on language acquisition and language use.

References:

References:
- موقع جامعتي:
  - جامعتي:
    - جامعة الأمير سطام بن عبد العزيز
      - كلية العلوم والدراسات الإنسانية بالخرج
      - قسم اللغة الإنجليزية وأدابها
    - الجامعة:
      - كلية العلوم والدراسات الإنسانية بالخرج
      - قسم اللغة الإنجليزية وآدابها
  - جامعتي:
    - جامعة الأمير سطام بن عبد العزيز
      - كلية العلوم والدراسات الإنسانية بالخرج
      - قسم اللغة الإنجليزية وأدابها
    - الجامعة:
      - كلية العلوم والدراسات الإنسانية بالخرج
      - قسم اللغة الإنجليزية وآدابها

لوحة رئيس القسم:
- 명령 وصف مقرر دراسي

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<tr>
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<td>بدون متطلبات</td>
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</tbody>
</table>

وصف ومحويات المقرر:
علم اللغة الاجتماعي يدرس العلاقة بين الفرد والمجتمع ويركز المقرر على دراسة التغيرات التي تحدث للغة مع مرور الزمن واستخدام الأساليب العلمية لعمل ذلك.

أهداف المقرر:
- يحدد العلاقة بين اللغة والمجتمع
- يحدد أسباب التغير الذي يطرأ على اللغة بسبب عوامل مثل الدين، العرق، والعرق ...
- يشرح أسباب عدد من الظواهر المرتبطة باللغة مثل تطور ونمو اللغة وكذلك تدهور وانقراض اللغة
- يشرح مفهوم التغير في اللغة
- يشرح عوامل تطور اللغات المستخدمة في اكتساب وتطوير اللغة.

المراجع:
### Course Code and Number: ENGL 3150

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<tr>
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<tr>
<td><strong>Course Title</strong></td>
<td>Psycholinguistics</td>
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<td><strong>Level</strong></td>
<td>Elective</td>
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<tr>
<td><strong>Pre-requisite</strong></td>
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</tbody>
</table>

**Course Description**

This is an introductory course of psycholinguistics, a branch of linguistics that teaches how humans learn, represent, comprehend, and produce language. It covers areas such as speech perception, visual and auditory recognition of words, lexical ambiguity, sentence comprehension, sentence production, language acquisition, neural representation of language, bilingualism, and language disorders.

This course explores a variety of issues related to language activities. It introduces students to language processing models, theories of how language is stored and learnt. It also evaluates the relationship between language, thought and culture. The course adopts a cross linguistic approach and will focus on research on bilingual and multilingual individuals.

This course also highlights how language behavior illuminates the understanding of the mind and the brain, and how properties of the mind and brain influence human language.

**Objectives**

- To develop understanding of the relationship between language and the processes of the brain and mind.
- To develop detailed knowledge of basic sub-fields of psycholinguistics, including: the biological bases of language (language & the brain), speech perception, the lexicon, sentence processing, discourse, speech production and language acquisition.
- To introduce and explore the major theories in the area of psycholinguistics.

**References:**

نموذج وصف مقرر دراسي

Course Symbol and Code: ENGL 4110

Course Title: History of English Language

Number of Units: 3

Level: Elective

Pre-requisite: None

وصف و محتويات المقرر:

يهدف هذا المقرر إلى تعليم المواضيع المتعلقة باللغة الإنجليزية على النحو التالي:

1. التعرف على عملية النطق على أساس أصول اللغة (الجهورية) حيث اهتزاز الحبال الصوتية أو عدمه ومخارج الحروف ومعاني الكلمات ومميزات الحروف والكتابة الصوتية وكذلك الفرق بين علم الصوتيات وعلم النظام الصوتي.
2. التعرف على بعض الظواهر الصوتية الكلاسيكية مثل الأصوات الهوائية والأزواج الثنائية والوزو العلوي.
3. التعرف على عملية إنشاء الكلمة مثل الإنشاء والتشابك والإنشاء والنداء.
4. التعرف على وسائط بناء العبارة والقواعد التوابع والقواعد التحويلية.
5. التعرف على خصائص المعنى ووظائف المعنى وعلاقات المعنى مثل المترادفات والمترادفات والمترادفات والمترادفات.

Contents and Description:

- Impart the knowledge of history of English Language to the students
- Develop ability of students to understand the different phases of English Language.
- To make the students produce the knowledge about the history English when required in clear conceptual English and up to great extent correct language.
- To develop the skills of students to apply the knowledge and understanding of concepts, principles, theories and procedures of reading and writing skills when asked to do so in order to carry out the given tasks.

By the end of the course students will have the knowledge and understanding of the history of English.

Objectives

Students will be able to:

- To produce the required material in exam
- Students will learn
- About the linguistics and non-linguistic features of English language during different phases of its evolution.

Students will be able to apply the knowledge and understanding of concepts, principles, theories and procedures when asked to do so in order to carry out the given tasks.

Students will be able to analyze texts and apply conceptual understanding of principles and theories.

References:

2. A History of the English Language (Fourth Edition) by A C Baugh & Thomas Cable

المؤلف والمشاريع:

1. منحة من أجل مساعدة اللغة العربية للغة الإنجليزية، عام 1353-1435هـ، والتي عقدت
2. منحة من أجل مساعدة اللغة العربية للغة الإنجليزية، عام 1345-1435هـ، والتي عقدت
3. رتبة القسم
Course Code and Number: ENGL 4120

Course Title: Stylistics and Pragmatics

Number of Units: 3 (3, 0, 0)

Level: Elective

Pre-requisite: None

Contents & Description:
Stylistics neighbors rhetoric while pragmatics encompasses speech act theory. Contributions from both pragmatics and stylistics are introduced to help students know the functional language variation. The course acquaints the students with the possibilities the natural language offers. In view of the topic's complexity and the possible points of connection with pragmatics, the course is an attempt to examine the different dimensions of style, and in particular the improvement of expression. Through stylistics students are introduced to the use of verbs and the art of collocation. Pragmatics in this course is dealt with as a subfield of both linguistics and semiotics, which study the ways in which context contributes to meaning. Studies such as politeness, metaphor and irony are introduced within the domain of cognitive semantics. This course explains how the transmission of meaning depends not only on structural and linguistic knowledge but also on the context of the utterance and the pre-existing knowledge between the interlocutors.

Course Objectives
- Introduce students to the theories of Bally (the pioneer of modern stylistics)
- Acquaint students with the notion of expressivity of ordinary language
- Practice in the analysis of literary texts
- Differentiate between style and the ordinary everyday patterns of speech
- Conversational implications
- How to overcome ambiguity and how meaning relies on the manner, place, and time of an utterance.
- Way in which contexts contributes to meaning

Proposed Textbook
Pragmatic Stylistics (2005) by Elizabeth Black
Edinburgh Textbooks in Applied Linguistics
نموذج وصف مقرر دراسي

اسم المقرر: اكتساب اللغة
الرمز والرقم: 4130

الوحدة الدراسية: 3
المستوى: الاختيارية

منطلب سابق: بدون

وصف و متطلبات المقرر:

يتضمن هذا المقرر محاضرات عن أسس تحصيل اللغة عبر مجموعة من الموضوعات تعتمد على الجوانب المختلفة لنظرية اللغة. ويقدم المقرر بعض النماذج لتحصيل اللغة الثانية والعوامل المؤثرة على اكتساب مهارتها مثل وجود اللغة الأصلية وسن الدارس والدافعية واستراتيجيات التعلم.
ويركز المقرر أيضاً على أوجه الاختلاف والتشابه في تحصيل اللغة الثانية واللغة الأصلية.

أهداف المقرر:
. دراسة الجوانب النظرية والعملية في تحصيل اللغة وتطور اكتساب مهارتها.
. دراسة الجوانب النظرية والعملية في تحصيل اللغة وتطور اكتساب مهارتها.
. عرضاً للأطر الثقافية والاجتماعية واللغوية والنفسية في تحصيل اللغة.
. متابعة تطور آليات تحصيل اللغة 第二语言.
. التأكيد على الجوانب النظرية والتجريبية في تحصيل اللغة والتفقييم النافع لتطورات اكتساب مهارتها.

Contents & Description:

This course consists of lectures on the fundamentals of language acquisition over a variety of topics, especially in relation to linguistic theory. The topics covered shall include phonology, morphology, syntax, semantics, pragmatics, child-directed speech, the role of cognitive development, and theories of language acquisition. This course will also examine a range of theoretical models of second language acquisition and evaluate their validity in explaining patterns of second language acquisition. Students will also explore influences on the process of second language acquisition such as the effects of the first language, the age of acquisition, motivation, aptitude, input factors and individual learner strategies. Different theories of second language acquisition will also be discussed; special attention will be paid to differences between first and second language acquisition and their similarities and differences as well as implications for research for foreign language teaching. This course will also introduce students to the basic methodologies employed in the study of language contact, using an interdisciplinary approach. Last, but not the least, the course will focus on various issues of language contact including code-mixing and lexical borrowing, language shift and substrate influence, particularly the most striking cases of "contact languages" - pidgins and creoles - and the challenges and opportunities they present to linguistics.

Objectives

- To examine theoretical and empirical aspects of first language acquisition and its development in speech and writing, including phonology, syntax, vocabulary, and pragmatics
- To view the language acquisition process across languages and (sub)cultures from linguistic, psychological, and social perspectives.
- To give an introduction to current research on first and second language acquisition by reviewing key issues, concepts, findings and theories
- To provide the opportunity to critically evaluate models and theories of language acquisition by applying them to the analysis of data
- To emphasize learning of semantics, syntax and morphology, together with some discussion of phonology, and especially research relating grammatical theory and learnability theory to empirical studies
- To emphasize learning of structure (sound system, word formation, syntax), expression of meaning, acquisition, variation, and change; cultural and artistic uses of languages; comparison of oral, written, and signed languages.

References:

Contents & Description:
This course includes a survey of pedagogical theory and practice in foreign and second language instruction, with a primary emphasis on teaching methodology. Methodologies surveyed shall include grammar-based instruction, the audio-lingual method, Total Physical Response, communicative, constructivist, Lexical Approach and interactionist approaches, Grammar Translation Method, The Direct Method, Oral Approach Method or Situational Learning Method, Silent Way Method and Audio Lingual Method.

The course will also provide students an opportunity to distinguish between teacher centered and the learner centered methods. There are various methods which are ideally suitable to a foreign language environment. The students will get an apt analysis and understanding of these methods. After the completion of this course, the students will be able to understand the basic differences between teaching methods and shall also be able to focus on particular teaching methods at the time of their requirements. The students will also develop a competence in applying a teaching method in a particular situation.

Objectives
- To provide students a gist analysis of various teaching methods in the field of EST/EFL
- To motivate and excite students to understand the importance and necessity of teaching methods and its role in understanding concepts
- To help students distinguish between teacher centered and the learner centered methods
- To introduce students understand the basic differences between all teaching methods and learn to focus on particular teaching methods at the time of their requirements.
- To help student develop a competence in applying a teaching method in a particular situation.

References:
نموذج وصف مقرر دراسي

الرمز والرقم: 4150

نقطة وصف مقرر دراسي

اسم المقرر: موضوعات خاصة في اللغة

الوحدات الدراسية: 3 (3, 0, 0)

المستوى: الاختيارية

منطلق سابق: بدون

وصف و محتويات المقرر:

يعني علم اللغة بشكل عام الدراسة العلمية للغة و نظرية الكلمات بشكل خاص تعني شرح للخصائص المشتركة بين كل لغات البشر. إنها دراسة معقدة في الفكر الإنساني وسلوك الناس وكون نظرية علم اللغة هي إطار تراكسي يركز على مواضيع مثل علم الأصوات الكلامية وعلم دلالة الألفاظ وتطوير الألفاظ، وتطوير التدريبي في النطق الباطني. ومن المقالات الأخرى في مجالات اللغة في صلب هذه النظرية: استعمال الكلمات في الجملة، (بناء الجملة) علم الأصوات الكلامية علم الصرف وعلم هيئة الألفاظ من خلال نظرية الكلمات التي يشكلها الناس اللغة يمكن للطلاب أن يفهموا كيفالية اللفظ عن بعضها البعض ويدعوها الحيز الذي تشعه لغتهم الأم في الصورة الشمولية للعلوم النظرية لعلم السينات.

تشير هذه النظرية أيضا إلى نظرية تسلسلها Chomsky و Saussure. وتعزز أهمية الطلاب بشكل واضح في الأمور التالية:

- نظرية علم الصرف
- نظرية بناء الجملة (وصف الكلمات في الجملة)
- تركيب وتركيب أصوات الكلام
- مفهوم الصفر ووحدات الكلام التي تتميز لغة مختصرة كمرك إلى أساس في نظرية علم اللغة
- المصطلحات الأساسية المستخدمة في هذه النظرية مثل معياد اللغة تسمية أو النماذج المعنى المرادف (المترادفات)
- مفهوم الاشتقاق اللغوي (التوقف) ونظرية النموذج مع الإسلوب الوظيفي التطبيقية للقواعد.

الكتب والدراسات:


Contents & Description:

This course is a display of the internal relationships between thought and language. It is an endeavor to identify what distinguishes inner speech from thought and word. Its critical issue is whether we think in language or whether our natural language shapes our concepts. This analysis provides the students with a better understanding of the nature of language vis-a-vis thought. Besides, it offers critical analyses of the two most influential theories about the development of language and thinking - Piaget's and Stern's. Students are introduced to Language and thought as two independent forces moving and interacting in parallel with one another or intersecting at specific points. The core issue is that any formation of a concept is unquestionably a specific and true act of thought. Wurzburg school is introduced as an example on how speech is an external expression of thought.

The ultimate question that the students are expected to answer from the course discussions is: can we succeed in explaining the characteristics of the whole by analyzing the characteristics of its elements? Class room discussions are geared towards whether the relationship can be proved or abandoned as false.

Course objectives:

By means of lectures and class discussions, students will get answers to the following psychological, communicational, and cognition related issues. Through a better understanding of the nature between language and thought, students can enhance their perception of foreign language acquisition, translation acts, communication, and more importantly the nature of linguistic interference from the mother tongue.

- Do we think in language?
- Does word meaning lie in speech or in thinking?
- How concepts arise in the mind in the first place
- An analysis of the nature and place of thought in the theory of semantics
- Is conceptual thought (or content) independent of language?
- Principles of word-configuration
- Meanings of words as a factor that determines the concepts we think in

References:

Language and Thought: Interdisciplinary themes (August 13, 1998). By Peter Carruther and Jill Boucher

الكتب والمراجع: