



# مشروع تطوير وتحديث مناهج اللغة الإنكليزية في الجامعات العراقية





# مشروع تطوير وتحديث مناهج اللغة

## الإنكليزية في الجامعات العراقية

2021م

إشراف وزارة التعليم العالي والبحث العلمي

إعداد

اللجنة العليا لتطوير أقسام اللغة الإنكليزية في الجامعات العراقية

متابعة وتنفيذ

دائرة البحث والتطوير / قسم الشؤون العلمية / شعبة تطوير المناهج الدراسية

## First Stage

Semester No	1
Stage	First
Course title	General English
Credit hours	3
Teaching hours	3
<p><b>Course objectives:</b> By the end of this course, students should be able to:</p> <p>1-Use the language with accuracy and fluently.                  2-Integrate themes, structures, function, vocabulary and pronunciations.                  3-Make use of language in real life.                  4-Familiarize themselves with conversational language, grammar in communication, listening activities, high- interest reading passages-----etc.</p>	
<p><b>Course description:</b> This course is designed to give the students the opportunity to practice different language skills like reading, listening, speaking and writing.</p>	
<p><b>Course content:</b> Unit 1- unit 8</p>	
<p><b>Text books</b>                  Richards, Jack c. (1999) New interchange U.K.                  New interchange book 1</p>	
Semester No	1
Stage	First
Course title	Conversation
Credit hours	3
Teaching hours	3
<p><b>Course objectives:</b> By the end of this course, students should be able to:                  Have the ability to communicate in different topics and situations they may face in real life situations.</p>	
<p><b>Course description:</b> The course gives the students the chance to enhance their ability in conversations by offering them different topics and situations. Also the teacher should use authentic materials, and encourage the students to write own conversation about new topic suggested by the students or the teachers inside the class.</p>	
<p><b>Course content:</b></p> <p>1-Unit (1) 1-Giving yourself time.                  2- = (2) -Encounters, greetings, and goodbyes, introductions.                  3- = (3) -Information gathering.                  4- = (4) -Giving information and instructions.                  5- = (5) -Getting and giving opinions.                  6- = (6) -Agreeing and disagreeing.                  7- = (7) - inviting, suggestions, accepting, and refusing.                  8- = (8) - Approving and disapproving.                  9- = (9)- Apologizing.                  10- =(10)- getting what you want ,making requests, giving and refusing permissions.</p>	
<p><b>Text books:</b> Penguin Speaking Skills by Green and Hilton</p>	

Semester No	1
Stage	First
Course title	An Introduction to Literature: Poetry
Credit hours	3
Teaching hours	3
<p><b>Course objectives:</b> The course aims at:</p> <ol style="list-style-type: none"> <li>1-Giving a background to the study of English poetry</li> <li>2-Enabling the students to know what a poem is? The structure, the devices, kind...etc.</li> <li>3-Providing the students with practice in the above mentioned objectives.</li> </ol>	
<p><b>Course description:</b> It focuses on the substantial principles of the English poem.</p>	
<p><b>Course content:</b></p> <ol style="list-style-type: none"> <li>1- The meaning and the value of literature.</li> <li>2-Potery: A background to the study of English Poetry.             <ol style="list-style-type: none"> <li>2-1. What Poetry is?</li> <li>2-2. Poetry versus Prose.</li> <li>2-3. poetic devices.                 <ol style="list-style-type: none"> <li>2.3.1 language devices</li> <li>2.3.2 sound devices</li> <li>2.3.3 structural devices</li> </ol> </li> </ol> </li> <li>3-Kind of Poetry.             <ol style="list-style-type: none"> <li>3-1 Subjective.</li> <li>3-2 Objective.</li> </ol> </li> <li>4- Coleridge's Poem "The Rim of the Ancient Mariner".</li> <li>5- Wordsworth's Poem "Lucy"</li> <li>6- Tennyson's Poem "Break, Break, Break"</li> </ol>	
<p><b>Text books</b></p> <ol style="list-style-type: none"> <li>1-Mastering Poetry by Sara Thorine.</li> <li>2-The study of Poetry by Alterbend ,L., and Luis ,L.L.</li> </ol>	
Semester No	1
Stage	First
Course title	Grammar
Credit hours	2
Teaching hours	2
<p><b>Course objectives:</b> By the end of this course, students are expected to able to:</p> <ol style="list-style-type: none"> <li>1-Identify parts of speech such as; nouns, adjectives, adverbs, verbs.</li> <li>2-Write some sentences with different types of preposition.</li> <li>3-use the determiners in suitable sentences.</li> <li>4-have an idea about the functional words such as: conjunction and interjection.</li> </ol>	
<p><b>Course description:</b> This course intended to give the students an idea about nouns: type of nouns, adverbs: types of adverbs, verbs; auxiliary and main verbs, adjective; type of adjectives. It</p>	



also provided the students with using of functional words like: prepositions and determiners, conjunctions

**Course content:**

1. Parts of speech (Grammatical words).

A- 1. Nouns, Kinds of nouns, Gender, Number.

2. Adjectives, kinds of adjectives, position of adjectives, comparison of adjectives, the formation of adjectives from nouns.

3. Adverbs, kind of adverbs, position of adverbs, the formation of adverbs.

4. Verbs, kinds of verbs according to function: auxiliary verbs, main verbs and model auxiliaries.

B- Functional words:

1- Prepositions.

2- Determiners.

3. Conjunctions.

4. Pronouns.

5. Interjection

Exercises on each item mentioned above.

**Text books**

1-Practical English grammar by Thomson and Martinet.

2-Oxford English Grammar by John Eastwood.

Semester No	2
Stage	First
Course title	General English
Credit hours	3
Teaching hours	3

**Course objectives:**

By the end of this course, students should be able to:

1-Use the language with accuracy and fluently.

2-Integrate themes, structures, function, vocabulary and pronunciations.

3-Make use of language in real life.

4-Familiarize themselves with conversational language, grammar in communication, listening activities, high- interest reading passages-----etc.

**Course description:**

This course is designed to give the students the opportunity to practice different language skills like reading ,listening, speaking and writing.

Course content:

Units 8 – 16

**Text books**

Richards, Jack c. (1999) New interchange U.K.

New interchange book 1

Semester No	1
Stage	First

Course title	An Introduction to Literature: Poetry
Credit hours	3
Teaching hours	3
<b>Course objectives:</b> The course aims at: 1-Giving a background to the study of English poetry. 2-Enabling the students to know what a poem is? The structure, the devices, kind...etc. 3-Providing the students with practice in the above mentioned objectives	
<b>Course description:</b> It focusses on the substantial principles of the English poem.	
<b>Course content:</b> 1- The meaning and the value of literature. 2-Potery: A background to the study of English Poetry. 2-1. What Poetry is? 2-2. Poetry versus Prose. 2-3. poetic devices. 2.3.1 language devices 2.3.2 sound devices 2.3.3 structural devices 3-Kind of Poetry. 3-1 Subjective. 3-2 Objective. 4-Coleride's Poem "The Rim of the Ancient Mariner". 5-Wordsworth's Poem "Lucy" 6-Tennyso's Poem "Break, Break, Break"	
<b>Text books</b> 1-Mastering Poetry by Sara Thorine. 2-The study of Poetry by Alterbend ,L., and Leuis ,L.L.	
Semester No	1
Stage	First
Course title	Grammar
Credit hours	2
Teaching hours	2
<b>Course objectives:</b> By the end of this course, students are expected to able to: 1-Identify parts of speech such as; nouns, adjectives, adverbs, verbs. 2-Write some sentences with different types of preposition. 3-use the determiners in suitable sentences. 4-have an idea about the functional words such as: conjunction and interjection.	
<b>Course description:</b> This course intended to give the students an idea about nouns: type of nouns, adverbs: types of adverbs, verbs; auxiliary and main verbs, adjective; type of adjectives. It also provided the students with using of functional words like: prepositions and determiners, conjunctions.	

**Course content:**

1- Parts of speech (Grammatical words).

A- 1. Nouns, Kinds of nouns, Gender, Number.

2-Adjectives, kinds of adjectives, position of adjectives, comparison of adjectives, the formation of adjectives from nouns.

3-Adverbs, kind of adverbs, position of adverbs, the formation of adverbs.

4-Verbs, kinds of verbs according to function: auxiliary verbs, main verbs and model auxiliaries.

B-Functional words:

1-Prepositions.

2-Determiners.

3-Conjunctions.

4-Pronouns.

5.Interjection

Exercises on each item mentioned above.

**Text books**

1-Practical English grammar by Thomson and Martinet.

2-Oxford English Grammar by John Eastwood.

Semester No	2
Stage	First
Course title	General English
Credit hours	3
Teaching hours	3

**Course objectives:**

By the end of this course, students should be able to:

1-Use the language with accuracy and fluently.

2-Integrate themes, structures, function, vocabulary and pronunciations.

3-Make use of language in real life.

4-Familiarize themselves with conversational language, grammar in communication, listening activities, high- interest reading passages... etc.

**Course description:**

This course is designed to give the students the opportunity to practice different language skills like reading, listening, speaking and writing.

Course content:

Units 8 – 16

**Text books**

Richards, Jack c. (1999) New interchange U.K.

New interchange book 1

Semester No	1
Stage	First
Course title	An Introduction to Literature: Poetry
Credit hours	3
Teaching hours	3

**Course objectives:**

The course aims at:

- 1-Giving a background to the study of English poetry
- 2-Enabling the students to know what a poem is? The structure, the devices, kind...etc.
- 3-Providing the students with practice in the above mentioned objectives

**Course description:**

It focusses on the substantial principles of the English poem.

**Course content:**

- 1.The meaning and the value of literature.
- 2.Potery: A background to the study of English Poetry.
  - 2.1. What Poetry is?
  - 2.2. Poetry versus Prose.
  - 2.3. poetic devices.
    - 2.3.1 language devices
    - 2.3.2 sound devices
    - 2.3.3 structural devices
- 3.Kind of Poetry.
  - 3.1 Subjective.
  - 3.2 Objective.
- 4.Coleride's Poem "The Rim of the Ancient Mariner".
- 5.Wordsworth's Poem "Lucy"
- 6.Tennyso's Poem "Break, Break, Break"

**Text books**

- 1-Mastering Poetry by Sara Thorine.
- 2-The study of Poetry by Alterbend ,L., and Luis ,L.L.

Semester No	1
Stage	First
Course title	Grammar
Credit hours	2
Teaching hours	2

**Course objectives:**

By the end of this course, students are expected to able to:

- 1-Identify parts of speech such as; nouns, adjectives, adverbs, verbs.
- 2-Write some sentences with different types of preposition.
- 3-use the determiners in suitable sentences.
- 4-have an idea about the functional words such as: conjunction and interjection.

**Course description:**

This course intended to give the students an idea about nouns: type of nouns, adverbs: types of adverbs, verbs; auxiliary and main verbs, adjective; type of adjectives. It also provided the students with using of functional words like: prepositions and determiners, conjunctions.

**Course content:**

- 1- Parts of speech (Grammatical words).
  - A- 1. Nouns, Kinds of nouns, Gender, Number.



2-Adjectives, kinds of adjectives, position of adjectives, comparison of adjectives, the formation of adjectives from nouns.  
 3-Adverbs, kind of adverbs, position of adverbs, the formation of adverbs.  
 4-Verbs, kinds of verbs according to function: auxiliary verbs, main verbs and model auxiliaries.

B-Functional words:

- 1-Prepositions.
- 2-Determiners.
- 3-Conjunctions.
- 4-Pronouns.
- 5.Interjection

Exercises on each item mentioned above.

**Text books**

- 1-Practical English grammar by Thomson and Martinet.
- 2-Oxford English Grammar by John Eastwood.

Semester No	2
Stage	First
Course title	General English
Credit hours	3
Teaching hours	3

**Course objectives:**

By the end of this course, students should be able to:

- 1-Use the language with accuracy and fluently.
- 2-Integrate themes, structures, function, vocabulary and pronunciations.
- 3-Make use of language in real life.
- 4-Familiarize themselves with conversational language, grammar in communication, listening activities, high- interest reading passages ... etc.

**Course description:**

This course is designed to give the students the opportunity to practice different language skills like reading ,listening, speaking and writing.

Course content:

Units 8 – 16

**Text books**

Richards, Jack c. (1999) New interchange U.K.  
 New interchange book 1

Semester No	2
Stage	first
Course title	Conversation
Credit hours	3
Teaching hours	3

**Course objectives:**

By the end of this course, students should be able to:

Have the ability to communicate in different topics and situations they may face in real life situations.

**Course description:**

The course gives the students the chance to enhance their ability in conversations by offering them different topics and situations. Also the teacher should use authentic materials, and encourage the students to write their own conversations about new topic suggested by the students or the teachers inside the class.

**Course content:**

- 1-Asking the way
- 2- On a bus
- 3- Taking a taxi
- 4-Booking air line tickets
- 5- Hiring a car
- 6-At garage
- 7-At lunch
- 8-Tea- time
- 9-With a friend in a coffee bar
- 10-In a restaurant.

**Text books**

Situational Dialogues by Michael Ockenden

Semester No	2
Stage	First
Course title	An introduction to literature: Poetry
Credit hours	3
Teaching hours	3

**Course objectives:**

By the end of this course, students should be able to:  
Have a background on the process of development that English poetry has undergone from the beginning of the English poetry to the poetry of 20<sup>th</sup> century.

**Course description:**

It highlights the prominent stages of English poetry with reference to the most outstanding English poets and their poetic works.

**Course contents:**

Poetry: A background to the study of English Poetry.

- 1- The beginning of the English poetry.
- 2-Potery of the 14<sup>th</sup> century.
- 3-Potery of the 15<sup>th</sup> century.
- 4- Poetry of the 16<sup>th</sup> century.
  - 4-1. The Elizabeth Sonnets.
  - 4-2. The Puritans.
  - 4-3. The metaphysical.
  - 4-4. Restoration Poetry.
- 5-Potery of the 18<sup>th</sup> century.
  - 5.1. The Augustan Poetry.
- 6- Poetry of the 19<sup>th</sup> century.
  - 6-1. The romantics.
  - 6-2. The Victorians.
- 7-Potery of the 20<sup>th</sup> century.

<b>Text books</b> Mastery Poetry by Sara Thorne: The study of Poetry Altebernd , L. and Leuis, L.L.	
Semester No	2
Stage	First
Course title	Grammar
Credit hours	2
Teaching hours	2
<b>Course objectives:</b> By the end of this course, students should be able to: 1-Define phrase 2-Identify types of phrases 3-Have a good mastery of patterns of sentences 4-Find out the ambiguity in some sentences.	
<b>Course description:</b> This course presents the students with types of phrases and the comparison between phrase and clause. It also provides the students with patterns of sentences which enable the students to construct good sentences.	
<b>Course contents:</b> 1-Phrasal constructions 1.1. Nominal phrases 1.2. Verbal phrases 1.3. Adverbial phrases 2-Sentence patterns 3-Types of Questions and negation in English grammar. Exercises on each items mentioned above	
<b>Text books</b> Practical English Grammar by Thomosn and martinet Oxford English Grammar by John easdtwood	
Semester No	2
Stage	first
Course title	An Introduction to Phonetics an Phonology
Credit hours	2
Teaching hours	2

**Course objectives:**

By the end of this course, the students should be able to:

- 1- Have introductions about the basic concepts of phonetics and phonology.
- 2-Distinguish between phonetics and phonology , manner and place of articulation, voice and voiceless...etc.

**Course description:**

This course intends to provide the students with information related to the background of phonetics and phonology. It familiarizes them with introductions about the sound of language, phonetics and phonology and other basic information about the course.

**Course contents:**

- 1-The sound of the language
- 2-Phonetics and Phonology.
- 3-Voiced and voiceless sounds
- 4-Places of articulation.
- 5-Manner of articulation.
- 6-Phoneme.
- 7-Phone and allophone.
- 8-The distinctive features.
- 9-Minimal pairs and sets.

**Text books**

An introductory course in General linguistics. Yasmen Hikmat.

Better English Pronunciation, O'coner

## Second Stage

Semester No	3
Stage	Second
Course title	Composition
Credit hours	2
Teaching hours	2
<p><b>Course objectives:</b></p> <ol style="list-style-type: none"> <li>1.Enable students how to use process writing and different kinds of sentences.</li> <li>2.Recognize the pre-writing: getting ready to write.</li> <li>3.Enable students how to know the qualities of good sentences such as unity and coherence.</li> <li>4.Enable students how to answer the exercises.</li> </ol>	
<p><b>Course description:</b></p> <p>This course intends to introduce students to the various applications of kinds of sentences such as grammatical sentences and semantic sentence. It also enables students to find the idea for their writing and put them in sentences and logically organize their sentence into paragraphs. And finally review and revise their paragraphs to make them even stronger.</p>	
<p><b>Course content:</b></p> <p>The sentence, kinds of sentences such as grammatical sentences and semantic sentence. Identifying topics and main ideas; Combining sentences using transitional expressions; Using word maps and brain storming and using adjective sentences.</p>	
<p><b>Text books:</b></p> <ol style="list-style-type: none"> <li>1. Fakhir. A. Razzak, <b>College composition.</b> Baghdad. (1986).</li> <li>2. Dorothy E. Zemach and Lisa a Rumisek, <b>Paragraph Writing.</b> Macmillan publishers, Thailand printed. limited (2009).</li> <li>3. Newman. Christy M. <b>Strategies for Test –Taking Success: Writing. (2006).</b> Thomas ELT. United States of America.</li> </ol> <p>Margaret Keenan and Segal. Chery. <b>A Writing process.</b> Macmillan publishers (1997)</p>	
Semester No	3
Stage	Second
Course title	Conversation
Credit hours	2
Teaching hours	2
<p><b>Course objectives:</b></p> <p>By the end of the course, the students are expected to:</p> <ol style="list-style-type: none"> <li>1.Improve the skill of listening.</li> <li>2.Improve the skill of speaking.</li> <li>3.Memorise as many as possible expressions and phrases contained in the dialogues.</li> <li>4.Adapts dialogues contained in the textbook to meet their needs.</li> </ol>	
<p><b>Course description:</b></p> <p>This course is designed to give the students the opportunity to practice different language skills like reading, listening, speaking and writing. The course also gives the students enough practice in developing their communication skills.</p>	



<b>Course content:</b> Units No. 1 – 8	
<b>Text books:</b> Richards, Jack c. (1999) New interchange U.K. New interchange book 2	
Semester No	3
Stage	Second
Course title	Grammar
Credit hours	3
Teaching hours	3
<b>Course objectives:</b> 1.By the end of the course, the students are expected to: 2.Recognize the forms of English tenses. 3.Know how to use the English tenses. 4.Know how to shift from one tense to another.	
<b>Course description:</b> A graded course intended for intermediate and advanced students; presenting the forms of English tenses as well as their uses; supported with inclusive and intensive practice.	
<b>Course content:</b> 1.Present Tenses: Simple present, form of the verb, and uses of the simple present Present continuous: form of the verb, and uses of the present continuous. Present perfect: form of the verb and uses of the present perfect Present perfect continuous: form of the verb and uses 2.Past Tenses: Simple past: form of the verb and uses, Regular and regular verbs Past continuous: form of the verb, and uses of the past continuous Past perfect: form of the verb, and uses of the past perfect tenses Past perfect continuous: form of the verb, and uses 3.The future: Future forms, and uses of the future simple The future continuous: form and uses 4.Sequence of Tenses	
<b>Text books:</b> Oxford practice grammar by John Eastwood	
Semester No	3
Stage	Second
Course title	Phonetics
Credit hours	3
Teaching hours	3
<b>Course objectives:</b> This course will focus on articulatory phonetics. By the end of the semester, students should learn: 1.The ability to describe the anatomy of the vocal tract and how a sound is produced.	

2.The symbols of sounds and in the chart of the International Phonetic Alphabet (IPA).

3.The transcription of words (Broad and Narrow Transcription).

**Course description:**

This course focuses on teaching the students how to pronounce English words and how they transcribe the words in the IPA symbols.

**Course content:**

Introduction (Phonetics and Phonology).

The production of Speech Sounds

Lab Activity relates to Ch.2

Long Vowels, Diphthongs, and Triphthongs

To be continued reading Ch.3

Review

**Exam 1**

Exam Revision

Voicing and Consonants

To be continued reading Ch.4

The Phoneme

Fricatives and Affricates.

To be continued reading Ch. 6

Review

**Exam 2**

Exam Revision

Nasals and other Consonants

To be continued reading Ch. 7

Review

**Final Exam**

**Text books:** English Phonetics and Phonology by Peter Roach

Semester No	3
Stage	Second
Course title	Prose: Short Story
Credit hours	2
Teaching hours	2

**Course objectives:**

1.It gives a general idea about short story.

2.It enables students to study and analyze short stories as application for the theoretical part in the course.

3.It gives a general idea about essay.

**Course description:**

It enables students to have a background on short story and essay through dealing with texts and analyzing them.

**Course content:**

1.A background to the study of English short story.

1.1 Brief historical survey of English short story.

<p>1.2 Forms of the short story.                      1.3 The elements of short story                      1.4. Saki's The Open Window. Analysis and comments.                      2.A background to the study of English Essay.                      2.1 Brief historical summary of essay.                      2.2 Hazlitt's On Going a Journey. Analysis and comments.</p>	
<p><b>Text books:</b>                      1.The short Oxford History of English Literature-second Edition by Andreson Sanders.                      2.Mastering English Literature by Richard Gill.                      3.Saki's Short Story" The Open Window".                      4.Hazlitt's essay "On Going Journey".</p>	
Semester No	3
Stage	Second
Course title	Reading Comprehension
Credit hours	3
Teaching hours	3
<p><b>Course objectives:</b>                      1.To provide practice in the writing of complex sentences.                      2.to provide practice in the comprehension of new passages.                      3.Provide students with skills of how to get the meaning of words and phrases.                      4.to enable the students to think and read critically.</p>	
<p><b>Course description:</b> This course intends:                      To introduce the students gradually to the world of idea and to make the students familiar with a wide range of different style of writing. To provide practice in the writing of complex sentences. To continue the students' training in the four skills: listening, speaking, reading and writing.</p>	
<p><b>Course content:</b>                      1.A Famous Monastery                      Comprehension and précis/vocabulary                      Key structure/special difficulties                      2.A Trip to Mars                      Comprehension and précis/vocabulary                      Key structure/special difficulties                      3.The Loss of Titanic                      Comprehension and précis/vocabulary                      Key structure/special difficulties                      4.Not Guilty                      Comprehension and précis/vocabulary                      Key structure/special difficulties                      5.Life on a Desert Island                      Comprehension and précis/vocabulary                      Key structure/special difficulties                      6.It's only me.                      Comprehension and précis/vocabulary</p>	

Key structure/special difficulties	
<b>Text books</b> Developing Skills by L.G. Alexander	
Semester No	4
Stage	Second
Course title	Composition
Credit hours	2
Teaching hours	2
<p><b>Course objectives:</b> This course aims to:</p> <ol style="list-style-type: none"> <li>1.Enable students how to identify the topic sentence and the main idea.</li> <li>2.Enable students how to identify the supporting and concluding sentences.</li> <li>3.Enable students how to write a good paragraph with its features like unity and coherence.</li> <li>4.Develop students' paragraph writing skills and encourage them to become independent and creative writers.</li> </ol>	
<p><b>Course description:</b> This course intends to introduce students to be given various topics to write paragraphs about (<i>A FAVORITE PLACE, STRANGE STORY, FATE OR CHOICE, COLLEGE LIFE</i>), so that they can practice and improve their writing skills. It enables students to find the idea for their writing and put them in sentences and logically organize their sentence into paragraphs.</p>	
<p><b>Course content:</b></p> <ol style="list-style-type: none"> <li>1.Paragraph.</li> <li>2.Basic rules of writing a paragraph.</li> <li>3.1 Unity</li> <li>3.2 Coherence.</li> <li>4.Writing paragraph: The students are given various topics to write paragraph about, so that they can practice and improve their writing skills.</li> </ol>	
<p><b>Text books:</b></p> <ol style="list-style-type: none"> <li>1. Fakhir. A. Razzak, <b>College composition</b>. (1986).</li> <li>2. Dorothy E. Zemach and Lisa a Rumisek, <b>Paragraph Writing</b>. (2009) \.</li> <li>3. Newman. Christy M. <b>Strategies for Test –Taking Success: Writing</b>. (2006).</li> </ol> <p>Margaret Keenan and Segal. Chery. <b>A Writing process</b>. (1997) .</p>	
Semester No	4
Stage	Second
Course title	Conversation
Credit hours	2
Teaching hours	2
<p><b>Course objectives:</b> By the end of the course, the students are expected to:</p> <ol style="list-style-type: none"> <li>1.Improve the skill of listening.</li> <li>2.Improve the skill of speaking.</li> <li>3.Memorise as many as possible expressions and phrases contained in the dialogues.</li> <li>4.Adapts dialogues contained in the textbook to meet their needs.</li> </ol>	

**Course description:**

This course is designed to give the students the opportunity to practice different language skills like reading, listening, speaking and writing. The course also gives the students enough practice in developing their communication skills.

**Course content:**

Units No. 9-16

**Text books:**

Richards, Jack c. (1999) New interchange U.K.  
New interchange book 2

Semester No	4
Stage	Second
Course title	Grammar
Credit hours	3
Teaching hours	3

**Course objectives:**

By the end of the course, the students are expected to:

1. Know what is meant by passive and active voice; recognize the forms of the passive tenses.
2. Know the types of conditional sentences and recognize their forms.
3. Know what is meant by direct and indirect speech.
4. Know and recognize the internal structure of words: Morphology.

**Course description:**

A graded course intended for intermediate and advanced students; presenting the passive and active voice, conditional sentences, direct and indirect speech and word-formation; supported with intensive practice.

**Course content:**

1. the passive voice
  - 1.1 forms of the passive voice
  - 1.2 The difference between active and passive sentence.
  - 1.3 Forming questions in the passive and making passive sentence negative.
  - 1.4 Uses of the passive voice
2. Conditional Sentences
  - 2.1 Types of conditional sentences, present unreal, past unreal.
  - 2.2 Omitting the word (if), replacing (if) by other words.
3. Reported Speech
  - 3.1 Tense change between direct and indirect speech.
  - 3.2 Change in time expressions, demonstrative pronoun, and models
4. Word Formation
  - 4.1 Affixation
  - 4.2 Conversation
  - 4.3 Compounding

**Text books:** Oxford Practice Grammar by John Eastwood



Semester No	4
Stage	Second
Course title	Phonetics
Credit hours	3
Teaching hours	3
<p><b>Course objectives:</b> This course will focus on articulatory phonetics. By the end of the semester, the students should learn:</p> <ol style="list-style-type: none"> <li>1.The structure of English syllable</li> <li>2.Weak and Strong syllables.</li> <li>3.Stress in simple and complex words.</li> <li>4.Distinctive Features.</li> </ol>	
<p><b>Course description:</b> This course focuses on teaching the students how to recognize the places of stressed and unstressed syllables. Besides that, teaching the students the rules that make English speakers to have assimilation, elision and so on. Finally, teaching the students how we can recognize the weak and strong syllables of English words.</p>	
<p><b>Course content:</b> Ch.7 Nasals and Other consonants Ch. 8 The Syllable Ch.9 Strong and Weak Syllables Ch. 10 Stress In Simple Words. Ch. 11 Complex Word Stress Review <b>Exam 1</b> Ch. 12 Weak forms Ch. 13 Problems in Phonemic Analysis Ch.14 Aspects of Connected Speech <b>Exam 2</b> Ch.15 Intonation 1 Ch.16 Intonation 2 Ch.17 Intonation 3 Functions of Intonation 1 &amp; 2 <b>Final Exam</b></p>	
<p><b>Text books:</b> English Phonetics and Phonology by Peter Roach</p>	
Semester No	4
Stage	Second
Course title	Prose: Novel
Credit hours	2
Teaching hours	2
<p><b>Course objectives:</b></p> <ol style="list-style-type: none"> <li>1.The students will be familiarized with the English novel.</li> <li>2.The course discusses the main themes in the novel along with his students.</li> <li>3.Expanding the students' vocabulary.</li> <li>4.Develop the students' faculty in criticism.</li> </ol>	

5.The course urges the students to write their views and opinions about the novel.

**Course description:**

It enables students to acquire information about the English novel through studying and analyzing Hemingway's The Old Man and the Sea.

**Course content:**

A background to the study of English novel.

1.Brief historical summary of English novel.

2.Kinds of novel

3.Hemingwat's life and works/

4.Hemingways' The Old Man and the Sea

4.1 Analysis of Hemingway's The Old Man and the Sea. Major themes, use of symbols and style.

**Text books:**

1.The short oxford History of English Literature by Andrew Sanders.

2.Mastering English Literature by Richard Gill.

3. The old Man and the Sea by Hemingway, Ernest.

Semester No	4
Stage	Second
Course title	Reading Comprehension
Credit hours	3
Teaching hours	3

**Course objectives:**

1.To provide practice in the writing of complex sentences.

2.to provide practice in the comprehension of new passages.

3. Provide students with skills of how to get the meaning of words and phrases.

4. To enable the students to think and read critically.

**Course description:** This course intends:

To introduce the students gradually to the world of idea and to make them familiar with a wide range of different styles of writing. To provide practice in the writing of complex sentences. To continue the students' training in the four skills: listening, speaking, reading and writing.

**Course content:**

1. A Noble Gangster

Comprehension and précis/vocabulary

Key structure/special difficulties

2. Six Pence Worth of Trouble.

Comprehension and précis/vocabulary

Key structure/special difficulties

3. Mary had a Little Lamp

Comprehension and précis/vocabulary

Key structure/special difficulties

4. The Greatest Bridge in the World.

Comprehension and précis/vocabulary

Key structure/special difficulties

5. Electric Currents in Modern Art

Comprehension and précis/vocabulary

Key structure/special difficulties

6. A Very Dear Cat

Comprehension and précis/vocabulary

Key structure/special difficulties

7. Pioneer Pilots

Comprehension and précis/vocabulary

Key structure/special difficulties

**Text books**

Developing Skills by L.G. Alexander

## Third Stage

Semester No	5
Stage	Third
Course title	Drama-One Act play
Credit hours	3
Teaching hours	3
<b>Course objectives:</b>	
This course aims to:	
1-give a general idea about English drama focusing on one act play drama.	
2-differentiate among the kinds of drama depending on (how many acts the play has).	
3-Study examples of English one act plays.	
<b>Course description:</b>	
This course intends to introduce the students to English drama (one act play) and study one English one act play.	
<b>Course content:</b>	
A background to the study of English Drama	
1-The begging an development of English Drama.	
2-kinds of drama.	
3- The elements of drama.	
4- The one -act play.	
4-1-Characteristics of the one –Act play	
5-Syng'es play "The Riders to the sea"	
5-1 Life of Syng and his important works.	
5-2Analysis, thematic concern and major symbols of the play.	
<b>Text books:</b>	
1- English Drama-early, modern and Elizabethan history and criticism by David Beveington.	
2-The Pelican Guide to English Literature by Bores Ford.	
3-Literature-Drama-The Elements of Drama by Laurence Perrine	
4-Synges Riders to the sea.	

Semester No	5
Stage	Third
Course Title	Essay Writing
Credit Hours	2
Teaching Hours	2
<b>Course Objectives:</b>	
The main goal is to improve the writing skills by giving materials that fit the academic proficiency.	
The objectives are:	
1. To learn different types of writing such as creative and academic writing.	
2. To Build up sentences and how to join them by using transition words.	
3. To Build up paragraphs and essays.	

4. To familiarize the students with the steps to write essays; starting from getting the idea to write about, then, brainstorming the sub-ideas and start writing the first draft of the essay.

**Course Description:**

This course focuses on writing skill and how to support the students with the ability to write English essays. The quality of writing depends on creativity, content, vocabulary, grammar, and coherence. This will enable students to build up paragraphs and essay based on the steps on how to write them.

**Course Content:**

- 1- The sentence:
- a-Types.
  - b-Joining sentence.
  - c-Tenses.
  - d-Word order.
  - e-Common mistakes.
- 2-The essay, building up your essay:
- a-Process Analysis Essays.
    - 1-Stimulating ideas.
    - 2-Brainstroming and outing.
    - 3-Developing your ideas.
    - 4-Editing your writing.
    - 5-Putting it all together.

Textbooks

1. Academic Writing from Paragraph to Essay by Dorothy E Zemach Lisa A Rumisek
2. Essay and writing by L.G. Alexander.
3. Effective Academic writing (the essay) Jason Davis.

<b>Semester No</b>	5
<b>Stage</b>	Third
<b>Course Title</b>	Grammar
<b>Credit Hours</b>	3
<b>Teaching Hours</b>	3

**Course Objectives:**

The main goal is to improve skills of the grammatical rules by giving materials that fit the academic proficiency.

Our objectives are:

- 1.To familiarize the students with the main grammatical concepts.

**Course Description:**

This course enables students to recognize English infinitives and gerunds, and how to use them in the sentences. In addition, it enables students how, where and when to use the English prepositions. Finally, the course helps students to make compound and complex sentences by having “conjunctions.”

**Course Content:**

- Categories of verbs
- Infinitives



Units 60-65 Infinitives & Gerunds  
 Units 66-70 Infinitives & Gerunds  
 Units 71-75 Infinitives & Gerunds  
**Exam 1**  
 Participles (Present & Past Participles).  
 Prepositions Part 1  
 Prepositions Part 2  
 Review

**Exam 2**  
 Conjunctions Part 1  
 Conjunctions Part 2  
 Review

**Final Exam**

**Textbooks:**

- 1-Eastwood, J. (1999). *Oxford practice grammar: with answers*. Oxford University Press.
- 2-University Grammar of English by Randolph Quirk

Semester No	5
Stage	Third
Course title	Linguistics
Credit hours	3
Teaching hours	3
<b>Course objectives:</b>	
By the end of this course students are expected to be able to:	
1-know the main linguistics concepts like what is language? What is linguistics, the study of language, language and society, ... etc.	
<b>Course description:</b>	
This course intends to provide the students with general introduction to linguistics and its main concepts.	
<b>Course content:</b>	
1- What is linguistics?	
2-What is language?	
3-The study of language.	
4-Deciding where to begin.	
5-Using language.	
6-Language and Society.	
7-Language and mind.	
8-Language and style	
<b>Text books:</b>	
Linguistics by Jean Aitchison.	
Semester No.	5
Stage	Third
Course title	Research Writing
Credit hours	2

Teaching hours	2
<b>Course objectives:</b> At the end of this course the students are expected to be familiar with the concepts of the research writing and how to choose a topic, making a rough outline and other research concepts.	
<b>Course description:</b> This course intendeds to introduce students to the main concepts of research writing focusing on the necessary concepts that are related to research writing.	
<b>Course content:</b> 1-what's research paper? 2- choosing a topic 3-sources of information 4-Making a rough outline 5-compiling a bibliography. 6- evaluating of sources. 7-note taking 8-writing up the paper 9-table of content 10-table and illustration 11-Quotations 12-Footnotes 13-Biblography 14-Select bibliography.	
<b>Text books:</b> Writing a Research Paper. by Leister, B	
Semester No	6
Stage	Third
Course title	Drama-Full length Play
Credit hours	3
Teaching hours	3
<b>Course objectives:</b> 1-It gives a general idea about Shakespeare's life and works. 2-Studing one of Shakespeare's works (king Lear)	
<b>Course description:</b> This course enables the students to have a general idea about Shakespeare by studying one of his tragedies (King Lear)	
<b>Course content:</b> 1-Life and work of Shakespeare 2- Shakespeare's Tragedy 3-1 Shakespeare's conception of tragedy 4- Shakespeare's King Lear. Analysis and comments.	
<b>Text books:</b> 1-The Short Oxford History of English Literature –Second Edition by Andrew Sanders. 2-Mastering English Literature by Richard Gill. 3- Shakespeare king Lear	

Semester No	6
Stage	Third
Course title	Essay writing
Credit hours	2
Teaching hours	2
<p><b>Course objectives:</b> The main goal is to improve the writing skills by giving materials that fit the academic proficiency. The objectives are:</p> <ol style="list-style-type: none"> <li>1. Improve essay writing by giving intensive practice.</li> <li>2. Learn different kinds of essays such as narrative, descriptive, reflective and argumentative, cause-effect, persuasive, and literary essays.</li> <li>3. Summarize and respond to different kinds of passages. Paraphrase passages, which is important in writing a summary and response.</li> </ol>	
<p><b>Course description:</b> This course focuses on writing skill and how the students will have the ability to write different kinds of English essays. This course is an intensive one because it focuses on creative writing.</p>	
<p><b>Course content:</b> 1-The essay a-Narrative, definition, the plan: before the event, the event, After the event 1-Exercises (Asking the students to write narrative essay) b-descriptive essay. 1-Exercises c-The reflective essay. 1-Exercises d-The argumentative essay. 1-Exercises</p>	
<p><b>Text books:</b> 1-Essay and letter writing by L.G. Alexander. 2-Effictive Academic writing by Jason Davis.</p>	
Semester No	6
Stage	Third
Course title	Grammar
Credit hours	3
Teaching hours	3
<p><b>Course objectives:</b> The main goal is to improve the skills of the grammatical rules by giving materials that fit the academic proficiency. The objective is: To familiarize the students with the main grammatical topics and giving them the chance to practice them inside the classroom.</p>	

**Course description:**

This course enables the students to recognize and practice some grammatical topics.

**Course content:**

- 1-Ajuncts.
- 2-Disajuncts.
- 3-Counjuncts.
- 4-Coordination and apposition.
- 5-Relative clauses.
- 6-Linking words.
- 7-Modals verbs.

**Text books:**

Oxford Practice Grammar by John Estawood.  
University Grammar of English by Randolf Quirk.

Semester No	6
Stage	Third
Course title	Linguistics
Credit hours	3
Teaching hours	3

**Course objectives:**

- By the end of this course the students are expected to be able to:
- 1-know about the origins of language animal and human language and other linguistics concepts like.
  - 2-Morphology
  - 3-Syntax
  - 4-Semantics
  - 5-Pragmatics
  - 6-Discourse analysis

**Course description:**

This course intends to provide the students with the introductions about the above mentioned linguistic concepts.

**Course content:**

- 1- The origins of language.
- 2-Animal and human language.
- 3-Morphology.
- 3-Syntax

Semester No.	6
Stage	Third
Course title	Research Methodology
Credit hours	2
Teaching hours	2
<b>Course objective:</b>	
<p>1.This course enables the students to be familiar with the concepts of 'Research', its kinds and steps for design 'Empirical Research'.</p> <p>2.Illustrates in detail the concept of research paper.</p> <p>3.Provides guides to key issues in educational research.</p> <p>4.Students will be practiced to write a research paper related to applied linguistics. This practice enhances the students' ability to write a graduation project in the fourth year successfully.</p>	
<b>Course description:</b>	
<p>This course intends to introduce students to the main parts of research focusing on the educational research as a kind related to the students major. Also, this research shades light on the experimental methods of research. its steps ,terms and kinds.</p>	
<b>Course content:</b>	
<p>1.What is a Research?</p> <p>2.Types of Research</p> <p>2.1 Applied or Field Research</p> <p>2.2 Pure or Basic Research</p> <p>2.3. Action Research</p> <p>2.4. Evaluation Research</p> <p>2.5. Educational Research.</p> <p>2.5.1Definitions of Educational Research</p> <p>2.5.2 Problems in Educational Research</p> <p>3. Experimental Methods of Research</p> <p>3.1 Steps of an Experimental Research Design</p> <p>3.2 Terms Used in Experimental Research Design</p> <p>3.3Types of Experimental Design</p>	
<b>Text books:</b>	
<p>What is Educational Research? Perspectives and Techniques by Verma G.K. and Ruth M.</p>	
<p>5-Semantics.</p> <p>6-Pragmatics.</p> <p>7-Discourse analysis</p>	
<b>Text books:</b>	
<p>The study of language. by George Yule</p>	

Semester No	6
Stage	Third
Course title	Translation
Credit hours	3
Teaching hours	3
<p><b>Course objectives:</b></p> <p>By the end of the term, students should have:</p> <ol style="list-style-type: none"> <li>1. Become aware about some theoretical concepts of translation.</li> <li>2. become aware of translation as a separate discipline.</li> <li>3. Have been able to render effective and accurate translation from English to Arabic and vice versa.</li> </ol>	
<p><b>Course description:</b></p> <p>This course offers the students the opportunity to familiarize themselves with the most important theoretical translation concepts.</p>	
<p><b>Course content:</b></p> <ol style="list-style-type: none"> <li>1- Definition of translation.</li> <li>2- Translation as process and product.</li> <li>3- Source language and Target language.</li> <li>4- Translation and interpretation.</li> <li>5- The qualities of a translator.</li> <li>6- Principles of translation.</li> <li>7- Literal and non- literal translation (similarities and differences).</li> <li>8- Translation of paragraphs.</li> <li>9- Difficulties and problems faced by students in translation .</li> </ol>	
<p><b>Text books:</b></p> <p>Translation manual, level 1, by M.M. Enani.            Translation with reference to English and Arabic: A practical Guide by Fraghal and shunnag.            Principle of Translation by Youel Aziz.</p>	
Semester No.	6
Stage	Third
Course title	Reading Comprehension
Credit hours	3
Teaching hours	3

**Course objective:**

- 1.To provide practice in the writing of complex sentences.
- 2.To provide practice in the comprehension of new passages.
- 3.Provide students with how to understand the meaning of words with other words and phrases.
- 4-To enable the students to think and read critically.

**Course description:**

To introduce the student gradually to the world of idea and to make him familiar with a wide range of different style of writing. To provide practice in the writing of complex sentences. To continue the student's training in the four skills: listening, speaking, reading and writing.

**Course content:**

**Education**, Comprehension, Vocabulary

Sentence + Structure + Special Difficulties

**Curiosities of Animals life**, Comprehension, Vocabulary

Sentence + Structure + Special Difficulties

**Thought in the Wilderness**, Comprehension, +Vocabulary

Sentence + Structure + Special Difficulties

**Spies in Britain**, Comprehension, Vocabulary,

Structures + Special Difficulties

**The Language of Hollywood**, Comprehension, Vocabulary

The Paragraph + Structure + Special Difficulties

**Thames Water**, Comprehension, Vocabulary

The Paragraph + Structure + Special Difficulties

**How to Grow Old**, Comprehension + Vocabulary+

The Paragraph + Structure + Special Difficulties

**The Consumer Society and Law**, Comprehension + Vocabulary+

The Paragraph + Structure + Special Difficulties

**Text books:**

Fluency in English by L.G. Alexander



## Forth Stage

Semester No	7
Stage	Fourth
Course title	Graduation Research
Credit hours	3
Teaching hours	3
<b>Course objectives:</b>	
The students should write a graduation research with the required research requirements.	
<b>Course description:</b>	
Each student with his supervisor should choose a topic and write a research about it.	
<b>Course content:</b>	
None	
<b>Text books:</b>	
None	
Semester No	7
Stage	Fourth
Course title	Applied linguistics
Credit hours	2
Teaching hours	2
<b>Course objectives:</b>	
By the end of this course, students are expected to be able to:	
1. Identify kinds of methods in teaching English.	
2. Know the steps of teaching of each method.	
3. Identify the weak and strong points of each method.	
4. Recognize the role of teacher and student in each method.	

**Course description:** This course intends to introduce the students to the various kinds of methods of teaching English as a foreign language. Moreover, the students should have an idea about the role of the teacher and student in each method as well as the weak points that should be avoided in teaching.

**Course content:**

Chapter One: The Grammar Translation Method

- The Direct Method.
- The Audio-Lingual Method
- The Silent Way 1.5. Suggestopedia.
- Community Language Learning

Total Physical Response (TPR)

Chapter Two: THE COMMUNICATIVE APPROACH 22

- Communication.
- Characteristics of communicative classes:
- Defining Communicative Competence.

Chapter Three: PARTICIPANTS OF LEARNING PROCESS 26

- Teacher's roles, teaching styles.
- Controller..
- Organiser
- Assessor..
- Prompter .
- Participant.
- Resource.
- Learner types..
- The Age of Learners..
- Learner differences.
- Neuro-linguistic programming – Revell and Norman (1997).
- Multiple intelligences theory – Gardner (1983)
- Learning styles according to Willing (1987).

Chapter Four: FCLASSROOM MANAGEMENT 35

- Classroom interaction. 4.2. Classroom dynamics
- Classroom arrangement – various work-forms in classes.
- Whole class grouping (Frontal/Lockstep).

- Individualised learning 4.3.3. Pairwork ... 4.3.4. Groupwork...
- Discipline problems.
- Discipline.
- Why discipline problems occur
- The teacher's role in maintaining discipline.
- How to prevent disruptive behaviour.
- Dealing with the rising problems.

**Text books:**

Applied linguistics 1

for B.A. students in English by Judit Sarosady

Semester No	7
Stage	Fourth
Course title	Transformational Grammar
Credit hours	3
Teaching hours	3

**Course objectives:**

At the end of this course, the students should:

1. Have understand the transformation theory and other grammatical schools.
2. Have been able to apply the rules of transformational grammar on English Sentences.

**Course description:**

This course deals with theory and practice of transformation theory. Students are asked to do homework to practice the exercise at the end of each chapter.

**Course content:**

Chapter 2: The structure of the sentence.

Chapter 3: The auxiliary

Chapter 4: Lexical features

Chapter 5: The negative transformation.

Chapter 6: Question transformation.

Chapter 7: Transformational processes.

Chapter 8: The passive transformation.

Chapter 9: Principles of transformational grammar.

Chapter 11: Relative Constructions.

Chapter 12 :Sentences as noun phrases.

**Text books:**

Transformational Grammar by Bruce ,L.

Semester No	7
Stage	Fourth
Course title	Practical Translation
Credit hours	2
Teaching hours	2

**Course objectives:**

At the end of this course, the students should be able to translate (From Arabic to English and from English to Arabic) different linguistic styles like journalistic, economical, commercial... etc.

**Course description:**

The course aims at giving practice in different texts that cover different linguistic styles like: journalistic, economical, commercial style and scientific style.

**Course content:**

The teacher should choose different passages, to be translated, to meet the objectives of the course.

**Text books:**

None

Semester No	7
Stage	Fourth

Course title	Testing
Credit hours	2
Teaching hours	2
<b>Course objectives:</b>	
<p>Enable students how to know the different types of testing.</p> <p>Enable students how to use the different between subjective and objective test.</p> <p>Enable students how to use the characteristics of a good test such as validity and reliability.</p> <p>Enable students how to learn testing grammar (usage) and testing vocabulary, Testing reading, reading comprehension, testing oral comprehension and testing writing (composition) .</p>	
<b>Course description:</b>	
<p>This course supplies the students with necessary skills to construct good and reliable tests for the different language skills.</p>	
<b>Course content:</b>	
<p>1-Testing: Concepts and Features.</p> <p>2-The characteristics of a good test</p> <p>3-Subjective and objective tests.</p> <p>4-Testing grammatical structures.</p> <p>5-Testing vocabulary.</p> <p>6-Testing reading comprehension.</p> <p>7-Testing functional English.</p> <p>8-Glossary.</p>	
<b>Text books:</b>	
<p>1. Testing by Ali Hussien Jabur, Abdul Jaleel Jasim, Adil Ali Moosa, Dr Muayyad Naji.</p> <p>2. Testing English as a Second Language. by Harris D.P,</p> <p>3. Teaching and Learning in the Language Classroom. by Hedge, Tricia.</p>	

**Course objectives:**

Enable students how to know the different types of testing.

Enable students how to use the different between subjective and objective test.

Enable students how to use the characteristics of a good test such as validity and reliability.

Enable students how to learn testing grammar (usage) and testing vocabulary, Testing reading, reading comprehension, testing oral comprehension and testing writing (composition).

**Course description:**

This course supplies the students with necessary skills to construct good and reliable tests for the different language skills.

**Course content:**

- 1-Testing: Concepts and Features.
- 2-The characteristics of a good test
- 3-Subjective and objective tests.
- 4-Testing grammatical structures.
- 5-Testing vocabulary.
- 6-Testing reading comprehension.
- 7-Testing functional English.
- 8-Glossary.

**Text books:**

1. Testing by Ali Hussien Jabur ,Abdul Jaleel Jasim, Adil Ali Moosa, Dr Muayyad Naji.
2. Testing English as a Second Language. by Harris D.P,
3. Teaching and Learning in the Language Classroom. by Hedge ,Tricia.

Semester No

7

Stage	Fourth
Course title	Textbook Analysis
Credit hours	2
Teaching hours	2
<p><b>Course objectives :</b></p> <p>By the end of the course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1.Know the structure of English courses at the primary stage.</li> <li>2.Know the general teaching method.</li> </ol>	
<p><b>Course description:</b></p> <p>Inclusive and intensive course presenting representative samples of the English courses at the primary stage starting from the 1<sup>st</sup> grade to 6<sup>th</sup> grade.</p>	
<p><b>Course content:</b></p> <ol style="list-style-type: none"> <li>1- The Aims of English courses at the primary stage.</li> <li>2-The components of English courses at primary stage.</li> <li>3-The structure of English courses components.</li> <li>4- lesson planning .             <ol style="list-style-type: none"> <li>4-1.Importance.</li> <li>4-2.Principles .</li> <li>4-3.Samples.</li> </ol> </li> <li>5-General Teaching Method.             <ol style="list-style-type: none"> <li>5-1.Language theory.</li> <li>5-2.Learning theory.</li> <li>5-3.The role of the teacher.</li> <li>5-4.The role of the pupil.</li> <li>5-5.The role of the materials :Textbooks and Aids.</li> </ol> </li> </ol>	



5-6. Classroom management.

6-Teaching the courses.

6-1.Steps of teaching.

6-2.Teaching 1<sup>st</sup> primary .

6-3.Teaching 2<sup>nd</sup> primary.

6-4.Teaching 3<sup>rd</sup> primary.

6-5.Teaching 4<sup>th</sup> primary.

6-6. Teaching 5<sup>th</sup> primary.

6-7.Teaching 6<sup>th</sup> primary

**Text books:**

1. Teacher's books of Iraqi Opportunities and English for Iraq: 1<sup>st</sup> -6<sup>th</sup> .
2. Teaching English as a Foreign Language by Marianne Celce-Marica.
3. Techniques and Principles in Language Teaching by Diane Larson Freeman.
4. The Practice of English Language Teaching by Jeremy Harmer.
5. Practice English Language Teaching by David Numan (Editor)
6. Curriculum Development in Language Teaching by Jack C. Richard (Editor)

Semester No	7
Stage	Fourth
Course title	Learning Strategies
Credit hours	2
Teaching hours	2

**Course objectives :**

At the end of this course, the students are expected to :

1. Develop an understanding about importance of listening, speaking, reading and writing strategies.

2. Building a deeper connection between Reading and writing.
3. Identify four multiple strategies in developing strategies of four languages skills.
4. Practice these strategies through the use of the resources.

**Course description:**

This course exposes the students to intensive practice in four important skills (listening, speaking, Reading and writing) that they need in their teaching and real life situations .

**Course content:**

The teacher is free to choose what is suitable to his or her students from different books listening speaking, Reading and Writing **Strategies**

**Text books:**

Books of Four Language skills and strategies.  
Books of Writing strategies and Vocabulary strategies.

Semester No	8
Stage	Fourth
Course title	Practicum
Credit hours	12

**Course objectives:** None

**Course description:**

None

**Course content:**

None

**Text books:** None

## First Semester

### First Stage

No.	The Course	Credit Hours	Teaching Hours
1	General English	3	3
2	Conversation	3	3
3	An Introduction To Literature: Poetry	3	3
4	Grammar	2	2

## Second Semester

### First Stage

No.	The Course	Credit Hours	Teaching Hours
1	General English	3	3
2	Conversation	3	3
3	An Introduction to Literature: Poetry	3	3
4	Grammar	2	2
5	An Introduction to Phonetics and Phonology	2	2

## Third Semester

### Second Stage

No.	The Course	Credit Hours	Teaching Hours
1	Composition	2	2
2	Conversation	2	2
3	Grammar	3	3
4	Phonetics	3	3
5	Prose: Short story	2	2
6	Reading Comprehension	3	3

## Fourth Semester

### Second Stage

No.	The Course	Credit Hours	Teaching Hours
1	Composition	2	2
2	Conversation	2	2
3	Grammar	3	3
4	Phonetics	3	3
5	Prose: Novel	2	2
6	Reading Comprehension	3	3

## Fifth Semester

### Third Stage

No.	The Course	Credit Hours	Teaching Hours
1	Drama- One Act play	3	3
2	Essay writing	2	2
3	Grammar	3	3
4	Linguistics	3	3
5	Reading Comprehension	3	3
6	Research Writing	2	2

## Sixth Semester

### Third Stage

No.	The Course	Credit Hours	Teaching Hours
1	Drama- Full Length Play	3	3
2	Essay Writing	2	2
3	Grammar	3	3
4	Linguistics	3	3
5	Reading Comprehension	3	3
6	Research Methodology	2	2
7	Translation	3	3

## Seventh Semester

### Fourth Stage

No.	The Course	Credit Hours	Teaching Hours
1	Applied linguistics	2	2
2	Transformational Grammar	3	3
3	Practical Translation	2	2
4	Testing	2	2
5	Learning Strategies	2	2
6	Textbook analysis	2	2
7	Graduation Research	3	3

## Eight Semester

### Fourth Stage

No.	The Course	Credit Hours	Teaching Hours
1	Graduation Research	3	3
2	Practicum	12	12



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