Initial English Language Teacher Education Programmes in Saudi Arabia: An Australian Comparison

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Abstract
The research described in this article focuses on an investigation into the pathway to become an English language teacher in Saudi Arabia. Through a comparison of the pathway to becoming a graduate teacher and the content of initial teacher education programmes in Australia, the research identifies the shortcomings and strengths in the content of initial English language teacher education programmes in Saudi Arabia: content; English proficiency levels; and teacher registration requirements and process.

Keywords: Initial teacher education, Saudi Arabia, pathways, methodology, Australia.

Introduction

The 2014/15 school year saw the introduction of the comprehensive *English Language Curriculum for Elementary, Intermediate and Secondary Schools in the Kingdom of Saudi Arabia, Grades 4 – 12, 2014 – 2020.* Aside from being far more detailed than previous curricula, the English Language Curriculum 2014 - 2020 includes international language proficiency targets by grade level aligned with the CEFR (Common European Framework of Reference for

Languages) levels and international examination levels; IELTS (International English Language Testing System); and TOEFL (Test of English as a Foreign Language).   It details expected language functions and the exponents' students should have competency in on completion of each grade level. The imperative is for Saudi citizens to be internationally inclined and professionally oriented with well-developed science and technological skills; and being competent in the four English language skill areas namely, speaking; reading; writing; and listening.   Further, underpinning this assertion is an increasing attention to Saudi culture generally and Islam specifically, with attention to topics and issues central to the Islamic identity. Relevant to this article is the English Language Curriculum 2014 – 2020 emphasis on students' ability to communicate in English to interact with other cultures and the inclusion of specific sections on methodology.

This article describes the pathway to becoming an English language teacher in Saudi Arabia. It includes a content analysis of current initial teacher education programmes offered within the Kingdom. Both the pathway and content are compared and contrasted with the pathway and content of programmes in Queensland, Australia. The rationale for selecting Australian programmes and pathway to conduct the comparative analysis is fourfold. First, the evolution of teacher education programmes in Australia replicate international trends (Nuttall, Kostogriz, Jones, & Martin, 2017); second, Australian initial teacher education programmes have been benchmarked against world's best practice principles (Ingvarson et al., 2014); third, over 15% of the world's top 50 universities that offer education qualifications are Australian (QS Top Universities, 2017); and fourth, the authors' familiarity with the Australian context.   Later sections of the article identify the shortcomings of initial teacher education programmes in Saudi Arabia, which could hinder graduate teachers' ability to implement the English Language Curriculum 2014 – 2020 as it is intended.

Methodology

The qualitative research methodology reported in this article follows a content analysis of initial teacher education programmes and the pathway to become an English language teacher in Saudi Arabia. The comparative analysis method, framework, and process could be replicated using countries and/or programmes other than those in this article to determine relative strengths and weaknesses of selected programmes. Braun and Clarke's (2006) six phase thematic analysis process was followed to establish an audit trail,

identifying, organising, analysing, and reporting patterns of meaning: familiarisation with the (categorised) data set; generating initial data; searching for themes; checking identified themes; refining themes; and reporting on these findings.

Pathways to Becoming an English Teacher in Saudi Arabia

Secondary school students in Saudi Arabia graduate through one of two pathways: science or literature. Students who complete the science pathway have the opportunity to study any field at university while those students who complete the literature pathway are only permitted to study non-scientific fields. Students are awarded a secondary diploma upon completing the official tests, provided and administered by each school rather than national standardized achievement tests at the end of their secondary school education (Siddiek, 2011). Siddieck (2011) suggests that this form of summative assessment has an effect on English language teaching and in turn, students' English language attainment as teachers predominantly focus on test taking techniques to ensure students graduate with high marks rather than the mastery of English language skills and communicative competency.

With Saudi Arabia not having national standardized achievement tests in year 12, Saudi Arabian universities only place a 30% weighting on students' secondary school results (a minimum grade point average) as a component of the admission requirements. The Proficiency Achievement Test (GAT) and the Standardized Achievement Aptitude Test (SAAT) of the National Centre for Assessment in Higher Education (Qiyas) compose 70% of the academic entrance requirements. Depending on their GAT and SAAT scores and high school results, students apply directly to the universities of their choice. In the first year of university studies students will usually complete a preparatory year programme prior to entering their major field of study. The content of preparatory year programmes for students who plan on studying a humanities undergraduate degree is English language skills (12 hours per week), Islamic studies, Arabic language, mathematics, communication and learning skills, and computer science and information technology (Taif University, 2014). This entry pathway does vary considerably between institutions, with the variables being students obtaining high scores on the GAT and SAAT and/or other tests prescribed by a particular institution. Eligible students with high GAT and SAAT scores and/or other high scores on other tests prescribed by the institution are able to qualify for exemption from the preparatory year and enter their bachelor's degrees directly.

The available pathways to becoming a Ministry of Education English language teacher in Saudi Arabia include graduating with a university degree at an undergraduate level from a Faculty or College of Arts, Social Sciences, Humanities, or Education. Determining the educational and training pathways available to students who would like to become English language teachers in Saudi Arabia is complicated by the fact that there is no central source or repository for individuals to access information regarding institutions offering initial teacher education programmes. This gap in information is further hampered by the fact that most of the university websites provide minimal information on their programmes, while in other cases links are broken or under maintenance. However, this situation is to be corrected with the launch of the Saudi qualifications framework programme, devised to facilitate comparison and consistency between Saudi qualifications (National qualifications framework, 2016) and provide a national information repository for qualifications.

Appendices A, B, and C provide examples of three initial English teacher education programmes in Saudi Arabia. Appendix A is an example of the subjects in a Bachelor of English and Translation degree. The subjects comprising a Bachelor of English Literature degree are shown in Appendix B. The subjects for the Bachelor of Science in Applied Linguistics at Yanbu University College, founded in 2005 by the Royal Commission for Jubail and Yanbu, are listed in Appendix C. Both Appendix C and Table 1 highlight the Bachelor of Science in Applied Linguistics at Yanbu University College includes far more teaching specific courses than the colleges catalogued in Appendices A and B, and referred to by Al-Hamzi (2003); Al-Seghayer (2014); and Al-Nasser (2015) in the following paragraphs.

Research into initial English language teacher education programmes in Saudi Arabia includes a detailed study by Al-Hamzi (2003), who describes initial teacher education programmes as "non-systematic and inadequate" (2003, p. 341). Describing the pathways available to prospective English language teachers, Al-Hamzi (2003) maintains that students are offered only one English teaching methodology subject throughout the duration of their four-year initial teacher education programme. However, this figure is in contrast to the writing of Al-Seghayer (2014) who put this number at between one and three subjects, maintaining that irrespective of the number of subjects being taught, these subjects still do not adequately prepare graduates to teach

English language in schools. Al-Nasser (2015) concurs in his discussion of the challenges facing English language learners in Saudi Arabia. Al-Nasser (2015) contends the following issues contribute to the generally poor second language outcomes in the Kingdom: the age at which children start learning English; English teachers' lack of training in linguistics; an overemphasis on examination results; insufficient time dedicated to English language instruction; a lack of modern teaching aids and pedagogies; reliance on out-dated approaches to teaching and learning; and insufficient opportunities for students to use English language in a natural environment.

Al-Seghayer's (2014) research on initial teacher education programmes in Saudi Arabia also levels significant criticism at the current initial teacher education system. Al-Seghayer (2014) makes the assertion that "a substantial number of Saudi English teachers are professionally and linguistically incompetent" (p. 146), and lack expertise in the core methods of second-language instruction. He points out that this problem is compounded by the fact that many Saudi English teachers are not proficient in English. Furthermore, Al-Seghayer (2014) upholds that programmes largely operate independently of one another, with unique requirements and philosophies; in other words, there is no standardized approach to initial English language teacher education programmes, nor is there a set of national standards that specify English language teacher competencies. However, as the proceeding paragraphs indicate, Al- Seghayer's (2014) assertion that there is not a set of national standards is not entirely correct.

Upon graduating their undergraduate degree, perspective (English) teachers are required by the National Centre for Assessment in Higher Education (Qiyas) to pass a standardized exam, the Standards for Teachers Test. This test instrument is divided into two subtests. The first test is the General Test, which covers aspects of education common to all subjects and assesses the following competencies: professional knowledge; enhancing learning; supporting learning; vocational responsibility; and teaching strategies. The second test is the Subject Specialist Test, which encompasses the following competencies: linguistics (20%), applied linguistics/TESOL (34%), language instruction (24%), language assessment (20%), and English literature (2%). Prospective English language teachers need to achieve a minimum score of 50%. Upon passing the Standards for Teachers Test and the Subject Specialist Test, candidates are eligible to apply directly to the Ministry of Education for a position as an English language teacher in a government school.

Pathways to becoming a language teacher in (Queensland) Australia

Australia is made up of six states provinces and two territories, which have residual legislative authority over education. Teacher registration in Australia is managed by the states. This article uses Queensland as the state of reference where all the information on teacher registration (full and provisional), eligibility requirements, teacher education providers, standards and conduct, professional development, current news, and general information for applicants and employers is detailed on the Queensland College of Teachers website. Included in the information for applicants for teacher registration section of the website is the mutual recognition principle. That is, teachers who have current registration issued by an Australian or New Zealand teacher registration authority will have their registration recognized and accepted when applying for registration in Queensland. The mutual recognition principle implies that teacher education processes and registration procedures are the same, or very similar throughout Australia and New Zealand. The exception to this principle is New South Wales where there is no teacher registration authority and therefore eligibility to apply under mutual recognition is not available in Queensland. In New South Wales, prospective teachers apply for accreditation rather than registration through the Board of Studies, Teaching and Educational Standards.

Teachers from abroad seeking employment in any of the Australian states are required to have their qualifications "assessed for comparability of educational levels at Australian bachelor's degree level or higher against the Australian Qualifications Framework" (Queensland College of Teachers, n.d.a). All overseas teacher registration applicants apart from those from New Zealand, the United Kingdom, Canada, the United States and the Republic of Ireland are required to achieve an academic IELTS score of 7.5. A score of at least 8 for Speaking and Listening and a score of at least 7 for Reading and Writing is specified.

A prospective teacher can apply for provisional teacher registration in Queensland if they have successfully completed or are in their final semester an approved initial teacher education programme. These approved teacher education programmes are listed on the Queensland College of Teachers website (Queensland College of Teachers, n.d.b). All programmes include four-year Bachelor of Education programmes, Graduate Diploma of Education programmes that are completed after a three-year bachelor's degree, and Master of Teaching and Learning programmes completed after a

bachelor's degree. All nationally approved initial teacher education programmes must have a minimum of "80 days in undergraduate and double-degree teacher education programmes and no fewer than 60 days in graduate-entry programmes and consist of supervised and assessed teaching practice undertaken over a substantial and sustained period" (Australian Institute for Teaching and School Leadership, 2015, p. 17).

Prior to 2012, Australian states and territories approved initial teacher education programmes. These programmes, approved in accordance with Queensland state requirements, are registered and renewed at the national level (Queensland College of Teachers, n.d.b). The Australian Institute for Teaching and School Leadership is responsible for accrediting programmes in accordance with national standards and procedures as a means of standardizing initial teacher education programmes throughout Australia.

Australian year 12 high school leavers receive an Australian Tertiary Admissions Rank (ATAR), which is a score out of 100 based on grades and subjects completed. The ATAR score determines what degree programmes a student will be eligible to apply for. Queensland had retained its own independent tertiary admissions system: the Overall Position System. The Overall Position System was very similar to the ATAR system in that it showed how a student performed relevant to all other eligible students. The Overall Position System used a bell curve to allocate a numbered score between 1 and 25; unlike the ATAR system, which uses a percentile rank. The Overall Position System in Queensland was replaced by the ATAR system from 2018.

Queensland (and all Australian) higher education providers set their own entry score requirements for different programmes offered in their institutions. A combination of factors determines how a university sets its ATAR entry scores: university ranking, demand for the course, location (rural or city), and demographics. There are alternative ATAR score entry pathways including work experience; mature age; and qualifying courses.

International students who pursue initial undergraduate teacher education programmes in Queensland need to have met the academic entry requirements, with these eligibility requirements varying across students' country of origin. Saudi Arabian students for example need to have satisfactorily completed one year of study at an approved higher education

institution or an approved Australian Foundation programme. Only programmes recognized by Australian Education International or UK Naric (National Agency for the Recognition and Comparison of International Qualifications and Skills) qualify. To apply for undergraduate and post graduate teacher education programmes international students require academic IELTS 7.5 with no score lower than 8.0 in speaking and listening and no score below 7.0 in reading and writing. This IELTS score application prerequisite aligns with Queensland College of Teachers application for teacher registration.

English is not the first language for Saudi Arabian English teachers so it is important to examine both the pathway and teacher education requirements for people who would like to teach a language other than English in Queensland, Australia. Prospective teachers of languages other than English in Queensland are required to complete a three-year Bachelor of Arts degree in a language currently taught in Queensland state schools: Chinese, French, German, Indonesian, Italian, Japanese, Korean, or Spanish. The Bachelor of Arts language major degree is followed by a Graduate Diploma of Education or a Master of Teaching and Learning. There are no language entry requirements or tests for either domestic or international students who would like to study and then teach a language other than English at a Queensland higher education provider. However, international students have to meet the English language requirements of academic IELTS 6.0 (no component lower than 5.5).

Students studying a language other than English at James Cook University, Queensland, Australia are required to take eight language subjects during their undergraduate degree. Students need to complete and pass summative and formative assessments demonstrating natural environment language use and understanding. Following the completion of a Bachelor of Arts degree, prospective teachers complete a Graduate Diploma of Education or Master of Teaching and Learning to be eligible to apply for provisional teacher registration. It is during this application stage where prospective teachers need to demonstrate proficiency in a language other than English. In Queensland, the assessment can take up to 100 minutes consisting of three components: a short written task; a conversation between the applicant and the panel members; and a reading exercise, which requires the applicant to read and discuss a text in their nominated language. Assessments are conducted by a panel comprising a minimum of two people, at least one of

whom is very experienced in the use of the specific language (Queensland Government, Department of Education and Training, 2016). If an applicant receives an inadequate rating (the other ratings are excellent, very good, and adequate) the applicant will not be eligible for employment as a foreign language teacher in a Queensland state school. Due to the robust composition of the test this assessment provides could be seen to provide a more valid and reliable measure in an applicant's language proficiency and capability than what perspective English language teachers are required to achieve prior to applying to the Ministry of Education in Saudi Arabia.

A point of contention with initial English language teacher education programmes in Saudi Arabia is the lack of placement or practicum (Appendix A) in the Bachelor of English and Translation degrees. While other initial English language teacher education programmes (Appendices B and C) have a practical component in the final semester of the fourth year the quality, time, and supervision of the practicum and outcomes vary. The practicum requirement for trainee teachers differs depending on the teaching pathway prospective teachers follow in both Saudi Arabia and Queensland. Compared with Saudi Arabia, the supervision and assessment of trainee teachers is far more structured in Queensland as is the alignment between the Department of Education, higher education providers, schools and supervising teachers to ensure trainee teachers are prepared for provisional teacher registration. The same can be said for the amount of pedagogy embedded in the initial teacher education pathways in Queensland in comparison to the lack of pedagogy courses present in initial education programmes in Saudi Arabia (see Table 1).

Australian states are moving towards requiring prospective teachers to complete a Master of Teaching and Learning to give graduate teachers greater in-depth study as trainee teachers and longer, more structured practicum placements, in addition to providing perspective teachers with a bachelor's degree a pathway to change careers. The professional standards for teachers and teacher education programme accreditation, designed by the Australian Institute for Teaching and School Leadership, require that all initial teacher education graduate programmes move to two-year qualifications (Brown & Arlington, 2012; Schriever, 2013). Complementing the move towards postgraduate teaching qualifications is the phasing out of Graduate Diploma of Education programs in Queensland from 2017. This is evident in Queensland where there are an increasing number of Master of Teaching and

Learning teacher education programmes offered by higher education providers (Queensland College of Teachers, n.d.b).

Comparison of initial teacher education programmes in Queensland, Australia and Saudi Arabia

Table 1 provides a comparison of initial teacher education programmes in Queensland, Australia with the reference institution being James Cook University, and initial English language teacher education programmes in Saudi Arabia (Appendices A, B, and C). Table 1 clearly highlights that the initial teacher education programmes at James Cook University, Queensland, Australia are dominated by teaching specific and methodology subjects coupled with sustained and comprehensive practicum. The opposite can be seen in initial English language teacher education programmes in Saudi Arabia, which are dominated by language proficiency and theoretical subjects. The content of these initial teacher education programmes in Saudi Arabia is not dissimilar to the content of the Bachelor of Modern Languages at James Cook University. The distinction between initial English language teacher education programmes in Saudi Arabia and of the Bachelor of Modern Languages at James Cook University is that in order to apply for teacher registration in Queensland one needs to have first completed a Bachelor of Modern Languages followed by either a Graduate Diploma of Education or a Master of Teaching and Learning.

Table 1 Comparison of Initial Teacher Education Programmes in Queensland, Australia and Saudi Arabia

	Initial teacher education programmes						
	James Cook University, Queensland, Australia				Saudi Arabia		
Requisite	JCU1	JCU2	JCU3	JCU4	KSA1	KSA2	YUC
Entry requirements (from secondary school)	year 12 (math and chemistry bridging subjects maybe necessary)	bachelor's degree in an area other than education	bachelor's degree in an area linked to the national curriculum	year 12 and if necessary a diploma of higher education	year 12 plus entry exams	year 12 plus entry exams	year 12 plus entry exams
English language	IELTS for international students				foundation programme or test		
Programme length (years)	4	1	1.5	3	4	4	4
Semesters	8	2	4	6	8	8	8
Practicum	80 days	80 days	80 days plus 20 days observation (plus optional 4 week internship)	-	30 hours	-	30 hours
Methodology and teaching subjects	28	6	10	-	-	-	8
Language proficiency subjects	-	-	-	8	12	16	14
Linguistics subjects	-	-	-	-	6	5	13
Translation subjects	-	-	-	-	16	5	3
Other subjects		-		16	9	38	11
Total subjects	32	8	16	24	44	64	50
Able to apply for teacher registration	✓	✓	✓	requires JCU 2 or JCU 3	✓	✓	✓
External language test	IELTS 7.5 for reg. for international students			✓	✓	✓	✓
External professional knowledge test	From 1 July 2016, all students need to pass a literacy and numeracy test prior to graduating.			x	✓	✓	✓

Key: JCU1. Bachelor of Education (primary) JCU2. Graduate Diploma of Education (secondary) JCU3. Master of Teaching and Learning (primary) (fast track 4 semesters) JCU 4. Bachelor of Arts in Modern Languages (Japanese) KSA1. Appendix A KSA2. Appendix B YUC. Appendix C

Addressing the short comings of initial English language teacher preparation programmes in Saudi Arabia

An analysis of current initial English language teacher education programmes in Saudi Arabia highlight the limited amount of pedagogy content, curriculum subjects and subjects applicable to teaching, that contribute to graduating English language teachers being underprepared for the classroom (see Table 1). This shortcoming is compounded by an inconsistency with some initial English language teacher education programmes not having a practical component and with the programmes that contain a practical component there is no evidence of university personnel or Ministry of Education supervisors consistently visiting, supporting, and assessing trainee teachers during their practicums. Acknowledging these shortcomings, it is encouraging to see the increased methodology subjects in the Yanbu University College initial English language teacher education programme (Appendix C; Table 1).

An international study carried out by the International Association for the Evaluation of Educational Achievement reports, "the more time a future teacher spends practicing in schools, the stronger the impact on his or her pedagogical learning" (Ingvarson, et al., 2013, p. 32). This mindset supports the recommendation that the practical component of initial teacher education programmes should not be limited to the second semester of the final year of programmes and should be introduced earlier in initial teacher education programmes in Saudi Arabia so as to develop trainee teachers' pedagogical skills. Closer alignment with initial teacher education programme providers, the Ministry of Education and the field for the practicum would also contribute to amending the identified practicum gaps in initial teacher education programmes in Saudi Arabia.

It remains to be seen how tertiary education providers in Saudi Arabia will be able to re-design initial teacher education programmes to ensure trainee teachers can make a successful transition into the classroom, and content without the input of the Ministry of Education supervisors, teachers, and higher education providers and a range of academics. Researchers including Ekanem and Ekefre, 2014; Marsh and Willis, 2007; Sims and Sims, 1995; and Unruh and Unruh, 1984, examine the importance of having a combination of practitioners and specialists contributing to the curriculum construction process. Depending on the structure of the merger of the Ministry of

Education and the Ministry of Higher Education there may not be a more opportune time to reform initial teacher education programmes in Saudi Arabia.

A further shortcoming of initial English teacher preparation programmes in Saudi of Arabia is the level of English that perspective English teachers have when both entering and exiting their programme. To address this disquiet, an internationally benchmarked test could be used which has been mapped to IELTS/CEFR equivalency as a pre-requisite entry requirement and an academic IELTS test should be used as the exit test.

A further possible solution would be to align initial teacher education programmes with requirements and needs of the *English Language curriculum for Elementary, Intermediate and Secondary Schools in the Kingdom of Saudi Arabia, Grades 4 – 12, 2014 – 2020*. This possible solution would ensure all initial English language teacher education programmes in Saudi Arabia graduated teachers with the necessary, skills, attributes and English proficiency to overcome some of the challenges graduate English language teachers face.

Conclusion

The purpose of this article has been to identify the shortcomings of initial English language teacher education programmes in Saudi Arabia. The article analyzed the pathway to becoming an English language teacher in Saudi Arabia and provided a content analysis of current initial English language teacher education programmes offered within the Kingdom. The content of initial teacher education programmes in Saudi Arabia were compared with initial teacher education in Australia along with the pathway to becoming a registered teacher in Queensland, Australia. Findings revealed that the content in initial English language teacher education programmes do not adequately prepare graduate teachers for the classroom in Saudi Arabia. This was attributed to a range of factors. First, the language proficiency requisites of initial English language teacher education programmes and application to the Ministry of Education as a teacher of English language in schools are not stringent enough. Second, initial English teacher education programmes in Saudi Arabia lack pedagogy and teaching specific subjects. Third, practicum within the programmes that contain it, is not sustained throughout the duration of four-year teacher education degrees. It is these challenges Saudi Arabia needs to address in its initial English language teacher education programmes, which will contribute to improved English language levels of

students throughout the Kingdom. Recent commentary (Al Arabiya English, 2016; Arab News, 2014) and the educational objectives of both the *National Transformation Program 2020* and the *Saudi Vision 2030* demonstrate the Kingdom is committed to 'better' education for its children, which is seen as central to the Kingdom's future (Karasik, 2016).

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Appendix

Appendix A
Bachelor of English and Translation

Year one first level		
Subjects	Contact hours	Credit hours
Islamic culture (1)	2	2
English Language (1)	3	3
Listening and Speaking (1)	3	3
Reading	3	3
Writing(1)	3	3
Grammar (1)	3	3
Total	17	17

Year one second level		
Subjects	Contact hours	Credit hours
Arabic Composition	2	2
Listening and Speaking (2)	3	3
Writing(2)	3	3
Grammar (2)	3	3
Dictionary Skills	4	4
English Language (2)	3	3
Total	18	18

Year two third level		
Subjects	Contact hours	Credit hours
Islamic Culture (2)	2	2
Oral Skills for Interpreters	3	3
Advanced Writing	3	3
Language Skills	2	2
Introduction to Linguistics	3	3
Introduction to Semantics	3	3
Optional Course (1)	-	2
Total	16	18

Year two fourth level		
Subjects	Contact hours	Credit hours
Islamic Culture (3)	2	2
Applied Syntax and Morphology	2	2
Introduction to Stylistics	3	3
Discourse Analysis	3	3
Introduction to Translation	4	3
Department Elective(1)	-	3
Optional Course (2)	-	3
Total	14	19

Year three fifth level		
Subjects	Contact hours	Credit hours
Islamic Culture (4)	2	2
Translation Issues and Problems	3	3
Translation in Humanities	5	4
Selected Translations (1)	5	4
Applied Rhetoric	2	2
Department Elective (2)	-	3
Total	17	18

Year three sixth level		
Subjects	Contact hours	Credit hours
Consecutive Translation	5	4
Translation in Science and Technology	5	4
Computer Assisted Translation (CAT)	4	3
Department Elective (3)	-	3
Optional Course(3)	-	3
Total	14	17

Year four seventh level		
Subjects	Contact hours	Credit hours
Simultaneous Translation	5	4
Terminology and Arabization	3	3
Selected Translations (2)	5	4
Summary Translation	3	3
Statistics	4	3
Total	20	17

Year four eighth level		
Subjects	Contact hours	Credit hours
Graduation Project	6	3
Practical Training	30	6
Total	36	9

Key: 1. ▢ Practicum 2. ▢ Methodology and teaching subjects 3. ▢ Language proficiency   subjects 4.▢ Linguistics subjects 5. ▢ Translation subjects 6. ▢Other subjects

Appendix B

Bachelor of English Literature

Year one first level		
Subjects	Contact Hours	Credit Hours
Grammar (1)	3	2
Reading Comprehension (1)	3	2
Essays (1)	3	2
Listening and Speaking (1)	3	2
Introduction to Prose	2	2
Arabic Language (1)	2	2
Islamic Culture (1)	2	2
Total	18	14

Year one second level		
Subjects	Contact Hours	Credit Hours
Grammar (2)	3	2
Reading Comprehension (2)	3	2
Essays (2)	3	2
Listening and Speaking (2)	3	2
Introduction to Plays	2	2
Introduction to Poetry	2	2
Arabic Language (2)	2	2
Holy Quran	2	2
Total	20	16

Year two third level		
Subjects	Contact Hours	Credit Hours
Listening and Speaking (3)	2	2
Reading Comprehension (3)	3	2
Essays (3)	3	2
Principles of Translation (1)	2	2
History of English Literature (1)	2	2
Jacobean and Elizabethan Theater	2	2
Islamic Culture (2)	2	2
Thinking Skills Development	4	2
Total	20	16

Year two fourth level		
Subjects	Contact Hours	Credit Hours
Applied Linguistics (1)	3	2
Reading Comprehension (4)	2	2
Essays (4)	3	2
Principles of Translation (2)	2	2
Elizabethan and Augustan Poetry	3	2
18th Century Fiction	3	2
Introduction to Computers	4	2
Holy Quran	2	2
Health Culture (1)	2	2
Total	24	18

Year three fifth level

Subjects	Contact Hours	Credit Hours
Applied Linguistics (2)	2	2
Translation (3)	2	2
Essays (5)	3	2
Romantic Poetry	3	2
19th Century Fiction	3	2
Shakespeare	2	2
Literary Critique (1)	2	2
History of English Literature (2)	2	2
Holy Quran	2	2
Total	21	18

Year three sixth level

Subjects	Contact Hours	Credit Hours
Applied Linguistics (3)	3	2
Translation (4)	2	2
Essays (6)	3	2
Victorian Poetry	2	2
19th Century Fiction (2)	3	2
Restoration Era and 18th Century Theater	3	2
Literary Critique (2)	4	2
Total	20	14

Year four seventh level

Subjects	Contact Hours	Credit Hours
Applied Linguistics (4)	3	2
Translation (5)	2	2
20th Century Poetry (1)	3	2
20th Century Theater (1)	3	2
20th Century Fiction (1)	3	2
American Literature	2	2
Literary Critique (3)	2	2
Research Methodology	2	2
Holy Quran	2	2
Total	22	18

Year four eighth level

Subjects	Contact Hours	Credit Hours
Applied Linguistics (5)	3	2
History of English Language	2	2
20th Century Poetry	3	2
20th Century Theater	3	2
20th Century Fiction	3	2
Translated International English Literature	3	2
Literary Critique (4)	2	2
Total	19	14

Key: 1. ■ Practicum 2. ■ Methodology and teaching subjects 3. ■ Language proficiency subjects 4. ■ Linguistics subjects 5. ■ Translation subjects 6. ■ Other subjects

Appendix C

Bachelor of Science in Applied Linguistics - Yanbu University College

Year one first level		
Subjects	Contact Hours	Credit Hours
English Language Skills I (L)	3	1
English Language Skills I (S)	3	1
English Language Skills I (R)	5	5
English Language Skills I (W)	5	5
Essay Writing	3	3
Introduction to Statistics	2	2
Islamic Ideology & Thought	2	2
Physical Education - I	2	1
Total	25	20

Year one second level		
Subjects	Contact Hours	Credit Hours
English Language Skills II (L)	3	1
English Language Skills II (S)	3	1
English Language Skills II (R)	5	5
English Language Skills II (W)	5	5
English for Academic Purposes	3	3
Functional Grammar	2	2
Physical Education - II	2	1
Total	23	18

Year two third level		
Subjects	Contact Hours	Credit Hours
Linguistics I	3	3
Phonetics and Phonology I	3	3
English Grammar I	4	4
English Morphology	3	3
Work Ethics in Islam	2	2
Total	15	15

Year two fourth level		
Subjects	Contact Hours	Credit Hours
Linguistics II	3	3
Phonetics and Phonology II	3	3
English Grammar II	4	4
English Syntax	4	4
Objective Writing	2	2
Library Info Services	2	2
Total	18	17

Year three fifth level		
Subjects	Contact Hours	Credit Hours
Intro. to App. Linguistics	3	3
History of the English Language	2	2
Psycholinguistics	3	3
Sociolinguistics	3	3
Semantics	3	3
Human Rights in Islam	2	2
Total	16	16

Year three sixth level		
Subjects	Contact Hours	Credit Hours
Introduction to Translation	2	2
Educational Psychology	2	2
TEFL Methodology I	3	3
Language Acquisition	3	3
Contrastive Linguistics	2	2
Arabic Communication	2	2
Elective I	2	2
Total	16	16

Year four seventh level		
Subjects	Contact Hours	Credit Hours
Research Methods in Linguistics	2	2
Educational Technology	3	2
Syllabus Design	2	2
TEFL Methodology II	3	3
Practical Translation	3	3
Elective II	2	2
Total	15	14

Year four eighth level		
Subjects	Contact Hours	Credit Hours
Simultaneous Interpreting	3	2
EFL Materials Preparation	4	3
Language Testing	3	3
Supervised Practicum	3	3
Senior Project	3	3
Total	16	14

Key: 1. ■ Practicum 2. ■ Methodology and teaching subjects 3. Language proficiency ■ subjects 4. Linguistic ■ subjects 5. Translation subjects 6. Other subjects