



Course Specifications

Course Title:	Language Learning Strategies
Course Code:	Eng. 316
Program:	B. A in English
Department:	English Language Department
College:	College of Science and Humanities Rumah
Institution:	Al-Majmaah University

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A. Course Identification

1. Credit hours:			
2. Course type			
a.	University <input checked="" type="checkbox"/>	College <input checked="" type="checkbox"/>	Department <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input type="checkbox"/>	Elective <input type="checkbox"/>	
3. Level/year at which this course is offered: 6/ 3 rd Year			
4. Pre-requisites for this course (if any): Second Language Acquisition, Eng.225 (Level 5 / 3 rd Year)			
5. Co-requisites for this course (if any): None			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	30 hours
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	30 hours
Other Learning Hours*		
1	Study	24hr
2	Assignments	2hr
3	Library	2hr
4	Projects/Research Essays/Theses	2hr
5	Others (specify)	
	Total	30 hours

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description:

Course Description: This course is a sequel to Eng. 225 (Second Language Acquisition) and provides students with both knowledge and understanding of various direct and indirect Language Learning Strategies (LLS) explaining the core concepts, approaches, classification / taxonomy, functions and implications of each strategy. The course develops skills in learners to choose a suitable Language Learning Strategy (LLS) for a specific context and skill.

2. Course Main Objective:

- To investigate various direct and indirect Language Learning Strategies (LLS) that learners employ in order to help them learn a language.
- To explain the core & allied concepts, approaches, classification/taxonomy, functions and implications of Language Learning Strategies (LLS).

To develop skills in learners to choose and apply a suitable Language Learning Strategy (LLS) for a specific context and a skill.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	By the end of the course, the students will be able to: - Define various Language Learning Strategies (LLS)	Quizzes
1.2	-Identify the importance of various Language Learning Strategies (LLS)	Participation in class discussion
2	Skills :	
2.1	By the end of the course, the students will be able to: - Differentiate between various direct and indirect Language Learning Strategies (LLS)	Assignments
2.2	Distinguish between Language Learning Styles and Strategies	Mid term written exam
2.3	- Choose and apply a suitable Language Learning Strategy (LLS) for a specific context and skill	Quizzes
3	Competence:	
3.1	Manage their time and take responsibility for their own learning	Research

CLOs		Aligned PLOs
3.2	-Work in pairs or groups and coordinate group work - Learn how to search for the relevant academic content from the internet	Final exam

C. Course Content

No	List of Topics	Contact Hours
1	Définition & Importance of Language Learning Strategies (LLS)	۲
2	A Brief Comparaison between the Three Taxonomies of LLS: Oxford (1990) ; O' Malley and Chamot (1990) ; and Rubin & Wendin (1987)	۲
3	A Comprehensive Study of Direct LLS: Cognitive, Memory-related & Compensatory	۶
4	Midterm Exam-I	۲
5	A Comprehensive Study of Indirect LLS: Metacognitive, Affective & Social	۶
۶	Larry Selinker's Theory of Interlanguage	۲
۷	Difference between Language Learning Strategies and Styles	۲
۸	Midterm Exam-II	۲
۹	Assessing Context & Skill Specific Use of Language Learning Strategies (Case Studies)	۶
Total		۳۰

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Define various Language Learning Strategies (LLS)	•Lectures • Collaborative	• Quiz • Mid-Terms • Final Exam
1.2	Identify the importance of various Language Learning Strategies (LLS)	Learning group work	• Assignments
...			
2.0	Skills		
2.1	Differentiate between various direct and indirect Language Learning Strategies (LLS)	Lectures	Quiz
2.2	-Distinguish between Language Learning Styles and Strategies	Reading and text analysis	Mid-Terms
2.3	Choose and apply a suitable Language Learning Strategy (LLS) for a specific context and skill	Case studies	Final Exam • Assignments
3.0	Competence		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.1	Manage their time and take responsibility for their own learning	Peer/groupwork	Class participation in peer/group activities
3.2	Work in pairs or groups and coordinate group work	Case studies	Research assignments
...			

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	1 st Mid-Term	Week 6	20%
2	2 nd Mid-Term	Week 12	20%
3	Case Studies / Group Assignments	Week 13 & 14	10%
4	Final Exam	Week 16	50%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

2 hours per week

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Oxford, R. (2013). Language learning strategies. [South Melbourne, Vic.]: Heinle Cengage Learning. • Material provided by the course instructor
Essential References Materials	Cohen, A. (2015). Strategies in learning and using a second language. Londres: Routledge.
Electronic Materials	http://web.ntpu.edu.tw/~language/workshop/read2.pdf
Other Learning Materials	Collection of miscellaneous material from various sources

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	A classroom of about 25 armchairs
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> • Multimedia projector system with a PC and built-in sound system • Smart board • E- pens
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Midterm evaluation feedback form to increase instructor's awareness of the weak and strong points of the class;	Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.	Quiz •Mid-Terms •Final Exam • Assignments
End of term college evaluation of the course by students (to be collected by the department	An online evaluation of the course by the university	Class participation in peer/group activities
End-of-term debriefing of students and teacher in the class regarding what went well and what could have gone better.	Teacher Faculty Staff	Class observation by a supervisor
Encouragement of faculty members to attend professional development conferences.	Teacher Administrator	Class-observation

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	