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

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# A. Course Identification

|  |  |
| --- | --- |
| **1. Credit hours:** |  |
| **2. Course type** |
| **a.** | University |  | College |  | Department | **√** | Others |  |  |
| **b.** | Required | **√** | Elective |  |  |
| **3. Level/year at which this course is offered:** | Level 6 |
| **4. Pre-requisites for this course** (if any)**:**Second Language Acquisition, Eng.225 |
| **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** | 2 hours per week | 100% |
| **2** | **Blended**  | 0 | 0% |
| **3** | **E-learning** | 0 | 0% |
| **4** | **Distance learning**  | 0 | 0% |
| **5** | **Other**  | 0 | 0% |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 2 (hours) X 15(weeks) |
| **2** | **Laboratory/Studio** | 0 |
| **3** | **Tutorial**  | 0 |
| **4** | **Others** (specify) | Office Hours = 1X 15 weeks |
|  | **Total** | 45 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
|  |
| 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. |
| 2. Course Main Objective:1.To explain the core & allied concepts, approaches, classification/taxonomy, functions and implications of Language Learning Strategies (LLS). 2. To develop skills in learners to choose and apply a suitable Language Learning Strategy (LLS) for a specific context and a skill. |

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## 3. Course Learning Outcomes

| **CLOs** | **Aligned****PLOs** |
| --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Define various Language Learning Strategies (LLS) | K1 |
| 1.2 | Identify the importance of various Language Learning Strategies (LLS) | K2 |
| 1.3 | Distinguish between Language Learning Styles and Strategies | K3 |
| 1.4 | Differentiate between various direct and indirect Language Learning Strategies (LLS) | K4 |
| **2** | **Skills :** |  |
| 2.1 | demonstrate various direct and indirect Language Learning Strategies and techniques. | S1 |
| 2.2 | search for the relevant academic content from the internet. | S2 |
| 2.3 | Present topics related to the course content in a scientific way. | S3 |
| **3** | **Values:** |  |
| 3.1 | Submit assignments and response papers in due time.  | V1 |
| 3.2 | Manage their time and take responsibility for their own learning. | V2 |
| 3.3 | Accept the other opinion and diversity. | V3 |
| 3.4 | Appreciate working with partner(s) | V4 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Course introduction | 2 |
| 2 | Definition & Importance of Language Learning Strategies (LLS) | 2 |
| 3 | Difference between Language Learning Strategies and Styles | 2 |
| 4 | A Brief Comparison between the Three Taxonomies of LLS: Oxford (1990) ; O’ Malley and Chamot (1990) ; and Rubin & Wendin (1987) | 4 |
| 5 | A Comprehensive Study of Direct LLS: Cognitive, Memory-related & Compensatory | 6 |
| 6 | A Comprehensive Study of Indirect LLS: Metacognitive, Affective & Social | 6 |
| 7 | Larry Selinker’s Theory of Interlanguage | 2 |
| 8 | Assessing Context & Skill Specific Use of Language Learning Strategies (Case Studies) | 6 |
| **Total** | 30 |

# 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 and understanding** |
| 1.1 | Define various Language Learning Strategies (LLS) | PresentationLecturingSeminarsOther alternative methods | Written testQuizzesOther alternative evaluation methods. |
| 1.2 |  Identify the importance of various Language Learning Strategies (LLS) | Communicative drillsLecturing,SeminarsOther alternative methods | QuizzesMidterm and Final Exam |
| 1.3 | Distinguish between Language Learning Styles and Strategies | Lecturing,SeminarsOther alternative methods | Quizzes assignments tests and examsOral testsMidterm and Final ExamOther alternative methods |
| 1.4 | Differentiate between various direct and indirect Language Learning Strategies (LLS) | Collaborative learningLecturingYouTube videosClass discussion | QuizzesMidterm and Final Exampresentations |
| **2.0** | **Skills** |
| 2.1 | Demonstrate various direct and indirect Language Learning Strategies and techniques. | Class discussionLecturing | Oral tests,Midterm and Final ExamOther alternative methods. |
| 2.2 |  Search for the relevant academic content from the internet. | Communicative drillsLecturingYouTube videos Text analysis | Oral testsMidterm and Final ExamOther alternative methods |
| 2.3 | Present topics related to the course content in a scientific way. | Lecture and power point presentation | Written test Oral testsMidterm and Final ExamOther alternative methods |
| **3.0** | **Values** |
| 3.1 | Submit assignments and response papers in due time.  | Lecturing  | Assignments  |
| 3.2 | Manage their time and take responsibility for their own learning. | Communicative drillsLecturingYouTube videos | Oral testsMidterm and Final ExamOther alternative methods |
| 3.3 | Accept the other opinion and diversity. | Collaborative learning | Observation  |
| 3.4 | Appreciate working with partner(s) | presentation | Pair/group projects |
| 3.5 | Making blogs/designing web page | Blackboard (LMS) blogsGoogle blogs | ObservationRubric |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\***  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation  | Throughout  | 10% |
| **2** | Assignments, activities, projects, presentation | Weekly | 20% |
| **3** | Midterms | Week 7  | 20% |
| **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

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| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:** |
| Academic advisors are available during office hours and hours allotted for academic advice (2 hours per week). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | * Oxford, R. (2013). Language learning strategies. [South Melbourne, Vic.]: Heinle Cengage Learning.

  |
| **Essential References Materials** | -Cohen, A. (2015). Strategies in learning and using a second language. Londres: Routledge.-Material provided by the course instructor |
| **Electronic Materials** | <http://web.ntpu.edu.tw/~language/workshop/read2.pdf> |
| **Other Learning Materials** | **Blackboard (LMS), University website** |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**(Classrooms, laboratories, demonstration rooms/labs, etc.) | Enough space is available at college for accommodating the students:Lecture rooms can accommodate up to 50 students.Laboratories accommodate up to 32 students. |
| **Technology Resources**(AV, data show, Smart Board, software, etc.) | * Smart Boards, digital podiums and Internet facilities are available in the classrooms.
* Well -equipped language labs are available at the college for students during practical lectures.
 |
| **Other Resources** (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | * **Current resources are sufficient.**
 |

# G. Course Quality Evaluation

| **Evaluation****Areas/Issues**  | **Evaluators**  | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Instructors and coordinators  | **#**A "Course evaluation" questionnaire done by the students on the university portal at the end of each term.**#**A "Students' academic experience evaluation" questionnaire done by the students at the end of each term.**#** A "Program evaluation" questionnaire done by the students at the end of each term. |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Instructors and coordinators  | # Revising study plans of the department by the college committee of Academic Study Plans. # Quality check by colleagues and Head of the Department. |
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**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** | English Department Meeting |
| **Reference No.** | Department Meeting N. 3 |
| **Date** | 02/10/2019-0302-1441 |