



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	Majmaah University
Academic Department:	Department of English
Programme:	English Language
Course title and code:	Language Learning Strategies, Eng. 316
Specification Approved Date:	

Course Specifications

Institution: Majmaah University	Date:
College/Department: College of Science and Humanities in Rumah / Department of English	

A. Course Identification and General Information

1. Course title and code: Language Learning Strategies, Eng. 316																				
2. Credit hours: 2																				
3. Program(s) in which the course is offered: English Language (If general elective available in many programs indicate this rather than list programs)																				
4. Name of faculty member responsible for the course:																				
5. Level/year at which this course is offered: 6/ 3 rd Year																				
6. Pre-requisites for this course (if any): Second Language Acquisition, Eng.225 (Level 5 / 3 rd Year)																				
7. Co-requisites for this course (if any): None																				
8. Location if not on main campus: Rumah Campus																				
9. Mode of Instruction (mark all that apply):																				
<table style="width: 100%; border: none;"> <tr> <td style="width: 35%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 35%;">What percentage?</td> <td style="width: 20%; text-align: center;"><input type="text" value="100"/></td> </tr> <tr> <td>b. blended (traditional and online)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>d. correspondence</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>f. other</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> </table>	a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100"/>	b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>	c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>	d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>	f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
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Comments:																				



B Objectives

1. What is the main purpose for this course?

- 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.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

- Use of additional text to supplement the course contents.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

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.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Définition & Importance of Language Learning Stratégies (LLS)	1	2
A Brief Comparaison between the Three Taxonomies of LLS: Oxford (1990) ; O' Malley and Chamot (1990) ; and Rubin & Wendin (1987)	1	2
A Comprehensive Study of Direct LLS: Cognitive, Memory-related & Compensatory	3	6
Midterm Exam-I	1	2
A Comprehensive Study of Indirect LLS: Metacognitive, Affective & Social	3	6
Larry Selinker's Theory of Interlanguage	1	2
Difference between Language Learning Strategies and Styles	1	2
Midterm Exam-II	1	2
Assessing Context & Skill Specific Use of Language Learning Strategies (Case Studies)	3	6

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30 hours	-----	-----	30 hours	-----	30 hours
	Actual	30 hours	.....	.....	30 hours	.....	30 hours
Credit	Planned	2 hours	-----	-----	2 hours	-----	2 hours
	Actual	2 hours	.....	.....	2 hours	.....	2 hours

3. Additional private study/learning hours expected for students per week.

2 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	By the end of the course, the students will be able to: - 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	Cognitive 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)	<ul style="list-style-type: none"> • Lectures • Reading and text analysis • Case studies 	<ul style="list-style-type: none"> • Quiz • Mid-Terms • Final Exam • Assignments
2.2	-Distinguish between Language Learning Styles and Strategies		
2.3	- Choose and apply a suitable Language Learning Strategy (LLS) for a specific context and skill		
3.0	Interpersonal Skills & Responsibility		
3.1	By the end of the course, the students will be able to: -Manage their time and take responsibility for their own learning	<ul style="list-style-type: none"> • Peer/groupwork • Case studies 	<ul style="list-style-type: none"> • Class participation in peer/group activities
3.2	-Work in pairs or groups and coordinate group work		
4.0	Communication, Information Technology, Numerical		
4.1	By the end of the course, the students will be able to: - Learn how to search for the relevant academic content from the internet.	<ul style="list-style-type: none"> • In-class instructions on how to efficiently use internet browser/web service to get specific content or make research 	<ul style="list-style-type: none"> • Research assignments
5.0	Psychomotor		
5.1	N/A		



5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
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 %

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

2 hours per week

E Learning Resources

1. List Required Textbooks

- Oxford, R. (2013). Language learning strategies. [South Melbourne, Vic.]: Heinle Cengage Learning.
- Material provided by the course instructor

2. List Essential References Materials (Journals, Reports, etc.)

Cohen, A. (2015). Strategies in learning and using a second language. Londres: Routledge.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

<http://web.ntpu.edu.tw/~language/workshop/read2.pdf>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required



Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- A classroom of about 25 armchairs

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Multimedia projector system with a PC and built-in sound system
- Smart board
- E- pens

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class;
- End of term college evaluation of the course by students (to be collected by the department).
- End-of-term debriefing of students and teacher in the class regarding what went well and what could have gone better.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.
- An online evaluation of the course by the university.
- Class observation by a supervisor.

3. Processes for Improvement of Teaching

- Professional Development Courses/ Training Sessions;
- Workshops and seminars to facilitate the exchange of experience and knowledge among the faculty members;
- Regular monthly meetings of colleagues and supervisors to discuss problems /challenges in the classroom to find various solutions;
- Setting goals for achieving excellence in teaching at the beginning of each semester after reviewing last semester's teaching strategies and results, and;

- Keeping up to date with the latest pedagogical theories and practices.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Check marking of a sample of examination papers either by a resident or visiting faculty member
- Students who believe they are under graded can have their papers checked by a second reader.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Comparing syllabus and course description with that of other universities of the kingdom as well as the region.
- End of semester analysis of the achievement of learning outcome based on the final examination.
- Biannual meetings of faculty members to discuss improvement.

Name of Course Instructors:

Signature: 1), 2)..... **Date Specification Completed:**

Program Coordinator: **Dr. Mukhlid Algaiani**

Signature: **Date Received:**

