



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	College of Education.
Academic Department :	English Department
Programme:	English Language (B.Ed. Programme)
Course Title and Code :	Applied Linguistics (ENGL 313)
Specification Approved Date :	20 /6/1440H, 24/2/2019

Course Specifications

Institution: Majmaah University	Date: 24/02/2019
College/Department : College of Education, Department of English	

A. Course Identification and General Information

1. Course title and code: Applied Linguistics (ENGL 313)																				
2. Credit hours: 3 credit hours																				
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) English Language																				
4. Name of faculty member responsible for the course Usman Shah &Dr. Aied Al enezi (instructors can also consult Dr. Abdelmagid Abdelrahman)																				
5. Level/year at which this course is offered: 6th Level																				
6. Pre-requisites for this course (if any):ENGL 215																				
7. Co-requisites for this course (if any): (NA)																				
8. Location if not on main campus: (NA)																				
<p>9 - Mode of Instruction (mark all that apply)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;">A - Traditional classroom</td> <td style="width: 10%; text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> <td style="width: 30%; padding: 5px;">What percentage?</td> <td style="width: 25%; text-align: center; padding: 5px;">80 %</td> </tr> <tr> <td style="padding: 5px;">B - Blended (traditional and online)</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> <td style="text-align: center; padding: 5px;">15 %</td> </tr> <tr> <td style="padding: 5px;">D - e-learning</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> <td style="text-align: center; padding: 5px;">5 %</td> </tr> <tr> <td style="padding: 5px;">E -Correspondence</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> <td style="text-align: center; padding: 5px;">..... %</td> </tr> <tr> <td style="padding: 5px;">F - Other</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> <td style="text-align: center; padding: 5px;">..... %</td> </tr> </table>	A - Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	80 %	B - Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	15 %	D - e-learning	<input checked="" type="checkbox"/>	What percentage?	5 %	E -Correspondence	<input type="checkbox"/>	What percentage? %	F - Other	<input type="checkbox"/>	What percentage? %
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Comments:																				

B Objectives



What is the main purpose for this course?

This course aims to:

1. Acquaint students with the central ideas, concepts, theories, approaches, methods, history and scope of Applied Linguistics (AL).
2. Introduce students briefly to the key areas in the mainstream issues of applied linguistics: Language Learning and Teaching and Translation
3. Familiarise students with the primary technical terms, key concepts, techniques, approaches and methods in the field of applied linguistics
4. Introduce students briefly to some of the innovative and recent subfields of applied linguistics such as: Forensic Linguistics, Clinical Linguistics, Biolinguistics, Neurolinguistics, Computational Linguistics, Peace Linguistics, Conversation Analysis, etc.
5. Describe briefly the main points of a variety of language teaching methods and see the differences between them.
6. See the link between applied linguistics (e.g. contrastive Linguistics) and translation theory and practice.
7. Learn some important research skills in different domains of applied linguistics (bridging the gap between language and real-life problems and issues).
8. Finally, to think more critically, scientifically and analytically making use of knowledge and skills gained from the study of applied linguistics

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)

1. Increased use of web-based reference material.
2. Relating what is taught in the classroom with practical learner's linguistic awareness.
3. Consistently practicing linguistic assignments.

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

Course Description

Applied linguistics is an interdisciplinary subfield of linguistics that deals with all aspects of linguistic theory that can be put into practice to bridge the gap between linguistic theory and practical fields such as language teaching and learning, translation, language therapy, forensics, counseling, computing, etc. The scope of the field has broadened enormously in the past three decades enabling it to branch out into an infinite range of increasingly new subfields: Forensic Linguistics, Clinical Linguistics, Biolinguistics, Neurolinguistics, Computational Linguistics, Peace Linguistics, Conversation Analysis, etc.

To start with, the course will survey the definition, history and scope of Applied Linguistics. It will then primarily discuss the central theories, approaches, ideas, terms and methods of Applied Linguistics in the domain of language teaching and language learning such as EFL learners' second language learning problems, difficulties, challenges and how to solve those them,

Contrastive Analysis, Error Analysis, Transfer, Approaches and Methods of Language Teaching, Linguistic Theory and Translation, Language Learning Strategies and Styles, etc. The course will then devote a module to acquainting students with a range of recent domains of the subject generally outlined above. This module will, in the most part, be brief and sketchy as these areas will be also detailed in subsequent courses such as: Semantics and Pragmatics, Discourse Analysis, Special Topics in Linguistics, Psycholinguistics, Computer-aided Translation, etc. Instructors are recommended to vary course content, materials, methods of instruction and tools to assess students' performance, along with adopting a practical stance whenever deemed appropriate and possible.

List of Topics	No. of Weeks	Contact Hours
Introduction: <i>Course Orientation</i>	1	3
Definition of the term applied linguistics, scope, history and it's applications to other sub	1	3
Unit/Module 1 Mainstream Domains: Language Learning and Teaching, Contrastive Analysis and Translation (1) Introducing key terms and concepts: learning, acquisition, linguistic competence, linguistic performance, errors, mistakes, descriptive and prescriptive linguistics, language transfer/language interference, etc.	3	9
Language Learning and Teaching (2) A brief discussion of second language acquisition theories and methods/approaches of language teaching and testing (these will be detailed in other subsequent courses such as Methods and Strategies of Language Teaching (ENGL 426) and Language Evaluation (ENGL 424) and Special Topics in Linguistics (ENGL 425).	3	9
Tasks & Mid-term Interlanguage, Learning Strategies and Learning Styles	2	6
Unit/Module 2 New and emerging subfields of Applied Linguistics Introduction to these developing areas	1	3
Biolinguistics, Clinical Linguistics and Cognitive Linguistics: A Brief Introduction (language and speech disorders and speech therapy, language and the brain and language and cognition)	1	3
A brief introduction to Forensic linguistics (language and law) and Peace Linguistics	1	3
An Overall Review/Revision, + Final Exam.	2	6
Total	15	45

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

	Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total



Contact Hours	Planned	45					45
	Actual	45					45
Credit	Planned	45					45
	Actual	45					45

3. Additional private study/learning hours expected for students per week. 2

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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define Applied Linguistics, its history, scope and interests.	Mixed methods, lecturing, class discussion, individual and class tasks	Traditional tests and quizzes
1.2	Outline the key points and ideas in traditional or mainstream topics of applied linguistics (language learning and teaching and translation).	Mixed methods, lecturing, class discussion, individual and class tasks	Quizzes and tests Midterms and finals
1.3	Discuss the fundamentals of some of the major language teaching methods and approaches (only briefly as these will be detailed in much more advanced courses in the study plan of the department).	Mixed methods, lecturing, class discussion,	-Homework assignments. -Midterm and final exams.



		individual and class tasks	
1.4	Mention some of the innovative, new and emerging areas of applied linguistics	Mixed methods, lecturing, class discussion, individual and class tasks	-Homework assignments. -Midterm and final exams.
2.0 Cognitive Skills			
2.1	Discuss the fundamentals of some of the major language teaching methods and approaches (only briefly as these will be detailed in much more advanced courses in the study plan of the department).	-Lectures -Class work, -discussion	-Homework assignments. -Midterm and final exams.
2.2	Explain and discuss a few fundamental concepts in Bilingualism, Neurolinguistics and Computational Linguistics.	-Class work, - focus group discussion	-Homework assignments. -Midterm and final exams. -Quizzes
2.3	Argue critically and sensibly making use of the skills and knowledge obtained from studying and researching applied linguistics.	- Mixed methods, lecturing, class discussion, individual and class tasks	- Assignments. -graded presentations
3.0 Interpersonal Skills & Responsibility			
3.1	Learn to manage time effectively via meeting deadlines of activities and assignments.	- Setting deadlines for tasks.	Checking if students keep to deadlines in submitting assignments/response papers.
3.2	Learn inter-team and intra-team skills and spirit from the tasks given during the term.	Mixed methods, lecturing, class discussion, individual and class tasks.	Allocating marks for good team and intra-team work..
3.3	Students should can act positively and responsibly in carrying out individual assignments.	Task-based teaching	Checking if tasks are completed successfully and in time.
4.0 Communication, Information Technology, Numerical			
4.1	Use web-based and electronic materials relevant to	Encourage	Allocate marks for

	applied linguistics.	students to use audio, video and web-based material;	the use of audio, video and web-based material in students' assignments and presentations;
4.2	Employ multimedia in studying Applied linguistics.	Encourage students to consult a computer lab specialist for assistance with web-based material;	Notify students about the scale(s) to be used in evaluating their assignments.
5.0 Psychomotor			
5.1	Not applicable (NA)	Not applicable (NA).	Not applicable (NA)

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 midterm	Middle of term	15 %
2	Participation	All along	5 %
3	Home assignments/Quizzes	All along	5 %
4	2 nd midterm	Week 12	15 %
5	Final	Week 15	60 %
6	Total		100

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)

4-5 hours office hours per week.

Students receive various kinds of counseling inside and outside classroom(formally and informally).

Particular counseling is given to help students do project work



E Learning Resources

1. List of Required Textbooks :

Applied Linguistics

Guy Cook (2003). Oxford: Oxford University Press

2. List of Essential References Materials :

Issues in Applied Linguistics (2001). Mc Carthy, M. Linguistics Oxford/ Maldon. MA: Black Well.

3. List of Recommended Textbooks and Reference Material :

Brown, D. H. (2007). Principles of Language Learning and Teaching (5th ed.). New York: Longman. Supplementary Textbooks: Cook, G. (2008). *Applied Linguistics*. Oxford: Oxford University Press. Davies, A. & Elder, C. (2006). The Handbook of Applied Linguistics. London: Blackwell. Kaplan, R. (2005). *The Oxford Handbook of Applied Linguistics*. Oxford: Oxford University Press. Lightbown, P. M., & Spada, N. (2006). *How Languages are Learned* (3rd ed.). Oxford: Oxford University Press. Mitchell, R. & Myles, F. (1998). *Second Language Learning Theories*. London: Arnold. Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

4. List of Electronic Materials :

Google Search

5. Other learning material :

N. A

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.)

- Computer Lab
 - Classroom
 - Library
- Projector with internet



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

- Larger and more convenient classrooms.
- Better equipped language labs.

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

- Laptop computer
- Multimedia projector system
- Computer lab

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

CDs/Flash memory materials

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class
2. End of term college evaluation of course by students (to be collected by the department)
3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's students on specific points outlined by the department and the instructor being evaluated

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- Exchanged instructor (peer) visits encouraged by the department.
- Department seminars held fortnightly to discuss various teaching and linguistics issues arranged by the academic board of the department.
- An end-of-the-term course report required by the department Quality Unit.

3 Processes for Improvement of Teaching :

- Workshops and seminars (both inside and outside the department).
- A set of strategies to ensure variability, up datedness and flexibility of materials.

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):

- Adopting a regular system of marking peer checking.
- Having students' final exam sheets checked by an independent reviewer/marker.
- Holding regular workshops devoted partially or wholly to discussing testing criteria and

problems.

- Students who believe they are under-graded may have their papers checked by a second reader/marker.

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

- Regularly review syllabi and course descriptions for more improvement and updatedness (taking some reputable institutions as benchmarks/touchstones).
- Holding regular meetings and workshops to discuss syllabus improvement.
- Checking course effectiveness via constantly seeking feedback from students and Graduates/alumni (esp. those who have been recruited as school/college teachers).

Name of Course Instructors: Dr. Aied Alenizi + Uthman Shaah

Signature: Date Specification Completed: 20 /6/1440H, 24/2/2019

Program Coordinator: Dr. Aied Alenizi

Signature: Date Received: 20 /6/1440H, 24/2/2019

