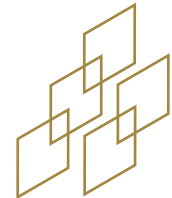


Short Course Specifications

MA in Applied Linguistics

Program Name:	MA in Applied Linguistics
Department:	English Language Department
College:	College of Education
Institution:	Majmaah University
Academic Year:	2024
Council / Committee	Click or tap here to enter text.
Reference No.	Click or tap here to enter text.
Approval Date:	Click or tap to enter a date.



A: Short Course Description

Course Code	Course Title	Credit Hours
ENGL 710	Applied Linguistics	3
<p>This course provides an in-depth exploration of the core principles, concepts, methodologies, and subfields within Applied Linguistics (AL). It traces the evolution of AL from its beginnings in the 1940s to the present day, highlighting how its scope has expanded significantly, particularly over the past three decades. In 2010, the American Association of Applied Linguistics identified 16 domains within AL; by the following year, another prominent association listed 28. Earlier, in 2003, Cook categorized AL into three major areas:</p> <ol style="list-style-type: none"> 1. Language Education: Covering second/foreign language education, language testing, and clinical linguistics. 2. Language, Work, and Law: Encompassing forensic linguistics and language policy and planning. 3. Language, Information, and Effect: Including critical linguistics, critical discourse analysis, lexicography, and stylistics. <p>While this course will outline the historical developments and expanding reach of AL, it will concentrate primarily on the domain of Language Education. Topics within this focus include Language Teaching and Learning, Teaching Methodology, Contrastive Analysis, Evaluation and Assessment, Syllabus Design, Materials Development, Language Learner characteristics, Interlanguage, and Language Acquisition/Learning.</p>		
ENGL 711	Linguistics	3
<p>This course has been designed for MA students who are expected to have studied general/descriptive linguistics in their undergraduate BA programs. With this mind, the course has a twofold aim: revise and remedy most of the major concepts and theories of general/theoretical linguistics and discuss their implications for language teaching and learning. It will cover the most central aspects of Linguistics: Phonetics and Phonology, Morphology, Syntax, Semantics, History and Development of English, etc. In addition, macro-linguistic features of language, in general, and English, in particular, will be surveyed: The Sociolinguistic aspects of English, Psycholinguistics, Applied linguistics, Educational Linguistics, Pragmatics, Cognitive and Psycholinguistics, Discourse Analysis, etc. Both the content and instructional method of the course, will take into account the needs of the students for a working knowledge of the science of language in general, and for English, in more specific terms. In other words, linguistics will be presented, explained and discussed with the intention of considering its relevance to language teaching (the pedagogical implications). As such, instructors are expected to consider some practical problems of Arabic-speaking EFL learners, whilst tackling these primarily descriptive and theoretical aspects of language (e.g. reference may be made to the pronunciation difficulties of Saudi students in the context of discussing Phonetics and Phonology, grammatical problems while covering Morphology and Syntax, raising students' contextual awareness of language in the context of discussing Pragmatics and Discourse Analysis, the implications of general linguistic theories and approaches to English Language classroom (see Wilkins' linguistics in Language Teaching; McCarthy's book " Discourse Analysis for Language Teachers, McKay's and Hornberger's " Sociolinguistics for Language teaching", LoCastro's Pragmatics for Language Educators etc.).</p>		
ENGL 712	Corpus Linguistics	3
<p>This course aims at integrating both theory and practice in the teaching of corpus linguistics. Accordingly, the course has generally two main goals. The first goal aims at introducing the basics of corpus linguistics: approaches to corpus linguistics (corpus based vs. corpus driven), corpus design and representativeness, corpus related statistics, analysis tools and major types of corpus analysis. Students will learn how to use available corpora and how to compile their own corpora for conducting language analysis at various levels. They will also learn how to use tools such as word frequency lists, keyword lists, cluster lists, as well as concordance lines for analyzing patterns of language use. The second major objective of the course focuses on corpus linguistics and its applications to various linguistics subfields (e.g., Sociolinguistics, Discourse analysis, language teaching and learning, etc.). Students will explore the principles and methods for connecting the</p>		

findings and approaches of corpus linguistics to the teaching and learning of language. They will gain hands- on experience in designing and creating materials and activities for language teaching.		
ENGL 713	Theories of Language Learning	2
<p>This course tries to explore the different theoretical approaches pertinent to the acquisition of language and investigates and evaluates current theories of second language acquisition as a branch of Applied Linguistics that heavily draws on issues closely related to psychology, cognitive psychology, and education. It offers a comprehensive coverage of basic and fundamental concepts in language learning and acquisition and the different debatable views of their underlying interchangeability and discreteness as terms. The impact of age, gender, individual differences, socio-cultural settings, and formal /informal contexts are all taken and addressed through interdisciplinary approach prompting students to view SLA from sociolinguistic, educational and psycholinguistic perspectives. How language is processed in the brain, the dynamic impact of senses and their role in language acquisition, and how memory with its long and short terms interact with language learning and acquisition. The course also proceeds to investigate the factors that allow learners to excel in a second language, and the conditions that prohibit them from acquiring a native - speaker proficiency. The course also explains the role of motivation, identity, and learning strategies in SLA and explores the corpus of scientific research conducted in the area to constitute a guideline and insight as well as strong research base in second language acquisition, education, psycholinguistics, and cognitive psychology. The course, more specifically, discusses various issues with regard to LLSs: types, classifications, and theories, along with ways of applying these various strategies in language learning in classroom or outside classroom (e.g. ways of emulation of successful language learners). What is more, it will seek to give a general survey of LLSs with particular emphasis on: cognitive, metacognitive and affective strategies. The course adopts variation in both instruction and evaluation and encourages teacher and learner creativity.</p>		
ENGL 720	Research Method and Experimental Design	3
<p>This course presents an introduction to research methods in applied linguistics (e.g. quantitative, qualitative, and mixed methods) and the preparation and refinement of research proposals. Discussion will focus on the identification of research problems; the formation of research hypotheses; a critical review of relevant research literature; and the selection of appropriate research designs including sampling procedures, piloting studies, methods of data collection, methods of data analysis, instrumentation and measurement, statistical techniques, and modes of analysis. The course promotes a more qualified “critical consumption” of published research of second language learning and teaching, which leads to a critical review of an empirical paper and culminates in a refined proposal for a research project towards the MA degree.</p>		
ENGL 721	Curriculum Development and Syllabus Design	3
<p>The scope of curriculum development and syllabus design is one of the most controversial areas of second language pedagogy. This course acquaints the students with a basic grounding in the principles and practice of curriculum development and syllabus design in the context of English language education. It provides MA university students with a comprehensive overview of different approaches and models of curriculum and syllabus design, as a way of enabling those students to reflect on the design of some teaching language programs. Further, this course also presents kinds, components and functions of syllabus and how curriculum is developed. It also discusses some problems encountered in the implementation of syllabus and curriculum. Through critical reflection and guiding principles, the students are encouraged to learn how an English language curriculum is organized, designed, develop and evaluated depending on a number of factors: theories that have influenced the curriculum designers, institutional views of language and language learning, the target use of the language, the forms of assessment used within the institution and the encountered issues while developing a curriculum.</p>		
ENGL 722	Discourse and Classroom Interaction	3
<p>Discourse Analysis studies stretches/forms of language beyond the sentence level (in both spoken and written communication along with digital and multimodal texts). This is an MA level course, which builds on students' BA level background and expands it to a higher level of understanding and criticality. A main tenet of (DA) / Discourse Studies (DS) is that it views language as 'social practice' and opts to investigate how, in that sense, it often constructs and reconstructs reality, shapes and reshapes meanings. This course aims to acquaint students with the main theories, ideas, notions,</p>		

terms and practices in Discourse Analysis and Discourse Studies esp., in the context of classroom (particular references are made to language education and classroom discourse whenever deemed necessary). Being interdisciplinary in both content and methodology, topics of Discourse Analysis vary considerably: Discourse, Text, Communication Models, Power and Solidarity, Gender, Identity, Implicature, Voice and Ideology, Stereotyping/Political Correctness, Code-switching and Negotiation of meaning, Critical Discourse Analysis (CDA), Contextual features, Schemata, etc. critical thinking, open-mindedness, and research techniques are among the most expected learning objectives of the course. The study of the dynamics and strategies of classroom discourse will constitute an important module in the course (teacher-student and student-student interactions). In addition, students are expected to think deeply about language and textual phenomena and use that knowledge creatively to help them analyze texts (both fictional and expository) and various other communication events/encounters such as: formal/informal chat, online chat & SMS, sports commentary, tor-patient conversation, TV debates, etc. This will largely take the form of a "term project" in which students will apply what they have learnt from the course to help them analyze, deconstruct and get a deep insight into these discourse practices and phenomena. Discourse lends itself easily to a multi-sided teaching strategy that combines lecturing, group discussions and seminars, fieldwork/research projects, corpus-based tasks, etc. Instructors are also encouraged to vary methods of assessment.

ENGL 744	Thesis	6
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The thesis course in Applied Linguistics is a vital component of academic programs dedicated to the study of language and its practical applications. This course aims to equip students with the necessary skills and knowledge to conduct independent research in the field of applied linguistics. Students explore theoretical frameworks, research methodologies, and empirical investigations in various subfields.

Elective Courses

ENGL 730	Teaching Language Skills	2
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This course aims at widening students' awareness in traditional and current trends of English language teaching. It involves a profound understanding of what teaching is and developing ideas of theorizing practice. It also seeks to provide an accessible and yet a comprehensive survey of concepts, principles and theories based on the collective experience of teaching worldwide, and traces in depth the pros and cons of English language teaching in terms of methodologies, approaches and strategies of learning which may enable students to evaluate, analyze, criticize and apply what meets their needs and interests in their teaching careers and relevant practices. The course includes an overview of ELT methodology that lists definitions of key concepts such as methodology, approach, method, curriculum, syllabus, techniques and other key terms pertinent to learning strategies and teaching. Students will be acquainted with traditional teaching methods and approaches developed over the past century together with the most current trends and directions in ELT Methodology in the third millennium.

ENGL 731	Second Language Writing	2
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This advanced graduate elective course immerses students in diverse approaches and theories of second language (L2) writing while exploring the historical development of L2 writing as an academic field. The course introduces various writing and composition theories that provide critical insights into L2 writing practices. Topics covered include, but are not limited to, historical background to L2 writing, the writing process, post-process, genre pedagogy, feedback, writer's agency and identity, translingual writing practices, and more. Students will connect these theories to classroom and research applications. Required readings include Victor Villanueva's Crosstalk in Composition Theory and articles from issues of SLWJ and CCC. Assessments will consist of position papers/ lesson plan, weekly reflections, a 5–7-page midterm essay, a peer debate on effective L2 theories and approaches, and a final project.

ENGL 732	Translation Studies	2
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This course seeks to provide an adequate understanding of both theoretical and Applied translation studies to postgraduate students at the Masters' level. It aims to familiarize students with a diverse range of translation concepts, theories, approaches and terms such as, Translation and Translation Studies, Translation and Linguistics, Fundamental Theories of Translation, Translation Types,



Strategies and Methods, Forms of Translation studies (e.g. product-based, process-based, function-based translation studies, other approaches, etc.), Translation and Meaning, Translation vs. Interpretation, Translation and Pragmatics, Back-translation, Translation and Technology, Common Problems of Translation (e.g. the problem of equivalence vs. variations, ambiguity, untranslatability, culture-bound expressions/texts, etc.). To achieve a better awareness of these challenges, students will be involved in a range of practical translation tasks (English into Arabic and Arabic into English) with a view to linking theory with practice. In addition, the course will discuss the qualities of a good translator (what does a good/competent translator need to know?) alongside some new trends in translation such as collaborative translation, crowdsourcing translation and Computer-aided Translation. Besides the practical side of the course, it also focuses on developing research capabilities in many different fields of translation. Going through many practices and examinations it enables students to be professionally trained in the fields of terminology, translation teaching, and computerized translation. Variation, flexibility and up-to-datedness are recommended in all aspects of the course including textbook selection, instruction methods and evaluation of students' performance.

ENGL 733	Sociolinguistics	2
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The aim of this course is to develop the following abilities of the students to:

1. Define basic terms and concepts in sociolinguistics.
2. Understand the implications of sociolinguistics phenomena to the language classroom and EFL education, in general terms.
3. Analyze the relationship between language, action and intention in the light of Speech Acts.
4. Identify some speech acts in a given text or speech.
5. Name some conversational and non-conversational implicature in a text or speech.
6. Assess Speech Acts Theory and its implications for EFL teaching.
7. Apply some concepts from sociolinguistics to language education research.
8. Compare and contrast the concepts of Speech Community, Discourse Community and Community of practice.
9. Develop a set of useful research skills in the context of the new trends in sociolinguistics (e.g. writing a research summary/response-paper/thesis on a given topic in this respect).
10. Discuss the complexity of identity and its implications for language teaching and learning (EFL Learner Identity).
11. Reflect on the concept of "meaning-construction" (how speakers construct meaning through language in a social context).

ENGL 734	Textbook and EFL Material Production	2
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This course is designed to equip MA students in Applied Linguistics with the necessary knowledge and skills to develop effective English language teaching materials. It will explore the principles of materials design, the role of the textbook in language learning, and the practical application of these principles in the creation of engaging and pedagogically sound materials.

ENGL 735	Multi-media in TEFL	2
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This course provides students with a fundamental understanding of the principles underlying the uses of multimedia learning in TEFL context. Students will explore theory, design, and implementation of digital media in support of learning and examine the role of student-developed media as means of assessing learning. Students will design and develop their own educational media and integrate media in online learning projects, lessons or units to be delivered in a blended or fully online format. The design of accessibility and university design for learning (UDL) solutions in support of educational media will be explored.

ENGL 736	Language Evaluation and Measurement	2
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This course introduces students to the key terms, concepts, theories and practices of language evaluation and assessment. Taking into account that students might have probably done some introductory training in language evaluation and testing in their B.A. programs, the course revises these fundamentals and introduces them to a much more advanced level of relevant knowledge and practices. These include but are not limited to: evaluation, assessment, measurement, testing, features and criteria of a good test, validity, reliability, types and classification of tests: Norm-referenced vs. Criterion-referenced Tests, (essay, semi-essay, objective, multiple-choice, true and false, etc.). In addition, concepts such as Standardized Testing, Grading and Scoring, Testing and

Teaching (washback), Administration of Tests, Online/Digital Testing, AI and Testing, Alternative Assessment, etc., will be briefly explored and discussed. Finally, the course is open to any new concepts in the field of language evaluation and assessment (e.g. Ungrading, Labour/task-based Assessment, etc.).		
ENGL 740	Teaching Literature in TEFL Classroom	2
The course aims to acquaint students with the fundamental concepts, theories, terms, genres, characteristics, and functions of literature. Moreover, it introduces the basic methods used to teach literature to students of English as a foreign language, with an emphasis on literature appreciation through communication and elements of literary criticism.		
ENGL 741	CALL and Internet Resources on TEFL	2
This course provides students with a fundamental understanding of the principles underlying the use of computer technology in language learning and teaching as well as hands-on activities of designing and producing computer-assisted language learning (CALL) programs and materials. The course will be delivered in a practical modality together with adequate theoretical input. In addition to the discussions that will take place in the classroom and via e-mail, students will have to present the required assignments and practical projects. Instruction includes hands-on experience in the computer lab so students learn the required skills by seeing and then doing. Assignments, tests, quizzes, students' active participation in class activities and practical projects are the tools that may be used to assess student's achievement of course objectives.		
ENGL 742	English for Specific Purposes	2
This course aims to equip graduate students to plan and structure courses for English for Specific Purposes (ESP) to achieve the set goals. It involves the analysis of learners' needs in terms of lexical, semantic, structural and cultural dimensions to design multiple courses to prepare the learners in consonance with the specific skills and vocabulary which they have to use and demonstrate in their respective fields for an effective communication in the targeted situation.		
ENGL 743	Topics in TEFL	2
The English as a Foreign Language (EFL) course is designed to develop students' proficiency in the English language, with a particular focus on learners whose first language is not English. This course aims to provide students with the necessary skills to communicate effectively in English, both orally and in writing, in various social and academic contexts.		

B: List of Faculty Members

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