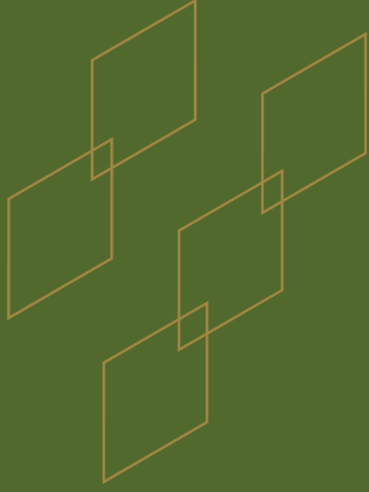




English Language Department
قسم اللغة الإنجليزية



Program Handbook

MA in Applied Linguistics

Program Name:	MA in Applied Linguistics
Department:	English Language Department
College:	College of Education
Institution:	Majmaah University
Academic Year:	2022
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.

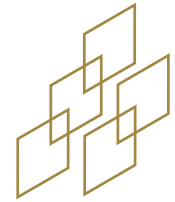
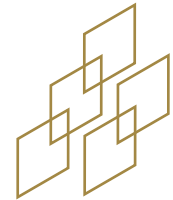


Table of Contents

Introduction	3
Handbook Goals	4
Tracks of Master of Arts in Applied Linguistics.....	4
Program Mission Statement and Goals.....	4
Professional Opportunities	5
Program Learning Outcomes	5
Program Course Structure.....	6
Program Courses.....	7
Academic policies and regulations	8
Admission Requirements.....	8
Degree Requirements	8
Course Requirements	8
Student Rights and Responsibilities.....	9
Grievance and Complaints Policy:.....	9
Student Support	11
Counselling Services.....	11
Library Resources.....	11
University Fund Opportunities.....	12
Appendices	13
A: Short Course Description.....	13
B: List of Faculty Members.....	18



Introduction

We are delighted to have you as part of our esteemed MA program, and we extend our warmest greetings as you embark on this exciting academic journey. This guide has been carefully curated to provide you with essential information and valuable resources that will support you throughout your MA experience.

The purpose of this guide is to serve as your reference, offering comprehensive details about the program, academic policies, curriculum, research requirements, and the various support services available to you. Our aim is to empower you with the knowledge and tools necessary to navigate your MA journey successfully.

Our commitment to your academic and personal growth is unwavering. We believe that by providing you with a solid foundation of information, resources, and support, you will be equipped to make informed decisions, excel in your coursework, and thrive as a member of our academic community.

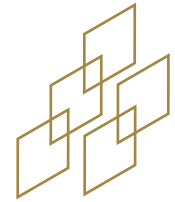
Take the time to explore each section thoroughly, as it aims to provide you with a comprehensive understanding of the program's structure, expectations, and opportunities.

Remember, your MA journey is not just about acquiring knowledge; it is about embracing new perspectives, engaging in critical thinking, and developing skills that will shape your future. We encourage you to take an active role in your education, seek guidance from faculty and advisors, and take advantage of the numerous resources available to you.

We are excited to witness your growth, accomplishments, and contributions to the academic community. Your journey as an MA student holds immense potential, and we are confident that this guide will be an invaluable companion as you navigate the challenges and triumphs that lie ahead. Once again, welcome to our MA program, and we wish you every success on your path to academic excellence.

Best regards,

Department Chair



Handbook Goals

This handbook offers useful information for students about the applied linguistic master’s degree program offered by the English Language Department (ELP). This Handbook was designed to achieve the following objectives:

1. to provide students with necessary information about the available graduate program options, policies, regulations, requirements, and respective responsibilities of students and faculty.
2. to provide students with guidance during the journey and a source to refer to when necessary.
3. to guarantee that students are well-informed to make the right decisions and seek help when needed.

Tracks of Master of Arts in Applied Linguistics

The ELP offers only one track master’s degree program: The Applied Linguistics track which is designed to provide courses in core areas of Applied Linguistics.

Table 1: Program Identification Information

Program Name	Master of Arts in Applied Linguistics
Qualification Level	Master, Level 7
System of Study	Coursework and Thesis
Mode of Study	On Campus
Number of Hours	36 hours
Program Location	College of Education, Main Campus

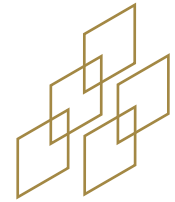
Program Mission Statement and Goals

Mission Statement

Preparing academically and professionally qualified individuals/ candidates in the field of Applied Linguistics to contribute to scientific research, serve the community, and compete in the job market.

Program Goals

The program was designed to achieve the following goals:



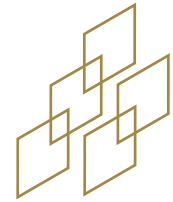
1. To prepare students with in-depth knowledge of Applied Linguistics and its sub-discipline.
2. To enhance students' research and thinking skills in the field of Applied Linguistics by associating theories into practices.
3. To maximize students' professional capacity to efficiently serve the local community.
4. To equip students with cutting-edge professional skills for competitiveness in the job market.

Professional Opportunities

- Teaching assistants and lecturers in universities.
- Teachers in private and public educational institutions.
- Civil servants in public and private sectors who require English language, e.g. banks, companies, media, and ministries.
- Forensic Linguists (applying linguistic expertise in legal contexts)).
- Language Guide/Counselor/Advisor in some firms, businesses, journalism and media, hospitals, and companies.
- Research assistants who can work for various national and Gulf research centers and organizations.
- Educational language planners and language policy makers.

Program Learning Outcomes

Knowledge and Understanding:	
K1	Show deep understanding and knowledge of essential linguistic concepts, principles, terminologies, and theories.
K2	methods, Demonstrate advanced knowledge of recent developments in research approaches and technologies for inquiry in applied linguistic field.
Skills:	
S1	Apply specialized theories, principles and concepts to critically assess, review, solve problems and reflect on key advanced linguistics issues in their cultural and linguistic contexts. (Cognitive Skills)
S2	Conduct advanced research or projects using specialized methodologies to address complex issues and solve problems in the field of Applied Linguistics (e.g., project, thesis, etc.). (Cognitive Skills)
S3	Communicate in various forms (written and oral) to discuss knowledge, skills and research results in the field of Applied Linguistics. (Communicative skills)
S4	Use technology to process and analyze quantitative and qualitative linguistic data for research purposes. (technological skill)
Values, Autonomy, and Responsibility:	



V1	Demonstrate academic integrity and adhere to ethical and professional standards in Applied Linguistics
V2	Work collaboratively in teams, manage time effectively, and take initiative in professional development."

Program Course Structure

The MA program in Applied Linguistics is structured to offer both a course-based curriculum and an opportunity for research through a thesis. Here's an outline of the program:

Total Credit Hours: 36

- 30 Credits for Coursework
- 6 Credits for Thesis

Core Courses (20 Credits)

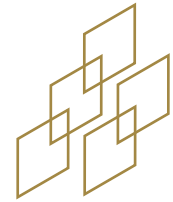
The program includes 7 core courses, which make up 20 credits. These courses are spread across the first two semesters of the program. These foundational courses cover the key areas of Applied Linguistics and ensure that all students gain a thorough understanding of the field.

Elective Courses (10 Credits)

In the last two semesters, 5 elective courses (worth 10 credits) are selected, which offer an opportunity to emphasize certain areas of Applied Linguistics. The electives are primarily selected by the program administration based on two factors: (1) the program may prioritize electives that focus on areas where there is high demand for Applied Linguistics professionals, and (2) the selection of elective courses may also depend on the availability and expertise of faculty members in specific areas.

Thesis (6 Credits)

After completing 26 credits of coursework, students become eligible to register for thesis. The thesis component is worth 6 credits, and it allows students to engage in independent research in a topic of their choice within Applied Linguistics.



Program Courses

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours
Level 1	ENGL 710	Applied Linguistics	Required	NA	3
	ENGL 711	Linguistics	Required	NA	3
	ENGL 712	Corpus Linguistics	Required	NA	3
	ENGL 713	Theories of Language Learning	Required	NA	2
Level 2	ENGL 720	Research Method and Experimental Design	Required	NA	3
	ENGL 721	Curriculum Development and Syllabus Design	Required	NA	3
	ENGL 722	Discourse and Classroom Interaction	Required	NA	3
Level 3	Selected from ENGL73X list	Elective course	Elective	NA	2
		Elective course	Elective	NA	2
		Elective course	Elective	NA	2
		Elective course	Elective	NA	2
Level 4	Selected from ENGL74X list	Elective course	Elective	NA	2
		ENGL 744	Thesis	Required	Completion of 26 credits
Electives	ENGL 730	Teaching Language Skills	Elective	NA	2
	ENGL 731	Second Language Writing	Elective	NA	2
	ENGL 732	Translation Studies	Elective	NA	2
	ENGL 733	Sociolinguistics	Elective	NA	2
	ENGL 734	Textbook and EFL Material Production	Elective	NA	2
	ENGL 735	Multi-media in TEFL	Elective	NA	2
	ENGL 736	Language Evaluation and Measurement	Elective	NA	2
	ENGL 740	Teaching Literature in TEFL Classroom	Elective	NA	2
	ENGL 741	CALL and internet Resources on TEFL	Elective	NA	2
	ENGL 742	English for Specific Purposes	Elective	NA	2
	ENGL 743	Topics in TEFL	Elective	NA	2



Academic policies and regulations

Admission Requirements

Admission to the program is subject to the Higher Education requirements of the Saudi universities and the admission requirements approved by the Department of English Council:

- A BA in English with a grade of Good and above.
- Language Proficiency Test (IELTS = 5, TOEFL IBT = 61, or Step = 83).
- Post Graduate General Aptitude Test 65.
- 2 letters of Recommendation.
- Pass department's interview/or entrance test (if conducted).

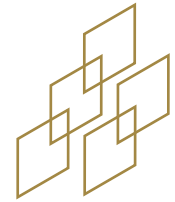
However, The MA in Applied Linguistics program adheres to a strict policy that does not permit credit transfers or recognition of prior learning equivalencies. This approach is grounded in the program's highly specialized and sequentially structured curriculum, which requires all students to develop a uniform foundation in specific advanced concepts. The intentionally integrated course design, where each component builds upon previous program-specific knowledge, makes external credits incompatible with the program's learning objectives. All candidates must complete the full admission process, and enrolled students are required to successfully finish all 36 credit hours within the program without exceptions or substitutions. This consistent application of requirements maintains the program's academic rigor, ensures compliance with quality standards, and provides equitable learning conditions for all participants within each cohort.

Degree Requirements

To be awarded the degree, students have to meet all the requirements of the degree, namely, course requirements, and thesis requirements. In this handbook, course requirements are discussed above.

Course Requirements

To fulfill the course requirements, students are required to pass 36 credit courses, of which 26 are compulsory and 10 are elective, with a minimum grade of C in each course and a minimum grade of B or above for grade of



all the courses counted toward the degree. students must have a C average on the courses to fulfill their degree requirements.

Student Rights and Responsibilities

Graduate students at Majmaah University enjoy a number of rights and responsibilities. They have the right to:

1. protection of privacy and confidentiality of information.
2. a prompt response to inquiries.
3. have access to support services.
4. be informed and updated on rules and regulations.
5. have reasonable accommodation if you have any disability.
6. be appointed an advisor, a mentor, and a supervisor.
7. be provided with the necessary resources to meet the program requirements.

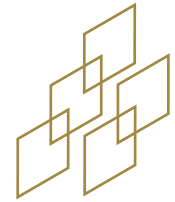
Equally important, students are responsible for:

1. upholding the highest ethical standards of MU and abiding by the rules and regulations concerning student conduct.
2. staying informed concerning rules, regulations, requirements, procedures, and information published in handbooks, email announcements, or online.
3. meeting minimum requirements of the degree and deadlines.
4. providing accurate information.
5. seeking help when needed in a timely manner.
6. any consequences or resulting from students' actions or lack of action.

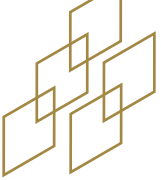
keeping the department informed of the problems that they face during any stage of the program.

Grievance and Complaints Policy:

Grade Appeal: students may file a grade grievance by filling out the online Form obtained from student's Edugate account. Students cannot file more than three grievances throughout study plan. Students who have three declined grievances are not eligible to file new grievances.



1. The student has the right to submit a request for re-evaluation of their answer sheets within 15 days from the date of the announcement of the final exam results. The request must be submitted to the department through the electronic portal on the student's Edugate account.
2. It is required that the student has not previously submitted three requests for re-evaluation of answer sheets for final exams of courses they have studied, for which final decisions of rejection or dismissal were issued.
3. The head of the department reviews the student's answer sheet with the student and compares it with the model answer for the test. If the student is convinced of the accuracy of the correction, they sign a request to waive further review, and the request is kept after the head of the department signs it.
4. If the request to confirm the accuracy of the correction is not accepted, the head of the department forms a committee consisting of two faculty members from the department, excluding the course instructor. The committee submits its report to the department head to make a decision on either modifying the student's grade or rejecting the request. This process must be completed within a maximum of 10 working days, and the student is informed of the decision.
5. If the student does not accept the decision, they may appeal to the College Council within 10 working days from the date of being informed. The appeal must be formally submitted to the Dean of the College, including the reasons and justifications for the appeal, along with a pledge from the student regarding the accuracy of the information provided, and a statement from the Admissions and Registration Office, if applicable, indicating the previous requests for re-evaluation submitted by the student and the decisions made regarding them.
6. If the College Council is not convinced of the seriousness or sufficiency of the appeal reasons, it will issue a preliminary decision to dismiss the appeal.

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7. If the College Council approves a re-evaluation, a committee of at least three faculty members will be formed, with one member being from outside the department and none of the committee members including the course instructor or the members of the previous committee. This committee will re-evaluate the answer sheet and submit its report to the council within 15 days from the date of the decision to form the committee. The report will be presented to the council at the next meeting, and the council's decision will be final upon approving the session minutes."

For other academic complaints, students must first contact their assigned academic advisors to deal with the issue or direct it to the appropriate channel. Further more, students may use Complaint Form obtained from their Edugate account where they can direct their complaints to any entity at the university.

Student Support

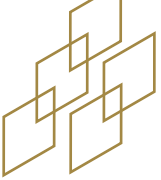
Counselling Services

Counseling services at MU are designed as an integral part of students' total educational program and academic experience to achieve success. Academic counseling is an essential part of counseling that is available both in person and remotely. More information is available under academic advising and supervision guide.

MU has a well-established Student Guidance and Counselling Center (SGCC) to provide comprehensive counseling services. Professional, emotional, educational, psychological, and social services are provided to students. The center provides individual counseling, group counseling, consultation, psychological assessment, outreach services, and psychiatric services. The Department of English expect students to seek out both advising and counseling when needed. It is their responsibility to identify their needs and seek help and support.

Library Resources

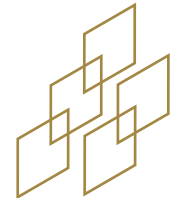
The General Administration of Library and knowledge Resources at MU offers a number of academic learning resources. It provides online access to books, databases, and academic journals. It also offers a series of



academic workshops. To learn more about the available learning resources, you can visit the library website [MU Library and Information Resources](#)

[MU Unified Library Catalog \(KOHA\)](#) **University Fund Opportunities**

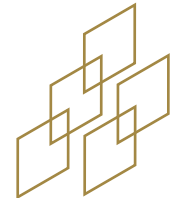
The Deanship of Graduate Studies and Scientific Research at MU offers several internal funding and grant opportunities. Among them is a fund program for postgraduate students' research projects. For more information, please visit the grant program for postgraduate students' research projects.



Appendices

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</p>		



<p>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 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.</p>		
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 LLS: 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'</p>		

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, 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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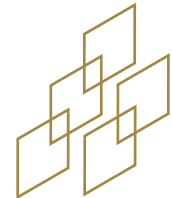
This course aims at widening students' awareness in traditional and current trends of English language teaching. It involves a profound understanding of what teaching is and developing ideas of theorizing practice. It also seeks to provide an accessible and yet a comprehensive survey of concepts, principles 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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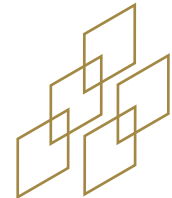
This course provides students with a fundamental understanding of the principles underlying the uses of multimedia learning in TEFL context. Students will explore theory, design, and implementation of digital media in support of learning and examine the role of student-developed media as means of assessing 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-



<p>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.).</p>		
ENGL 740	Teaching Literature in TEFL Classroom	2
<p>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.</p>		
ENGL 741	CALL and Internet Resources on TEFL	2
<p>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.</p>		
ENGL 742	English for Specific Purposes	2
<p>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.</p>		
ENGL 743	Topics in TEFL	2
<p>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.</p>		



B: List of Faculty Members

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Contact Information

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