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| Institution : | College of Science & Humanities, Majmaah University |
| Academic Department : | English |
| Programme : | B.A. English |
| Course title and code: | Applied Linguistics- ENG 313 |
| Specification Approved Date :  | …./ … / …… H |

**Course Specifications**

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| **Institution:** Majmaah University | **Date:** November 13,2017 |
| **College/Department :** University College of Science & Humanities, Department of English |

**A. Course Identification and General Information**

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| 1. Course title and code: Applied Linguistics-ENG-313 |
| 2. Credit hours: 3 Hours |
| 3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) NA |
| 4. Name of faculty member responsible for the courseProf VSV Laxmi Ramana |
| 5. Level/year at which this course is offered: Level 5/3rd Year |
| 6. Pre-requisites for this course (if any):ENG- 223 |
| 7. Co-requisites for this course (if any): NO |
| 8. Location if not on main campus: Hotat Sudair |
| 9. Mode of Instruction (mark all that apply):40 a. traditional classroom What percentage? 50 b. blended (traditional and online) What percentage? c. e-learning What percentage? d. correspondence What percentage?10 f. other What percentage?**Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?

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/education, translation, language therapy, forensic linguistics, counselling, etc.). This course aims to introduce students to the central theories, approaches, ideas, terms and methods of Applied Linguistics |

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| 1. 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)

course aims to: 1 Acquaint students with the central aims, concepts, theories, approaches, history, terms and trends of Applied Linguistics. 2 Introduce students to the various applications of linguistic theories, methods, and findings to the field of second and foreign language learning and teaching (EFL ). 3 Survey focal topics in language teaching and learning; methods of teaching, acquisition, testing & evaluation, syllabus design, materials evaluation, etc. (cf. ENG 421 & ENG 422 ). 4 Provide students with a sketchy view of Inter language , Error Analysis and Language Learning Strategies (cf.ENG222 ). 5 Introduce students to the new areas and growing tendencies in Applied Linguistics such as : Forensic Linguistics, Language Disorders/Speech Therapy, Computational Linguistics, Neuro-linguistic Programming, Cognitive Linguistics, etc.. 6 Think critically, scientifically and analytically |

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

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| Course Description:* list the central theories, approaches, ideas, terms and methods of Applied Linguistics.
* apply The traditional field of applied linguistics in language education- foreign and second language teaching and learning
* use the Methods/approaches of second/foreign language teaching, syllabus design, materials evaluation, testing, contrastive analysis, inter language,
* identify Language Learning Strategies (LLSs),

 Analyze Errors |

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| **1. Topics to be Covered** |
| **List of Topics** | **No. of****Weeks** | **Contact hours** |
| Course Orientation + Introductory lecture | 1 | 3 |
| What is Applied Linguistics? Major themes, topics, theories, approaches, methods, terms, controversies and trends of Applied Linguistics. | 2 | 6 |
| The scope of applied linguistics ( traditional and new fields of applied linguistics). | 1 | 3 |
| Applied Linguistics and Second/Foreign Language Teaching and Learning: Methods of Language Teaching, Testing, Acquisition, Syllabus Design, Materials Preparation/Evaluation, etc. | 2 | 6 |
| Inter language, Error Analysis and Contrastive Analysis. | 3 | 9 |
| Language Learning Strategies (LLSs) (implications for EFL teaching and learning) (cf. ENG 222). | 1 | 3 |
| New Trends and Fields in Applied Linguistics (general survey) | 2 | 6 |
| Forensic Linguistics and Computational Linguistics (socio-cultural and pedagogical implications). | 2 | 6 |
| Language Disorders/Speech Therapy. | 1 | 3 |

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| **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** | **3** | **--** | **--** | **--** | **--** | **3** |
| **Actual** | **3** | **--** | **--** | **--** | **--** | **3** |

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

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| 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** | To list various approaches | Lecture | Test |
| **1.2** | To define specific terms | Lecture | Quiz |
| **1.3** | To write the different fields where AL is applicable | Lecture | Test |
| **2.0** | **Cognitive Skills** |
| **2.1** | To differentiate different approaches | Lecture | quiz |
| **2.2** |  To interpret different approaches  | Practicing with different contexts | Test |
| **2.3** | To summarize the concepts of different approaches & Methods | Lecture | Quiz |
| **3.0** | **Interpersonal Skills & Responsibility** |
| **3.1** | To recognize analyze the errors from Inter-lingual and Intra-lingual sources | Error Analysis | Problem solving Questions |
| **3.2** |  |  |  |
| **4.0** | **Communication, Information Technology, Numerical** |
| **4.1** | To list the activities to develop second language through Web browsing | Web-Browsing Techniques  | GDs |
| **4.2** | To analyze the differences among the theories and approaches | Inductive Learning through case studies | Problem Based Discussions |
| **5.0** | **Psychomotor** |

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| **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** | I Mid Exam | 8 | 20 |
| **2** | II Mid Exam | 13 | 20 |
| **3** | Group Projects on Approaches to teach English LanguagePower Point Presentations on some case studies | Throughout the course | 10 |
| **4** | Quizzes  | 8 and 13 | 10 |
| **5** | Final Test | 15 | 40 |

**D. Student Academic Counseling and Support**

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| 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)During the office hours of every day |

**E Learning Resources**

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| 1. List Required Textbooks“Applied Linguistics “ by Cook, GuyIssues in Applied Linguistics by McCarthy, M |
| 2. List Essential References Materials (Journals, Reports, etc.)1. Davies, A. & Elder, C. (Eds.). (2004). 'Handbook of Applied Linguistics' Malden, MA: Blackwell. 2. Johnson, Keith and Johnson, Helen (1999). 'Encyclopedic Dictionary of Applied Linguistics' \*Malden, MA: Blackwell3. 'Critical applied linguistics: a critical introduction' London: Lawrence Erlbaum Associates. 4. Schmitt, Norbert (2002). 'An Introduction to Applied Linguistics' London: Arnold.  |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.Resources on the Web:"http://en.wikipedia.org/wiki/Applied\_linguistics"American Association for Applied Linguistics (http://www.aaal.org/) |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.Some case studies in Forensic Linguistics and Clinical Linguistics to be provided |

**F. Facilities Required**

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| 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.): Present facilities are good |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)Good |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)Smart Board with Internet access is available for blended learning |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Library is requested to procure Journals and books |

**G Course Evaluation and Improvement Processes**

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| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department* Feedback forms on certain parameters of Teaching
* Result Analysis of the Mid Exams and final exams to increase instructor’s awareness of the weak and strong points of the class
* 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
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| 3. Processes for Improvement of Teaching* Result Analysis of the first Mid Term Exams to concentrate on the weak students
* Teachers must receive training in latest changes in teaching techniques
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| 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)* Mid Exams Result Analysis
* Students’ presentations
* Worksheets
* Test papers
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| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.* Organizing Group Discussions on various topics related to teaching and testing of the English language
* Conducting the Debates on Case Studies
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**Name of Course Instructor: …Prof VSV Laxmi Ramana…**

**Signature: ……Laxmi……………………. Date Specification Completed: …November, 14,2017 Program Coordinator: …………………………………………………………………….**

**Signature: ………………………….. Date Received: ………………………………......**