

T6. Course Specifications

(CS)

321 Eng. 321-3

Applied Linguistics



Course Specifications

Institution: Najran University	Date of Report 20/3/1438
College/Department : College of Science and Arts / English Department	

A. Course Identification and General Information

1. Course title and code: ENG 321 3 Applied linguistics	
2. Credit hours: 3 hours	
3. Program(s) in which the course is offered. English program	
4. Name of faculty member responsible for the course T. Mohammed Ali Mohsen & Asmaa Ahmed	
5. Level/year at which this course is offered Level 6/ Third Year	
6. Pre-requisites for this course (if any) None	
7. Co-requisites for this course (if any): None	
8. Location if not on main campus: Main campus	
9. Mode of Instruction (mark all that apply)	
a. Traditional classroom	<input type="checkbox"/> What percentage? <input type="text"/>
b. Blended (traditional and online)	<input type="checkbox"/> What percentage? <input type="text" value="100%"/>
c. e-learning	<input type="checkbox"/> What percentage? <input type="text"/>
d. Correspondence	<input type="checkbox"/> What percentage? <input type="text"/>
f. Other	<input type="checkbox"/> What percentage? <input type="text"/>
Comments: No Comments	



B. Objectives

1. What is the main purpose of this course?

Develop the students' knowledge that make them explain the main theories of how children acquire their first and second languages and the individual factors affecting languages learning.

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. Students are encouraged to consult the web to learn more about language acquisition theories.

2. Increased use of technology (power point and data show).

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook)

Course Description:

The course focuses on how language is learnt and produced by explaining varied theories of acquiring and learning languages and distinguishing between the approaches to learners' performance such as (Contrastive Analysis, Error Analysis and Inter-language). Some questions that will be addressed include: Is language innate? How is language acquired in different cultures and different circumstances? To broaden students knowledge and thinking in comprehending these theories.

1 Topics to be Covered

List of topics	No of Weeks	Contact hours
Chapter 1: Definitions of Term, Areas of Applied Linguistics	2	6 hours
Chapter 2: First language acquisition: The outlook of behaviourists, innatists, cognitists, interactionists	2	6 hours



Chapter three: Second language acquisition: Historical perspective, Behaviouristic views, Cognitive/Psychological views, Creative construction views		4	12 hours			
Chapter four: Approaches to learners' performance, contrastive analysis (CA), error analysis (EA), interlanguage (IL)		4	12 hours			
Chapter five: Non-linguistic factors in l2 learning		3	9 hours			
2 Course components (total contact hours per semester):						
	Lecture:	Tutorial:	Laboratory	Practical	Other:	Total:
Course hours	3x 15 weeks	-----	-----	-----	-----	45
Credit	3	-----	-----	-----	-----	3

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

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 Domain and Course Learning Outcomes	Course Teaching strategies	Course Assessment Methods
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1.0	Knowledge		
1.1	Distinguish between the basic theories of second language acquisition/learning.	Lectures Presentations	Midterm exams Final exams
1.2	Explain factors affecting foreign language learning and teaching.	Lectures Presentations	Midterm exams Final exams
2.0	Cognitive Skills		
2.1	Apply the various theories and concepts of second language acquisition/learning in the different learning situations.	Lectures Presentations	Midterm exams Final exams
2.2	Investigate defined problems to evaluate alternative solutions, and propose new approaches drawing on relevant theoretical and practical knowledge.	Lectures Presentations	Midterm exams Final exams
3.0	Interpersonal Skills & Responsibility		
3.1	Act responsibly in peer/group activities and lead a team.	Cooperative learning Self-learning	Online participation & Quizzes
4.0	Communication, Information Technology, Numerical		
4.1	Present ideas, arguments, analyses, and conclusions in correct English.	Cooperative learning Self-learning	Online participation & Quizzes
5.0	Psychomotor		
5.1	Not applicable		

Course LOs #	1.1	1.2	2.1	2.5	3.1		4.1	
1.1	√							
1.2	√							
2.1				√				
2.2			√					
3.1					√			
4.1							√	

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Total Assessment
1	Mid-term Exam 1	7	20 %



2	Mid-term Exam 2	11	20 %
3	Final Examination	16/17	50 %
4	Online participation & Quizzes	To be decided by the instructor	10%

D. Student Support

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

Teaching staff member is available 10 hours per week for student consultations (office hours, in addition to (6)hours for academic advising

Besides:

1. Students are divided according to their levels among faculty members for academic counseling and consultation.
2. Names of distinguished students are given to a particular faculty member for guidance and academic counseling.
3. Names of low-graded students are given to a particular faculty member for guidance and academic counseling.
4. Complaints and suggestion file is assigned to a particular committee faculty member for discussion and problem solving.
5. Academic Advising icon is activated online through the University gate.
6. Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.
7. Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system.

E Learning Resources

1. List Required Textbooks

- Noor, H. And Alqadi, N. (2003). *An Introduction to Applied Linguistics for EFL learners*. SA: Taibah University.

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

1. Lightbrown, Patsy and Spada, Nina (2007). *How languages are learned*, 3rd ed. Oxford:



University Press.
2. Brown, Douglas (2000). <i>Principles of language learning and teaching, 4th ed.</i> UK: Longman.
3. Littlewood, w. (1998). <i>Foreign and Second Language Learning.</i> Cambridge: CUP.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
• Bill VanPatten, Jessica Williams (2006). <i>Theories in Second Language Acquisition: An Introduction (Second Language Acquisition Research Series).</i> UK: Routledge.
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
https://en.wikipedia.org/wiki/Theories_of_second-language_acquisition https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf http://files.eric.ed.gov/fulltext/EJ1082388.pdf https://prezi.com/jmdmpwcofrx8/first-and-second-language-acquisition-theories-and-models/
5- Other learning material such as computer-based programs/CD, professional standards/regulations
All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures & also electronic versions of available textbooks/references.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
• Lecture rooms that accommodate for the large number of students.
2. Computing resources (AV, data show, Smart Board, software, etc.)
1) Desktop computer
2) Data show & smart board.
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)
• Online access is needed.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching



- Students' questionnaire evaluating teaching staff member and courses.
- Indirect Course Learning outcomes effectiveness assessment questionnaire by students.
- Assessment of Electronic learning effectiveness questionnaire by students.
- Feedback of students' acquisition of taught material in the previous lectures.
- Exam Paper Evaluation by students.
- Meetings with students.

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

- Self-evaluation report.
- Peer evaluation.
- Program Head evaluation report.
- Peer review of marks on corrected exam papers.
- Revision of exam paper marks' sheets.
- Revision of Random corrected exam papers.
- Review of exam papers by Measurement & Assessment Committee.
- Review of course report by a committee of staff members.
- Course Specification Updating & Review by Internal Review Committee in collaboration with Staff members.

3 Processes for Improvement of Teaching

1. Regular meetings with teaching staff members where problems are discussed and solutions given
2. Discussion of challenges in the classroom with colleagues and supervisors.
3. Encouragement of faculty members to attend professional development conferences, seminars, workshops & training programs.
4. Keep up-to-date with pedagogical theory and practice
5. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results.

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee.

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

Course report, including data that are periodically completed and reviewed, is one of the most important procedures to verify course effectiveness. It also includes an improvement plan set depending on the points of weakness mentioned in the different items of the report.



Name of Instructors: **T. Mohammed Ali Mohsen & Asmaa Ahmed**

Signature: _____ Date Report Completed: **20/3/1438**

Name of Field Experience Teaching Staff _____

Program Coordinators: Dr. Al-Khier Atamna & Mrs./ Looloo Al-Raimy

Signature: _____ Date Received: **20/3/1438**

Reviewed by quality coordinators:

Dr. Asmaa Al-Adham

Dr. Muhammad Al-Askary