



Course Specifications

Course Title:	Introduction to Applied Linguistics
Course Code:	ENG 361
Program:	Bachelor of Arts in English
Department:	Department of English Language and Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

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A. Course Identification

1. Credit hours:	3 Hours
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Level 5 / Third Year
4. Pre-requisites for this course (if any):	ENG 260
5. Co-requisites for this course (if any):	None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75%
2	Blended	12	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	36
2	Laboratory/Studio	12
3	Tutorial	12
4	Others (Practical exercises, tests, presentations)	36
	Total	96

B. Course Objectives and Learning Outcomes

1. Course Description

This three-hour credit course familiarizes students with the various sub-disciplines in the field of Applied Linguistics including psycholinguistics and sociolinguistics. However, it concentrates mainly on providing a comprehensive picture of the theoretical foundations of language learning and teaching as well as information about classroom research and activities. Topics include language learning and teaching, first language acquisition, age and acquisition, human learning, styles and strategies, and personality factors.

2. Course Main Objective

Upon completion of this course, students will be able to achieve the following objectives:

1. Discuss the three schools of thought in relation to First Language Acquisition.
2. Explain the theories of learning.
3. Compare between language teaching methodologies.
4. Argue for/against language teaching methodologies.
5. Discuss the effect of transfer, interference, and overgeneralization in the process of acquiring a second language.
6. Discuss different learning styles and relate them to SLA.
7. Discuss different learning strategies and communication strategies and relate them to SLA

8. Discuss personality factors for effective language learning.
9. Discuss motivation theories and identify the role of motivation in second language learning.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Recognize the approaches to the study of SLA	K2
1.2	List the various sub-disciplines within the field of Applied Linguistics.	K2
1.3	Demonstrate knowledge of the various models, theories and research findings within the field of SLA.	K3, K4
2	Skills :	
2.1	Analyze the different theories within the field of Applied Linguistics.	S2
2.2	Use the acquired knowledge in the field of Applied Linguistics to detect the types of errors or problems in SLA and recommend solutions.	S4
2.3	Compare/contrast the different models and theories within the field of Applied Linguistics.	S5, S6
2.4	Synthesize information sensibly making use of the skills and knowledge obtained from studying and researching SLA approaches.	S6
3	Values:	
3.1	Demonstrate self-reliance when working independently on projects related to course content.	V1
3.2	Work effectively in groups and pairs on topics related to applied linguistics.	V2
3.3	Display a professional commitment to ethical practices in all academic activities and when conducting researches on assigned topics of applied linguistics.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Course Orientation	3
2	Chapter 1: Language, Learning, & Teaching Core Linguistics and Applied Linguistics, Definitions of Language, Teaching and Learning	3
3	Chapter 1: cont'd Schools of Thought in SLA Structuralism/Behaviorism, Rationalism & Cognitive Psychology, Constructivism	3
4	Chapter 2: First Language Acquisition Theories of First Language Acquisition Approaches: Behavioristic, Nativist Position, Functional	3
5	Chapter 2: cont'd Issues in First Language Acquisition	3
6	Chapter 3: Age & Acquisition	3
7	Chapter 3: Age & Acquisition <i>cont'd</i>	3
8	Chapter 4: Human Learning Learning and Training, Types of Learning	3
9	Chapter 4: cont'd Learning Theories in Action	3
10	Chapter 5: Styles & Strategies	3

	Learning Styles	
11	Chapter 4: cont'd Learning Strategies	3
12	Chapter 6: Personality Factors	3
13	Chapter 6: Personality Factors cont'd	3
14	Student Presentations	3
15	Revision + Student Presentations	3
16	Revision + Student Presentations	3
Total		48

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Recognize the approaches to the study of SLA	<ul style="list-style-type: none"> - Lectures - PPT Presentations - Extensive reading - Classroom discussion - Class exercises - Handouts 	<ul style="list-style-type: none"> Assignments Definitions Quizzes Midterm/Final exams
1.2	List the various sub-disciplines within the field of Applied Linguistics.		
1.3	Demonstrate knowledge of the various models, theories and research findings within the field of SLA.		
2.0	Skills		
2.1	Analyze the different theories within the field of Applied Linguistics.	<ul style="list-style-type: none"> - Lectures - PPT Presentations - Classroom discussion - Problem-solving sessions - Class exercises - Handouts - Student Presentations 	<ul style="list-style-type: none"> Debates on linguistics theories Writing summaries of researches Writing reports, papers Compare and contrast exercises Graphic organizers (mind-maps, ven diagrams...etc) Journal Exams
2.2	Use the acquired knowledge in the field of Applied Linguistics to detect the types of errors or problems in SLA and recommend solutions.		
2.3	Compare/contrast the different models and theories within the field of Applied Linguistics.		
2.4	Synthesize information sensibly making use of the skills and knowledge obtained from studying and researching SLA approaches.		
3.0	Values		
3.1	Demonstrate self-reliance when working independently on projects related to course content.	<ul style="list-style-type: none"> - Project work - Collaborative and peer technique teaching - Conducting searches - Student discussion and presentations 	<ul style="list-style-type: none"> Collaborative research (peer or group research) Self/Peer Assessment Students PPT presentations Observation
3.2	Work effectively in groups and pairs on topics related to applied linguistics.		
3.3	Display a professional commitment to ethical practices in all academic activities and when conducting researches on assigned topics of applied linguistics.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterms- Choice to allocate either: One Midterm	7 or 8	30%
	Two Midterms	6 or 7 - 11 - 12	15% + 15%
2	Course Work as assigned by the convener/instructor (see D1 Assessment methods).	Throughout the semester	30%
3	Final Exam	16 & 17	40%
4	Total		100%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:
<ul style="list-style-type: none"> • Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads. • Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems. • Instructors are assigned one hour for student academic advising. • Faculty emails are accessible for students. • Online interaction between instructor and student is available using the university's official online platforms (e.g., Microsoft Teams, Blackboard Learn, Microsoft Kaizala).

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Brown, D. H. (2007). Principles of language learning and teaching (5th ed.). New York: Longman.
Essential References Materials	<ol style="list-style-type: none"> 1. Cook, G. (2008). Applied linguistics. Oxford: Oxford University Press. 2. 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. 3. Lightbown, P. M., & Spada, N. (2006). How languages are learned (3rd ed.). Oxford: Oxford University Press. 4. Mitchell, R. & Miles, F. (1998). Second language learning theories. London: Arnold. 5. Ellis, R. (1994). The study of second language acquisition. Oxford: Oxford University Press. 6. Hudson, R. A. <i>Sociolinguistics</i> Cambridge U.P. 2001.

	<p>7. Klein, Wolfgang. <i>Second Language Acquisition</i> Cambridge U.P. 1986. Richards, J. (ed.) <i>Error Analysis</i> Longman, 2003.</p> <p>8. Corder, S. <i>Error Analysis and Interlanguage</i> Oxford U .P. 1981 .</p>
Electronic Materials	<ul style="list-style-type: none"> • 1- Online Library guide to finding resources for languages and linguistics: http://subjectguides.york.ac.uk/language • Sociolinguistics archive Bill Haddican's archive of downloadable research papers and journal articles on sociolinguistics topics. Frequently updated. • British Library National Sound Archive: Accents and Dialects of English Details of materials held by the NSA. They intend to make recordings available online in the near future. • Saudi Digital Library
Other Learning Materials	<ul style="list-style-type: none"> • WaveSurfer A well-designed and user-friendly piece of software from the KTH Centre for Speech Technology, Sweden. • Speech Analyzer SIL International's in-house acoustic analysis package. Fairly easy to use. • SFS (Speech Filing System) packages These packages, authored by Mark Huckvale, are downloadable free from the University College London Phonetics department website. The software available includes RTSpect (a program which allows you to display wide- and narrow-band spectrograms in real time), HearLoss (simulates various types of hearing impairment), and Enhance, which filters various types of noise out of sound files. • Praat This extremely popular package has innumerable features but is oddly designed and far from user-friendly. There are, however, several useful guides to Praat available online: • The Yahoo Praat User Group is the most important online user-group for Praat. Questions are more often than not answered by Paul Boersma, one of Praat's two authors. • Praat scripting tutorial by Daniel Hirst (requires a Yahoo! ID and password for access) • Additional helpful information is provided by Pauline Welby.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms Main Library King Abdullah City Campus Library

Item	Resources
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	<p>The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple Microsoft Office 365 applications such as OneDrive, Teams, SharePoint, Kaizala ...etc.</p> <ul style="list-style-type: none"> • Blackboard • Cisco Webex • AV • Data show • E-podium • overhead projector • electronic whiteboard • Internet Access
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	