



Course Specifications

Course Title:	Topics in Applied Linguistics
Course Code:	ENG 362
Program:	Bachelor of Arts in English
Department:	Department of English Language & 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 6 / Third Year
4. Pre-requisites for this course (if any):	ENG 361
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 course provides students with the knowledge of how the processes of learning a language occur by focusing on individual factors (i.e., factors internal to the students) that affect an individuals' ultimate level of language achievement. The course explores a number of individual difference variables (e.g., personality, motivation, language aptitude, learning styles, and language learning strategies) to gain insights on how some students are very successful in learning an additional language, whereas some achieve only moderate success, while others do badly. Much attention is also given to what learning an additional language involves and what the best teaching methods are for promoting successful additional language learning. The course also expands students' understanding of the intersection between motivation and the language identity through adopting specific motivational strategies that enhance language learners' abilities to learn a target language.

2. Course Main Objective

The main objective of the course is for students to gain knowledge of how teachers teach (the methods/approaches and techniques used), and how learners learn (the processes of learning and learners individual difference variables). Accordingly, students will be able to apply the learned skills in a language classroom.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding <i>By the end of the course, students will be able to:</i>	
1.1	List the features of good language learners	K2
1.2	Describe the various learning strategies of a second language.	K3
1.3	Integrate language learning strategies into language classes and teaching materials.	K4
1.4	Demonstrate an understanding of the intersection between motivation, Language identity and the L2 self.	K5
2	Skills <i>By the end of the course, students will be able to:</i>	
2.1	Examine a number of individual difference variables (e.g., <i>personality, motivation, language aptitude, learning styles, and language learning strategies</i>).	S1
2.2	Interpret effectively the motivational strategies that enhance language learners' abilities to learn a language.	S2
2.3	Evaluate international students' challenges of the learning strategies of a second language.	S2
2.4	Analyze a variety of theories related to teaching English as a second or foreign language.	S4
2.5	Compare/contrast the differences between learning English as a second and a foreign language	S5
2.6	Conduct a research on assigned topics of motivational strategies of learning a second language.	S5, S6
3	Values <i>By the end of the course, students will be able to:</i>	
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	Orientation + Syllabus Discussion	3
2	Motivation in Second Language Learning.	3
3	Motivation in Second Language Learning (cont'd)	3
4	Teaching English as a Second or Foreign Language	3
5	Teaching English as a Second or Foreign Language (cont'd)	3
6	Identity and language Learning	3
7	Identity and language Learning (cont'd)	3

8	Exploring Second Language Classroom Research	3
9	Exploring Second Language Classroom Research (cont'd)	3
10	Reflective Teaching in Second Language Classrooms	3
11	Reflective Teaching in Second Language Classrooms (cont'd)	3
12	International Students' Challenges of Learning Strategies of a Second Language	3
13	International Students' Challenges of Learning Strategies of a Second Language (cont'd)	3
14	Presentations of assignments/debates/oral discussions	3
15	Revision	3
16	Revision	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	List the features of good language learners	<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	Describe the various learning strategies of a second language.		
1.3	Integrate language learning strategies into language classes and teaching materials.		
1.4	Demonstrate an understanding of the intersection between motivation, Language identity and the L2 self.		
2.0	Skills		
2.1	Examine a number of individual difference variables (e.g., <i>personality, motivation, language aptitude, learning styles, and language learning strategies</i>).	<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	Interpret effectively the motivational strategies that enhance language learners' abilities to learn a language.		
2.3	Evaluate international students' challenges of the learning strategies of a second language.		
2.4	Analyze a variety of theories related to teaching English as a second or foreign language.		
2.5	Compare/contrast the differences between learning English as a second and a foreign language		
2.6	Conduct a research on assigned topics of motivational strategies of learning a second language.		
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 	<ul style="list-style-type: none"> Collaborative research (peer or group research) Self/Peer Assessment

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.2	Work effectively in groups and pairs on topics related to applied linguistics.	<ul style="list-style-type: none"> - Collaborative and peer technique teaching - Conducting searches - Student discussion and presentations 	Students PPT presentations Observation
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	<ol style="list-style-type: none"> 1. Dörnyei, Z. (2014). Motivation in second language learning. In M. Celce-Murcia, D. M. Brinton & M. A. Snow (Eds.), Teaching English as a Second or Foreign language (4th ed., pp. 518-531). Boston, MA: National Geographic Learning/Cengage Learning. 2. Norton, B. (2013). Identity and language Learning. Extending the Conversation. 2nd Edition. Bristol: Multilingual Matters.
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<p>Essential References Materials</p>	<ol style="list-style-type: none"> 1. Cohen, A. (2012). Strategies: The interface of styles, strategies and motivation on tasks. In S. Mercer, S. Ryan, & M. Williams (eds.). 2. Language Learning Psychology: Research, Theory, and Pedagogy (pp. 136-150). Basingstoke, England: Palgrave Macmillan. 3. Hajar, A. (2019). International Students' Challenges, Strategies and Future Vision: A socio-dynamic perspective. Bristol: Multilingual Matters. 4. Nunan, D. & Bailey, K. (2009). Exploring Second Language Classroom Research: A Comprehensive Guide. Boston, MA: Heinle, Cengage Learning.
<p>Electronic Materials</p>	<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.
<p>Other Learning Materials</p>	<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. • 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.

2. Facilities Required

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

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	