



## Course Specifications

<b>Course Title:</b>	<b>Seminar on Applied Linguistics</b>
<b>Course Code:</b>	<b>ENG-3/418</b>
<b>Program:</b>	<b>Bachelor of Arts</b>
<b>Department:</b>	<b>English Department</b>
<b>College:</b>	<b>Jazan (Male and Female Campus), Samtah (Female Campus), Dayer (Female Campus), Ardah (Female Campus), Darb (Female Campus), and Farasan (Female Campus)</b>
<b>Institution:</b>	<b>Jazan University</b>

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## A. Course Identification

<b>1. Credit hours:</b> 3 credit hours
<b>2. Course type</b>
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"/>
<b>3. Level/year at which this course is offered:</b> Level 8 / 4 <sup>th</sup> Year
<b>4. Pre-requisites for this course (if any):</b> Introduction to Applied Linguistics
<b>5. Co-requisites for this course (if any):</b> None

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)quiz, midterm and assignment	
	<b>Total</b>	<b>45</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This three credit hours credit course aims at involving graduate students in active discussion pertaining concepts in Applied Linguistics. The course aims at involving graduate students in active discussion pertaining concepts in Applied Linguistics; its definitions, a brief history, subfields, Language learning theories, First and second language learning, Error Analysis, Contrastive Analysis Hypothesis, Corpora in Applied Linguistics, Applied Linguistics and Language Testing, Language Policy and Planning among other topics are the foremost topics for discussion.

### 2. Course Main Objective

The main objective for such course is to prepare graduate students for their future endeavors particularly those who are going to be English language teachers and higher studies by exposing them to different theories and practices and acquiring a critical understanding in the field of Applied Linguistics.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding: the students will be able to</b>	
1.1	Define Applied Linguistics within the scope of the field and inquiry	<b>K2</b>
1.2	Identify language learning theories and their impact on learning and teaching.	<b>K2</b>
1.3	Describe the impact of social factors on learners' understanding of language in diverse social contexts.	<b>K3</b>
1.4	Explain the importance of error analysis in second language teaching.	<b>K3</b>
<b>2</b>	<b>Skills: the students will be able to</b>	
2.1	Demonstrate significant knowledge of language planning and language ideologies.	<b>S1</b>
2.2	Distinguish the usefulness of Corpora in Applied Linguistics, and how corpora can be used in language learning and principle.	<b>S2</b>
<b>3</b>	<b>Values: the students will be able to</b>	
3.1	Engage independently and collaboratively in presenting the core issues of Applied Linguistics	<b>V2</b>

### C. Course Content

No	List of Topics	Contact Hours
<b>1</b>	What is Applied Linguistics? (Definitions, Brief History and Subfields.)	<b>5</b>
<b>2</b>	Language Learning Theories (Behaviourism, Mentalist Krashen's Monitor Model, Acculturation Model, Socio-Cultural Model, Intergroup Model etc...)	<b>7</b>
<b>3</b>	First and Second Language Learning (Definitions of a Native Speaker, Factors Influencing Language Aptitude, Cognitive Abilities, Propensities for Language Learning, Factors Affecting SLA, Types of Language Learning etc) Social context and Language Learning and Language use.	<b>7</b>
<b>4</b>	Error Analysis	<b>6</b>
<b>5</b>	Contrastive Analysis Hypothesis	<b>6</b>
<b>6</b>	Corpora in Applied Linguistics (Corpus Linguistics, Lexicography, Types of Dictionaries)	<b>7</b>
<b>7</b>	Introduction to Language Planning and Policy	<b>7</b>
<b>Total</b>		<b>45</b>

### D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding: the students will be able to</b>		
1.1	Define Applied Linguistics within the scope of the field and inquiry	Using the board for clarification-reading assignment-classroom discussion	Quiz and Midterm
1.2	Identify language learning theories and their impact on learning and	Using the board for clarification-reading	Quiz and Midterm

	teaching.	assignment- classroom discussion	
1.3	Describe the impact of social factors on learners' understanding of language in diverse social contexts.	Group discussion	Quiz and Midterm
1.4	Explain the importance of error analysis in second language teaching.	Group discussion	Quiz and Midterm
<b>2.0</b>	<b>Skills: the students will be able to</b>		
2.1	Demonstrate significant knowledge of language planning and language ideologies.		In written work
2.2	Distinguish the usefulness of Corpora in Applied Linguistics, and how corpora can be used in language learning and principle.		In written work
<b>3</b>	<b>Values: the students will be able to</b>		
3.1	Engage independently and collaboratively in presenting the core issues of Applied Linguistics	Whole Class Instruction	Presentation/Projects

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	5	10
2	Midterm	9	20
3	Assignment /presentation	11	10
4	Final examination	16-17	60
	<b>TOTAL</b>		<b>100</b>

\*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 :

The teacher is allotted 10 office hours officially to cater to the academic needs of students outside the class especially immediately before or after classes. Academic advice is also a task in which each teacher is given a certain number of students for guiding and counselling each semester, usually ten in number.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Seminar on Applied Linguistics
<b>Essential References Materials</b>	Brown, H. D. (2007). Principles of language learning and teaching (5th ed.). New York: Pearson Education, Inc. Ellis, R. (2008). The study of second language acquisition (2nd Ed.). New York: Oxford University Press. Nation, I. S. P., & Newton, J. (2009) Teaching ESL / EFL listening and speaking. New York: Routledge. Cook, G. (2003) Applied Linguistics. Oxford: OUP.

	Kees de Bot (2015) History of Applied Linguistic: From 1980 to Present. London and New York: Routledge.
<b>Electronic Materials</b>	<a href="http://courses.washington.edu/englhtml/eng1560/corplingresources.htm">http://courses.washington.edu/englhtml/eng1560/corplingresources.htm</a>
<b>Other Learning Materials</b>	Supplementary material on Applied Linguistics

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Online teaching
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Blackboard
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Data show

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Achievement of CLOs	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation (Direct), Course Report, CLO Excel Worksheet (Indirect)
Quality of Learning Resources	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Formative and Summative Evaluation (Direct), Course Report, Student Evaluation (Indirect)

**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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date.</b>	