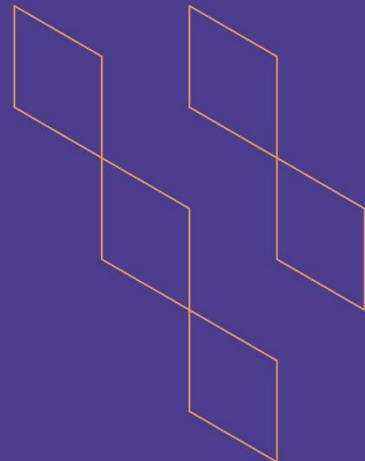




T-104
2022

Course Specification



Course Title: **Seminars In Applied Linguistics**

Course Code: **ENG-3/418**

Program: **Bachelor Program in English Language**

Department: **English**

College: **Jazan (Male and Female Campus), Samtah (Female Campus), Dayer (Female Campus), Ardah (Female Campus), Darb (Female Campus), and Farasan (Female Campus)**

Institution: **Jazan University**

Version: **4**

Last Revision Date: **19 September 2023**



Table of Contents:

Content	Page
A. General Information about the course	3
1. Teaching mode (mark all that apply)	3
2. Contact Hours (based on the academic semester)	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	5
C. Course Content	6
D. Student Assessment Activities	6
E. Learning Resources and Facilities	7
1. References and Learning Resources	7
2. Required Facilities and Equipment	7
F. Assessment of Course Quality	7
G. Specification Approval Data	8

A. General information about the course:

Course Identification	
1. Credit hours:	3 credit hours
2. Course type	
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input 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:	11 / 4th
4. Course general 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.	
5. Pre-requirements for this course (if any): Introduction to Applied Linguistics	
6. Co- requirements for this course (if any): None	
7. Course Main Objective(s)	
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	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	33	100%
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> Traditional classroom 		

No	Mode of Instruction	Contact Hours	Percentage
	• E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	33
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define Applied Linguistics within the scope of the field and inquiry	K2	Lecture, Discussion, Power point presentation	Quiz, Midterm, presentation, Final exam
1.2	Identify language learning theories and their impact on learning and teaching	K2	Lecture, Discussion, Power point presentation	Quiz, Midterm, presentation, Final exam
1.3	Describe the impact of social factors on learners' understanding of language in diverse social contexts	K3	Lecture, Discussion, Power point presentation	Quiz, Midterm, presentation, Final exam
1.4	Explain the importance of error analysis in second language teaching.	K3	Lecture, Discussion, Power point presentation	Quiz, Midterm, presentation, Final exam
2.0	Skills			
2.1	Demonstrate significant knowledge of language planning and language ideologies.	S1	Lecture, Discussion, Power point presentation	Quiz, Midterm, presentation, Final exam
2.2	Distinguish the usefulness of Corpora in Applied Linguistics, and how corpora can be used in language learning and principle	S2	Lecture, Discussion, Power point presentation	Midterm, presentation, Final exam
...				
3.0	Values, autonomy, and responsibility			
3.1	Engage independently and collaboratively in presenting the core issues of Applied Linguistic	V2	Discussion	Assignment, Presentation
3.2				

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
...				

C. Course Content

No	List of Topics	Contact Hours
1.	What is Applied Linguistics? (Definitions, Brief History and Subfields.)	3
2.	Language Learning Theories (Behaviourism, Mentalist Krashen's Monitor Model, Acculturation Model, Socio-Cultural Model, Intergroup Model etc...	6
3.	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.	6
4.	Error Analysis	4
5.	Contrastive Analysis Hypothesis	4
6.	Corpora in Applied Linguistics (Corpus Linguistics, Lexicography, Types of Dictionaries)	5
7.	Introduction to Language Planning and Policy.	5
Total		33

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	4	10
2.	Midterm	7	20
3.	Assignment / Presentation	9	10
4.	Final Examination	12-13	60

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	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.
Supportive References	
Electronic Materials	http://courses.washington.edu/englhtml/engl560/corplingresources.htm
Other Learning Materials	Supplementary material on Applied Linguistics

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Proper classrooms with facilities of audiovisual projectors. Students' strength should not exceed 40. Good library
Technology equipment (projector, smart board, software)	Projector, internet and desktop
Other equipment (depending on the nature of the specialty)	Projector, internet and desktop

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course teachers, Teaching and learning unit, Students, Program leaders	Formative and Summative Assessment (Direct) Student evaluation (Indirect)
Effectiveness of students assessment	Course teachers, Teaching and learning unit, Program leaders	Formative and Summative Assessment (Direct), Course Report, CLO Survey (Indirect)
Quality of learning resources	Student, Faculty, Program leaders	Faculty feedback, Student evaluation

Assessment Areas/Issues	Assessor	Assessment Methods
The extent to which CLOs have been achieved	Students, Course teachers, Teaching and learning unit, Program leaders	Formative and Summative Assessment (Direct), Course Report, CLO Survey (Indirect)
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

