

T-103

2022

Program Specification

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| --- |
| Program Name: Master of Arts in Applied Linguistics  |
| Program Code (as per Saudi university ranking): MAAL |
| Qualification Level: 7 |
| Department: English |
| College: Languages and Translation  |
| Institution: King Khalid University |
| Program Specification: New [ ]  updated\* [x]  |
| Last Review Date: January 28, 2023 |

\*Attach the previous version of the Program Specification.

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# A. Program Identification and General Information

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| 1. Program’s Main Location: |
| Al-Qaraa, Abha, University Main Campus |
| 2. Branches Offering the Program (if any): |
| N/A |
| 3. Partnerships with other parties (if any) and the nature of each: |
| No partnership at the moment. |
| 4. Professions/jobs for which students are qualified |
| A. Applied linguistics researchersB. Applied linguistics lecturersC. Educational linguistics supervisorsD. Language curriculum designersE. Experts in cultural and linguistic communicationF. Experts in language policy and planning |
| 5. Relevant occupational/ Professional sectors: |
| Education, Teaching, Publication, Academic Research, Consultation  |
| 6. Major Tracks/Pathways (if any): |
| Major track/pathway | **Credit hours**(For each track) | **Professions/jobs** (For each track) |
| 1. N/A
 |  |  |
| 1. N/A
 |  |  |
| 1. N/A
 |  |  |
| 1. N/A
 |  |  |
| 7. Exit Points/Awarded Degree (if any): |
| exit points/awarded degree | **Credit hours** |
| 1. N/A
 |  |
| 1. N/A
 |  |
| 1. N/A
 |  |
| 8. Total credit hours: (56) |

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# B. Mission, Objectives, and Program Learning Outcomes

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| 1. Program Mission: |
| The mission of the MA Applied Linguistics program is to equip the students with in-depth and specialized knowledge, academic and professional skills in the field of Applied Linguistics, and to prepare and inspire them to contribute to knowledge and to address local language needs from a glocal perspective. |
| 2. Program Objectives: |
| 1. To provide participants with in-depth and specialized body of knowledge and understanding of Applied Linguistics and its sub-disciplines.
2. To equip the students with research skills, needed to pursue their graduate studies in the field.
3. To provide the students with critical socio-cultural and linguistic awareness of the role of language issues locally and globally.
4. To develop students' ability to manage, reflect on and enhance their own learning.
5. To develop participants’ ability to reflect critically on linguistic behavior and the relationship of theory to practice.
6. To equip English teachers with the needed skills to enhance their teaching performance.
 |
| 3. Program Learning Outcomes\* |
| Knowledge and Understanding: students will be able to |
| K1 | Accurately describe language structure and use by using appropriate theories, concepts and terminology from linguistics and applied linguistics theories. |
| K2 | Extensively explain linguistic, psychological and social theories associated with language acquisition, learning, and use. |
| K3 | Critically identify the close connection between language, culture, and society in various cultural contexts. |
| K4 | Demonstrate in-depth knowledge of the current issues of language in education including the use of technology for language learning, teaching, and assessment. |
| K5 | Demonstrate advanced knowledge and understanding of applied linguistics areas, the recent developments in the field, and the different research methods to approach the different emerging areas. |
| Skills: students will be able to |
| S1 | Produce original academic texts that follow the professional academic community conventions. |
| S2 | Insightfully apply the specialized linguistics and applied linguistics theories in investigating local and global language concerns and issues. |
| S3 | Critically appraise the language-in-education situation in the Kingdom of Saudi Arabia. |
| S4 | Use appropriate methods and advanced technology in language data collection, analysis, and interpretation. |
| S5 | Plan and carry out an original applied linguistics research project of substantial scope. |
| Values, Autonomy, and Responsibility: students will be able to |
| V1 | Demonstrate integrity, professional and academic values when performing learning tasks and research assignments of the program courses |
| V2 | Initiate their own opportunities for professional development in field of Applied Linguistics. |
| V3 | Monitor their learning and performance autonomously. |
| V4 | Participate in the Applied Linguistics research and professional associations and projects and undertake leadership roles in these activities. |
| V5 | Employ the knowledge and skills they gain from the program in addressing and solving educational and community language issues |

\* Add a table for each track or exit Point (if any)

# C. Curriculum

1. Curriculum Structure

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program Structure | Required/ Elective | No. of courses | CreditHours | Percentage |
| Institution Requirements | Required |  |  |  |
| Elective |  |  |  |
| College Requirements | Required |  |  |  |
| Elective |  |  |  |
| Program Requirements | Required | 11 | 50 | 90% |
| Elective | N/A | N/A |  |
| Capstone Course/Project |  | 1 | 6 | 10% |
| Field Training/ Internship |  |  |  |  |
| Residency year |  |  |  |  |
| Others  |  |  |  |  |
| Total | 12 | 56 | 100% |

\* Add a separated table for each track (if any).

2. Program Courses

| Level | CourseCode | Course Title | Requiredor Elective | Pre-RequisiteCourses | CreditHours | Type of requirements(Institution, College, or Program) |
| --- | --- | --- | --- | --- | --- | --- |
| Level1 | MAAL 7101 | Advanced AcademicWriting | Required | N/A | 5 | Program  |
| MAAL 7111 | Applied Linguistics | Required | N/A | 5 | Program |
| Level2 | MAAL 7211 | Language Acquisition | Required | N/A | 4 | Program |
| MAAL 7221 | Linguistics (1) | Required | N/A | 4 | Program |
| Level3 | MAAL 7311 | Computer AssistedLanguage Teaching (CALL) | Required | N/A | 4 | Program |
| MAAL 7312 | Sociolinguistics | Required | N/A | 4 | Program |
| MAAL 7321 | Linguistics (2) | Required | MAAL 7221 Linguistics (1) | 4 | Program |
| Level4 | MAAL 7411 | Language Pedagogy and Curriculum Development | Required | N/A | 6 | Program  |
| MAAL 7412 | Discourse analysis | Required | N/A | 4 | Program |
| Level5 | MAAL 7511 | Language policy andLanguage planning | Required | N/A | 4 | Program |
| MAAL 7531 | Research methods and Training | Required | N/A | 6 | Program |
| Level6 | MAAL 7631 | Research Project | Required | MAAL 7531-Research methods and Training | 6 | Program  |

\* Include additional levels (for three semesters option or if needed.

\*\* Add a table for the courses of each track (if any)

3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-104)

|  |
| --- |
|  |

4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with program courses, according to the following desired levels of performance (I = Introduced P = Practiced M = Mastered).

| Course code & No. |  |  | Program Learning Outcomes |  |  |
| --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | Skills | Values, Autonomy, and Responsibility |
| K1 | K2 | K3 | K4 | K5 | S1 | S2 | S3 | S4 | S5 | V1 | V2 | V3 | V4 | V5 |
| MAAL 7101 |  √ |  |  |  |  |  √ |  |  |  |  |  √ | √ | √ |  √ |  √ |
| MAAL 7111 | √ | √ | √ | √ | √ | √ |  | √ | √ | √ | √ |  |  | √ | √ |
| MAAL 7211 | √ | √ | √ | √ |  | √ | √ | √ |  | √ | √ |  | √ | √ | √ |
| MAAL 7221 | √ | √ |  |  | √ | √ | √ | √ | √ |  | √ | √ | √ |  | √ |
| MAAL 7311 | √ |  |  | √ |  |  |  |  | √ |  |  | √ |  |  | √ |
| MAAL 7312 | √ | √ | √ |  |  | √ | √ | √ |  |  | √ | √ | √ |  |  |
| MAAL 7321 | √ | √ |  |  |  | √ | √ | √ |  |  | √ | √ | √ |  | √ |
| MAAL 7411 | √ | √ | √ |  |  | √ | √ | √ |  |  | √ | √ | √ |  |  |
| MAAL 7412 | √ | √ |  |  |  | √ | √ | √ |  |  | √ | √ | √ |  |  |
| MAAL 7511 | √ | √ | √ |  | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| MAAL 7531 |  |  |  |  | √ |  | √ |  |  | √ | √ |  |  | √ | √ |
| MAAL 7631 |  |  |  |  | √ |  | √ |  | √ | √ | √ |  |  | √ |  |

\* Add a separated table for each track (if any).

5. Teaching and learning strategies applied to achieve program learning outcomes.

Describe teaching and learning strategies, including curricular and extra-curricular activities, to achieve the program learning outcomes in all areas.

The program learning outcomes are planned according to a learner-centered policy of education. The teaching strategies are varied and student oriented. Students’ learning should be mainly autonomous and therefore, mainly self-directed learning is aspired to be the norm. Both curricular and extra-curricular activities should be balanced to contribute to the desirable achievement of the program learning outcomes.

6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure the achievement of program learning outcomes in all areas.

The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least twice in the bachelor program’s cycle and once in other degrees).

**Knowledge assessment**: presentations, written tests.

**Skills assessment**: writing essays, writing critiques, participation in research Centre activities.

**Values, Autonomy and Responsibility Assessment**: integrity tests, professional development report, Journals.

# D. Student Admission and Support:

1. Student Admission Requirements

In addition to meeting the requirements stated in the Unified Regulations for Postgraduate Studies in Saudi Universities, the applicant has to:

1. have a B. A. in language, with a GPA not less than 3.75 out of 5

2. achieve the required score in any one of the following standardized tests:

a. TOEFL Test with a minimum score of (IBT 79); STEP (97); or IELTS (06).

b. Post-Graduate General Aptitude Test (PGAT) with a minimum score of 60%

The Department and College Councils have the right to add any condition, if necessary.

2. Guidance and Orientation Programs for New Students

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

- Orientation Programs at the beginning of the new academic year.

- Counselling by the academic adviser

3. Student Counseling Services

(Academic, professional, psychological and social)

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

- Appointing an academic adviser for the program.

- Each teaching staff provides the program supervisor with the teaching schedule and office hours; a copy of such is displayed outside the office.

4. Special Support

(Low achievers, disabled, gifted, and talented students).

- Counselling by the academic adviser for low achievers

- Office hours

- Catering the disabled special needs

- Rewarding and encouraging the gifted and talented

# E. Faculty and Administrative Staff:

1. Needed Teaching and Administrative Staff

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Rank | Specialty | Special Requirements / Skills (if any) | Required Numbers |
| General | Specific | M | F | T |
| Professor | AppliedLinguistics | TESOL/Linguistics/Discourse analysis | - | 2 | 2 | 4 |
| Associate Professor | AppliedLinguistics | TESOL/Linguistics/Discourse analysis | - | 2 | 2 | 4 |
| Assistant Professor | AppliedLinguistics | TESOL/Linguistics/Discourseanalysis/Culturalstudies | - | 2 | 2 | 4 |
| Lecturer | - | - | - | - | - | - |
| Teaching Assistant | - | - | - | - | - | - |
| Technicians and Laboratory Assistant | - | - | - | 1 | 1 | 2 |
| Administrative and Supportive Staff | - | - | - | 1 | 1 | 2 |
| Others (specify) | - | - | - | - | - | - |

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources

Learning resources required by the Program (textbooks, references, and e-learning resources and web-based resources, etc.)

* Books
* Journals
* Digital library

2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

* Lecture rooms
* Library
* Reading room
* Technology resources

3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the program)

* University clinic
* Fire extinguishers

G. Program Quality Assurance:

1. Program Quality Assurance System

Provide a link to quality assurance manual.

[Program\_ Quality Assurance system manual.pdf - Google Drive](https://drive.google.com/file/d/1cUoDTezcfH8jvGEkQN7Jn_4WK0nEoNBR/view)

2. Procedures to Monitor Quality of Courses Taught by other Departments

* Program advisory committee
* Course reports
* Program reports
* Tracking students' progress
* Surveys

3. Procedures Used to Ensure the Consistency between Main Campus and Branches (including male and female sections).

* Course Syllabus
* Unified assessments

4. Assessment Plan for Program Learning Outcomes (PLOs),

1. From current students and graduates of the program

(i). Evaluation forms for each course to assess the educational process.

(ii) The program administration and faculty members conduct meetings with students to discuss the program's goals.

(iii). Alumni complete evaluation forms to gauge their opinions about the whole program.

2. From independent advisors and/or evaluator(s)

(i) The program committee will contact independent consultants to obtain input as to how the program could achieve its goals with even better efficiency.

3. From employers and other stakeholders

(i). Inviting program beneficiaries and informing them of the components of the program and its goals/objectives, to what extent it can be adapted to the market needs, and how graduates can benefit and contribute in this regard.

(ii). Exploring employers’ opinions regarding the capabilities and skills of the program graduates.

5. Program Evaluation Matrix

| EvaluationAreas/Aspects  | Evaluation Sources/References | Evaluation Methods | Evaluation Time  |
| --- | --- | --- | --- |
| Effectiveness of teaching | Faculty members, students, program leaders, course reports | Survey, observationPLOs assessment | End of academic year |
| Effectiveness of assessment methods and practices. | Faculty members, students | Annual survey | End of academic year |
| Learning resources | Students, faculty members, administrative staff, independent reviewers | Surveys, observation | End of academic year |
| Effectiveness of leadership | Students, faculty members, administrative staff | Surveys | End of academic year |
| Overall quality of the program | PLOs, teaching/assessment, improvement | Course reports, program report | End of academic year |

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of the academic year, etc.)

6. Program KPIs\*

The period to achieve the target (1443-1445) year(s).

| No. | KPIs Code | KPIs | Targeted Level | Measurement Methods | Measurement Time |
| --- | --- | --- | --- | --- | --- |
| 1 | KPI-PG-2 | Students' Evaluation of quality of learning experience in the program | 4/5 | Program evaluation questionnaire.A survey to evaluate students' learning experiences | At the end of each academic year |
| 2 | KPI-PG-3 | Students' evaluation of the quality of the courses | 4/5 | Survey | At the end of each academic year |
| 3 | KPI-PG-5 | Average time for students’ graduation | 90% of the students should graduate in 2 years | Statistical data analysis | At the end of each academic year |
| 4 | KPI-PG-6 | Rate of students dropping out of the program | Not more than 5% | Statistical data analysis | At the end of each academic year |
| 5 | KPI-PG-7 | Graduates’ employability | 85% of the graduates | Statistical data analysis | At the beginning of each academic year |
| 6 | KPI-PG-8 | Employers' evaluation of the program graduates’competency | 90% of the employers are satisfied with the graduates’ competency | Survey | Annually |
| 7 | KPI-PG-9 | Students' satisfaction with the provided services | 4/5 | Survey | At the beginning of each academic year |
| 8 | KPI-PG-10 | Ratio of students to faculty members | One faculty member to 15 students | Statistical Data analysis | At the beginning of each academic year |
| 9 | KPI-PG-11 | Percentage of faculty members’ distribution based on academic ranking | 20% Professors20% Associate Professors60% Assistant Professors | Statistical data analysis | Annually |
| 10 | KPI-PG-15 | Percentage of publications of faculty members | 2 papers a year | Survey | Annually |
| 11 | KPI-PG-17 | Citations rate in refereed journals per faculty member | 10 citations per faculty member | Google scholar reportResearchGate reportScopus reportPublication report | Annually |

\* including KPIs required by NCAAA

# H. Specification Approval Data:

|  |  |
| --- | --- |
| Council / Committee |  |
| Reference No. |  |
| Date |  |