



Course Specification

(Bachelor)

Course Title: Foreign Language Learning Skills

Course Code: ENG2252-2

Program: Bachelor of Arts in English + Bachelor of Arts in Translation

Department: Department of English and Department of Translation

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: February 11, 2026

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A. General information about the course:

1. Course Identification

1. Credit hours: (2)

2. Course type

- A. ☐ University ☐ College ☒ Department ☒ Track ☐ Others
- B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Semester 3 - Year 2)

4. Course General Description:

Foreign Language Learning Skills (ENG 2252-2) is designed to provide students with a comprehensive and research-informed foundation in how additional languages are learned and how learners can take active control of their own language development. The course introduces key principles, stages, and components of foreign language acquisition while highlighting the interconnected development of listening, speaking, reading, and writing skills.

Through a blend of theory and practice, students examine the role of motivation, self-regulation, metacognition, and goal-setting in successful language learning. They analyze their personal learning profiles, identify their needs, and develop individualized learning plans that support continuous progress and lifelong language learning habits. A strong emphasis is placed on the strategic use of resources—from textbooks and classroom activities to digital tools, online platforms, and virtual immersion environments. Students learn to evaluate and apply vocabulary-building techniques, memory strategies, and skill-based activities, both independently and collaboratively.

5. Pre-requirements for this course (if any):

N/A

6. Co-requisites for this course (if any):

N/A

7. Course Main Objective(s):

Foreign Language Learning Skills (ENG 2252-2) aims to :

1. Develop students' understanding of how foreign languages are learned, including the key principles, stages, and components of the language acquisition process.
2. Equip students with a wide range of effective language learning strategies, enabling them to select and apply appropriate methods for developing listening, speaking, reading, and writing skills.
3. Promote learner autonomy through goal-setting, self-assessment, and reflection, helping students take responsibility for their own progress and continuously improve their learning processes.
4. Enhance students' ability to evaluate and use diverse learning resources, including textbooks, digital platforms, online tools, and virtual immersion environments.





5. Strengthen learners' practical skills in applying vocabulary retention techniques and memory strategies, fostering long-term language development.
6. Guide students in designing and implementing personalized language learning plans, tailored to their individual needs, goals, and preferred learning styles.
7. Encourage collaboration, constructive feedback, and respect for diverse learning perspectives, enabling students to work effectively with peers while practicing language skills.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	E-learning	-	-
3	Hybrid - Traditional classroom - E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
Total		30

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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.1	Identify major resources, strategies, and methods that support effective foreign language learning, and explain the role of motivation, self-assessment, and goal-setting in the learning process.	K2	- Workshops, - guided exploration, - instructor-led discussions on motivation and self-regulation.	- Quiz - Assignment (short reflection on personal learning resources) - Midterm exam
1.2	Describe the key principles, components, and stages of foreign language acquisition, including the significance of developing listening, speaking, reading, and writing skills.	K2	- Lectures, - interactive discussions, - skill-based demonstrations, - examples from research.	- Short written assignment (summary of SLA principles) - Midterm exam - Quiz
1.3	Explain the benefits of using online tools, digital platforms, and virtual immersion environments to enhance language learning.	K2	- Hands-on demonstrations, - guided use of online tools, - reflective writing activities.	- Midterm exam - Final exam
2.0				
2.1	Analyze their own language learning processes through reflection, journaling, and self-evaluation to improve effectiveness.	S1	- Reflective journaling, - peer discussions - metacognitive tasks	Reflection assignment
2.2	Apply a range of techniques to practice listening, speaking, reading, and writing skills independently and collaboratively.	S3	- Group activities, - paired tasks - hands-on practice sessions, - guided drills.	- Project - Assignments
2.3	Set realistic and measurable language learning goals and design an effective,	S5	- Goal-setting workshops, - learning plan templates,	- Project - Assignments





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	personalized learning plan.		instructor feedback sessions.	
2.4	Evaluate and implement vocabulary retention strategies and memory techniques appropriate to their individual needs.	S6	- Mini-lessons, - strategy demonstrations, - vocabulary practice tasks.	- Final exam - Assignments
2.5	Integrate multiple online resources and applications to create a personalized virtual immersion environment.	S5	- Technology-integrated training, - online resource exploration, - guided synthesis.	Project
3.0	Values, autonomy, and responsibility			
3.1	Exhibit value for continuous improvement by using goal-setting, self-assessment, and reflection to develop a personalized language learning plan and adjust it as needed.	V3	- Independent learning tasks, - reflective checklists, - learning plan revision exercises.	Self-assessment Checklist
3.2	Demonstrate responsibility and autonomy by independently selecting appropriate resources and techniques to practice listening, speaking, reading, and writing skills in a foreign language.	V3	- Resource curation activities, - independent practice, instructor mentoring.	Peer & Self-assessment
3.3	Show respect for diverse perspectives and learning styles by collaborating with others to practice language skills, share resources, and provide constructive feedback.	V2	- Group work, - peer-review sessions, - collaborative projects.	Peer Evaluation & Group Discussions





C. Course Content

No	List of Topics	Contact Hours
1.	What do you need to do to learn a foreign language? (nation, chap.1)	3
2.	Work out what your needs are and learn what is most useful for you (nation, chap.2)	3
3.	Balance your learning-learn through listening and reading (nation, chap.3)	3
4.	Balance your learning-learn through speaking and writing (nation, chap.4)	3
5.	Balance your learning-do deliberate study of language features (nation, chap.5)	3
6.	Balance your learning-get fluent at using what you know (nation, chap.6)	3
7.	Apply conditions that help learning (nation, chap.7)	3
8.	Keep motivated and work hard (nation, chap.8)	3
9.	Creating your learning plan (murray & pawolleck, part 2: creating your learning plan)	6
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	Weeks 3, 6	10%
2.	Assignments	Weeks 4 & 10	10%
3.	Project	Throughout the semester	10%
4.	Midterm Exam	7	30%
5.	Final Exam (Listening & Speaking)	16	40%

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Nation, I.S. P. (2014b). What do you need to know to learn a foreign language? Murray, J & Pawolleck, S. (2021). How to Learn Languages: From the Latest Research to a Step-by-Step Plan.
Essential References	How to Learn a Foreign Language: A Practical Guide with Tips and Resources (2021) by Jeff Blum Fluent Forever: How to Learn Any Language Fast and Never Forget It (2014) by Gabriel Wyner





Electronic Materials	Students will be supplied with a range of up-to-date resources including online resources to support and extend their learning. 15 Language Learning Resources at Your Fingertips https://www.vistawide.com/languages/language_resources.htm Tips for Learning a Foreign Language https://markmanson.net/learn-a-foreign-language
Other Learning Materials	N/A

2. Required Facilities and equipment

Items	Resources
Facilities	• Standard classroom accommodating 25–30 students • Adequate lighting and ventilation • Comfortable seating arrangements suitable for group discussion • Whiteboard and notice board
Technology equipment	• Computer and stable internet connection for instructor use • Data projector and screen • Audio speakers for multimedia presentations • (Optional) Smart board for interactive teaching
Other equipment	• Whiteboard markers and erasers • Portable microphone (if required) • Display or bulletin board for course announcements
Additional resources	• Access to the Saudi Digital Library (SDL) and online academic databases • (Optional) Language laboratory facilities for multimedia learning • (Optional) Audio equipment for listening to dramatic readings and literary adaptations • (Optional) Charging stations or designated tech-use areas for student devices

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.



Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

