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| **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**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 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: | | | | | | |
| ENG 2252-2 Foreign Language Learning Skills focuses on equipping students with the knowledge, strategies, and resources necessary for effective language acquisition. The course covers the principles, components, and stages of foreign language learning, emphasizing the development of listening, speaking, reading, and writing skills. Students will explore the role of motivation, self-assessment, and goal-setting in the learning process, as well as the benefits of utilizing online resources and applications to create a virtual immersion environment. | | | | | | |
| 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): | | | | | | |
| ENG 2252-2 Foreign Language Learning Skills aims to provide students with a comprehensive understanding of the language learning process and develop their ability to apply various techniques and strategies for effective language acquisition. The course objectives encompass enabling students to identify and utilize resources, strategies, and methods for language learning; familiarizing them with the principles, components, and stages of foreign language acquisition; developing their skills in analyzing and reflecting on the learning process; equipping them with techniques to practice listening, speaking, reading, and writing skills; fostering their ability to set realistic goals and develop effective learning plans; enabling them to evaluate and implement vocabulary retention strategies and memory techniques; and guiding them in synthesizing online resources and applications to create a virtual immersion environment. | | | | | | |

**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** |
|  | **Lectures** | 30 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **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** | | | |
| 1.1 | Name various resources, strategies, and methods for effective language learning, and remember the role of motivation, self-assessment, and goal-setting in the process | K2 | Organize workshops to explore various resources, strategies, and methods for effective language learning. Discuss the role of motivation, self-assessment, and goal-setting in the learning process. | Formative Assessment 1 (5 Marks) |
| 1.2 | List the main principles, components, and stages of foreign language acquisition, and recall the importance of listening, speaking, reading, and writing skills in language learning | K2 | Use lectures and interactive discussions to introduce the main principles, components, and stages of foreign language acquisition. Emphasize the importance of listening, speaking, reading, and writing skills through practical examples and group work. | Midterm Exam (30 Marks) |
| 1.3 | Summarize the benefits of utilizing online resources and applications in creating a virtual immersion environment for language learning | K3 | Provide guided practice in using online resources and applications for language learning. Ask students to summarize their experiences and the benefits of virtual immersion environments in a written report. | Assignment 1 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Analyze and reflect on the language learning process to enhance understanding and effectiveness | S1 | Encourage students to analyze and reflect on their language learning process through journaling, peer discussions, and presentations. | Final Exam (40 Marks) |
| 2.2 | Apply a range of techniques and activities to practice listening, speaking, reading, and writing skills in a foreign language, both independently and with others | S5 | Implement hands-on activities and collaborative exercises to practice listening, speaking, reading, and writing skills in a foreign language, both independently and with others. | Project – Part 1 (5 Marks) |
| 2.3 | Set realistic goals in language learning and develop an effective language learning plan | S5 | Guide students in integrating goal-setting and self-assessment techniques into their language learning process. Facilitate the development of personalized language learning plans. | Assignment 2 (5 Marks) |
| 2.4 | Evaluate and implement effective vocabulary retention strategies and memory techniques | S6 | Introduce vocabulary retention strategies and memory techniques through mini-lessons and practice sessions. Encourage students to evaluate and implement these strategies in their language learning. | Formative Assessment 2 (5 Marks) |
| 2.5 | Synthesize various online resources and applications to create a virtual immersion environment for language learning | S8 | Instruct students on how to synthesize various online resources and applications to create a virtual immersion environment for language learning. Provide opportunities for students to explore and experiment with these tools. | Project – Part 2 (5 Marks) |
| **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. | V1 | Promote responsibility and autonomy through independent selection of resources and techniques. Guide students in practicing listening, speaking, reading, and writing skills in a foreign language by offering a variety of resources and allowing them to choose the most appropriate ones for their needs. | Use a self-assessment checklist to monitor progress and ensure students are taking responsibility for their learning. |
| 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. | V2 | Foster continuous improvement by incorporating goal-setting, self-assessment, and reflection into the language learning process. Regularly review and adjust personalized language learning plans based on students' progress and feedback. | Use peer and self-assessment feedback to evaluate the effectiveness of independently selected resources and techniques for practicing listening, speaking, reading, and writing skills in the foreign language. |
| 3.3 | Show respect for diverse perspectives and learning styles by collaborating with others to practice language skills, share resources, and provide constructive feedback. | V3 | Encourage respect for diverse perspectives and learning styles by creating opportunities for students to collaborate in practicing language skills, sharing resources, and providing constructive feedback. | Use group discussions and peer evaluations to assess collaboration, openness to diverse perspectives, and constructive feedback skills. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | WHAT DO YOU NEED TO DO TO LEARN A FOREIGN LANGUAGE? (NATION, CHAP.1) | 3 |
|  | 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** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.1 Name various resources, strategies, and methods for effective language learning, and remember the role of motivation, self-assessment, and goal-setting in the process**  Reasoning: In this formative assessment, students will demonstrate their understanding of the resources, strategies, and methods that contribute to effective language learning. They will also showcase their knowledge of the importance of motivation, self-assessment, and goal-setting in the language learning process. This assessment aligns with CLO 1.1 and allows students to exhibit their grasp of the foundational elements necessary for successful language acquisition. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **2.4 Evaluate and implement effective vocabulary retention strategies and memory techniques**  Reasoning: In this formative assessment, students will showcase their ability to evaluate and implement effective vocabulary retention strategies and memory techniques. They will demonstrate their understanding of various methods to acquire, retain, and recall vocabulary effectively. This assessment aligns with CLO 2.4 and allows students to apply their knowledge of vocabulary learning strategies in a practical context, ultimately enhancing their language learning skills. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.3 Summarize the benefits of utilizing online resources and applications in creating a virtual immersion environment for language learning**  Reasoning: In this assignment, students will demonstrate their understanding of the advantages of using online resources and applications to create a virtual immersion environment for language learning. They will summarize the benefits of these tools in enhancing the language learning experience and facilitating language acquisition. This assignment aligns with CLO 1.3 and allows students to showcase their knowledge of how technology can be leveraged to create an effective and engaging language learning environment. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **2.3 Set realistic goals in language learning and develop an effective language learning plan**  Reasoning: In this assignment, students will demonstrate their ability to set realistic language learning goals and develop an effective language learning plan. They will showcase their understanding of the importance of setting achievable targets and creating a structured approach to language acquisition. This assignment aligns with CLO 2.3 and allows students to apply their knowledge of goal-setting and planning strategies to their own language learning journey, fostering a more focused and efficient learning experience. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Project (10 Marks)**  **Part 1**  **2.2 Apply a range of techniques and activities to practice listening, speaking, reading, and writing skills in a foreign language, both independently and with others**  Reasoning: In Part 1 of the project, students will demonstrate their ability to apply a variety of techniques and activities to practice listening, speaking, reading, and writing skills in a foreign language. They will showcase their understanding of how to effectively engage in language learning activities both independently and collaboratively. This part of the project aligns with CLO 2.2 and allows students to exhibit their practical language learning skills and strategies, ultimately enhancing their overall language proficiency.  **Part 2**  **2.5 Synthesize various online resources and applications to create a virtual immersion environment for language learning**  Reasoning: In Part 2 of the project, students will demonstrate their ability to synthesize a range of online resources and applications to create a comprehensive virtual immersion environment for language learning. They will showcase their understanding of how to effectively integrate various digital tools and platforms to foster an engaging and immersive language learning experience. This part of the project aligns with CLO 2.5 and allows students to exhibit their skills in leveraging technology to enhance their language acquisition process, ultimately preparing them for success in a digitally connected world. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time. Questions will encompass content beyond the mapped CLO to evaluate the application and synthesis of theoretical models and concepts in language acquisition and development.**  **1.2 List the main principles, components, and stages of foreign language acquisition, and recall the importance of listening, speaking, reading, and writing skills in language learning**  Reasoning: The midterm exam, focusing on CLO 1.2, evaluates students' understanding of the main principles, components, and stages of foreign language acquisition, as well as their knowledge of the importance of listening, speaking, reading, and writing skills in language learning. The exam also assesses students' ability to apply and synthesize theoretical models and concepts in language acquisition and development, covering content beyond the mapped CLO to provide a comprehensive evaluation of their progress and mastery of the course material up until this point in time. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **2.1 Evaluate the role of non-linguistic factors in second language learning**  Reasoning: Aligned with CLO 2.1, the final exam tests students' ability to analyze and reflect on the language learning process, particularly focusing on the role of non-linguistic factors in second language acquisition. The exam encompasses comprehensive course content, including but not limited to this CLO, allowing students to demonstrate their understanding of the various elements that influence language learning success. By evaluating students' knowledge and skills across all topics covered throughout the course, the final exam provides a holistic assessment of their progress and mastery of the subject matter. | Mentioned in the new Course Syllabus | 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](https://www.vistawide.com/languages/language_resources.htm%20)  **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 (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |