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| **Course Title**: Introduction to Applied Linguistics |
| **Course Code**: ENG2351-3 |
| **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: (3) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 4 - Year 2) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG 2351-3 Introduction to Applied Linguistics provides students with a solid foundation in the fundamental principles and practices of applied linguistics, with a focus on language acquisition and learning. The course explores key theoretical approaches to first and second language learning, introduces basic research concepts in applied linguistics, and examines non-linguistic factors affecting language learning. Students will develop skills in analyzing language learning situations, evaluating learner performance, and formulating basic research approaches. The course also emphasizes the practical application of linguistic knowledge to address specific learning challenges and select appropriate teaching strategies in diverse classroom contexts. | | | | | | |
| 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 2351-3 Introduction to Applied Linguistics aims to equip students with the knowledge and skills necessary to understand and apply the fundamental principles of applied linguistics in language learning and teaching contexts. The main objectives of the course are to develop students' ability to identify and apply theoretical approaches to language learning, recognize basic research concepts in applied linguistics, and analyze real-world language learning situations. Students will learn to evaluate non-linguistic factors in language learning, examine language acquisition processes, and formulate basic research approaches. The course also aims to enhance students' skills in analyzing learner performance, identifying error sources, and selecting appropriate teaching strategies and materials to address specific learning challenges and objectives in diverse classroom settings. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 45 | 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** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 45 |

# **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 | Identify the theoretical approaches that explain first and second language learning | K1 | Engage students through guided lectures, collaborative reading, and concept mapping based on the assigned material. | Formative Assessment 1 (5 marks) |
| 1.2 | Recognize basic research concepts and terminology commonly used in applied linguistics literature | K4 | Encourage structured note-taking, vocabulary list creation, and guided class discussions while students explore the assigned readings. | Formative Assessment 2 (5 marks) |
| 1.3 | Identify common research approaches and ethical considerations in applied linguistics studies | K4 | Facilitate scenario analysis, student presentations, and graphic organizer creation using the assigned material as the primary resource. | Formative Assessment 2 (5 marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Apply and justify the use of appropriate theoretical approaches to analyze real-world first and second language learning situations | S1 | Utilize case studies, group discussions, and problem-based learning activities to apply and justify theoretical approaches in real-world contexts. | Assignment 1 (5 marks) |
| 2.2 | Evaluate the role of non-linguistic factors in facilitating or hindering second language learning | S2 | Utilize case studies, group discussions, and problem-based learning activities to apply and justify theoretical approaches in real-world contexts. | Assignment 2 (5 marks) |
| 2.3 | Examine language acquisition processes and formulate a basic research approach by selecting appropriate methods and considerations for an applied linguistics study | S3 | Employ scenario-based learning, guided research discussions, and peer review activities to analyze research contexts and develop research plans. | Quiz (10 marks) |
| 2.4 | Analyze second language learners' performance and identify the main sources of learners' errors | S4 | Use authentic language samples, error analysis tasks, and collaborative problem-solving activities to analyze learners' performance and identify error sources. | Midterm Exam (30 marks) |
| 2.5 | Analyze learner language samples and classroom contexts to select and apply appropriate teaching strategies, methods, and materials that address specific learning challenges and objectives | S5 | Engage students in guided discussions and application activities based on course materials to practice analyzing learner language samples and selecting appropriate teaching strategies, methods, and materials for specific classroom contexts and learning objectives. | Midterm Exam (30 marks)  Final Exam (40 marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate a commitment to ethical research practices and respect for diverse language learning contexts and learner needs when applying theoretical approaches, conducting research, and analyzing language learners' performance | V1 | Foster a culture of ethical research and respect for diversity through role-playing, case study discussions, and reflective group activities. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Independently select and adapt appropriate language learning strategies and teaching methods based on a critical evaluation of specific second language learning contexts and learner needs | V2 | Encourage autonomy through self-directed learning tasks, problem-based scenarios, and peer teaching opportunities. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Collaborate responsibly with peers in applying theoretical approaches, conducting research, and analyzing language learners' performance, while actively contributing to group discussions and respecting diverse perspectives | V3 | Promote responsible collaboration and respect for diversity through group research projects, discussion facilitator roles, and peer feedback sessions. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | Introducing the Definition and Areas of Applied Linguistics | 4.5 |
|  | Shedding Lights on How Children Acquire Their First Language | 9 |
| **3.** | Developing an Understanding Second Language Acquisition | 9 |
| **4.** | Reviewing the Approaches That Influence Learners’ Performance | 9 |
| **5.** | Knowing Non-Linguistic Factors That Affect Language Learning | 9 |
| **6.** | Familiarizing Students With Language Learning Strategies | 4.5 |
| **Total** | | **45** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.1 Identify the theoretical approaches that explain first and second language learning**  Explanation: This assessment tests the students' understanding of the theoretical approaches that explain how people learn their first and second languages. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **1.2 List the essential stages of conducting research and recall important technical terms and concepts related to research methodology**  **1.3 Name appropriate research designs, research samples, and ethical considerations for various research contexts**  Explanation: This assessment evaluates the students' knowledge of the research process, including the essential stages, key terms, and concepts. It also assesses their ability to identify appropriate research designs, samples, and ethical considerations for different research situations. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **2.1 Apply and justify the use of appropriate theoretical approaches to analyze real-world first and second language learning situations**  Explanation: This assessment requires students to apply theoretical approaches to analyze real-life language learning situations and justify their choice of theories. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **2.2 Evaluate the role of non-linguistic factors in facilitating or hindering second language learning**  Explanation: This assessment asks students to consider how non-linguistic factors, such as motivation or learning environment, can help or hinder second language learning. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **2.3 Analyze a given research context and select appropriate research design, sampling methods, and ethical considerations to create a sound research plan**  Explanation: This assessment tests the students' ability to analyze a research scenario, choose a suitable research design, sampling method, and consider ethical issues to develop a well-planned research study. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with specific CLOs for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **2.4 Analyze second language learners' performance and identify the main sources of learners' errors**  **2.5 Analyze learner language samples and classroom contexts to select and apply appropriate teaching strategies, methods, and materials that address specific learning challenges and objectives**  Explanation: This assessment evaluates the students' understanding of the course content, their ability to analyze language learners' performance, identify sources of errors, and select appropriate teaching strategies and materials for specific learning situations. | 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.**  **2.5 Analyze learner language samples and classroom contexts to select and apply appropriate teaching strategies, methods, and materials that address specific learning challenges and objectives**  Explanation: This assessment focuses on their ability to analyze language samples and classroom contexts to choose and apply suitable teaching strategies, methods, and materials that address specific learning challenges and objectives. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Noor, H. & Al-Qadi, N. (2016). A Course in Applied Linguistics for EFL/ESL Arab Students. Berlin: Peter Lang International Academic Publishers. DOI: <https://doi.org/10.3726/b10380> |
| **Essential References** | The course builds upon a framework of critical thought and pedagogical expertise, drawing from the following essential references to supplement primary texts and instructor-curated materials:  1. **Lightbown, P., & Spada, N. M. (2013)**: 'How Languages are  Learned', published by Oxford University Press. *This seminal*  *text provides insights into the mechanisms of language*  *acquisition. ISBN: 978-0-19-454126-8; 256 pages.*  2. **Cook, V. (2001)**: 'Second Language Learning and Language Teaching', published by Edward Arnold. *The book offers an in- depth exploration into the intricate relationship between second language learning and teaching methodologies.*  3. **Ferguson, Gibson (2006)**: 'Language Planning and Education',  published by Edinburgh University Press. *Selected chapters*  *from this text are used to delve into the impact of policy and*  *planning on language education.*  These references have been judiciously selected to provide a balanced and comprehensive academic foundation for the study of English Language Teaching and Assessment. |
| **Electronic Materials** | 1. **Course Management System**: All course materials, including lecture slides, assignments, and supplementary readings, will be made available through the institution's course management system for easy access.  2. **Digital Libraries and Databases**: Recommended readings will often be sourced from digital libraries, which students can access via institutional credentials. |
| **Other Learning Materials** | 1. **Case Studies**: Handpicked case studies related to specific  methodologies or classroom management techniques will be  provided.  2. **Language Learning Software**: Certain weeks may incorporate usage of language-learning software for practical skills development.  3. **Discussion Boards**: To encourage peer interaction and collaborative learning, discussion boards for various topics will be enabled on the course platform.  4. **Printable Handouts**: While digital formats are prioritized, printable handouts summarizing key points from lectures will also be available.  5. **Real-world Examples**: Students will be given assignments that  encourage them to explore real-world applications of theories  discussed in class.  6. **Study Groups**: The course may facilitate the formation of study  groups, enabling students to collaborate and deepen their  understanding of the course material. |

**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** |