



# Course Specifications

<b>Course Title:</b>	Applied Linguistics (2)
<b>Course Code:</b>	ENG 423
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

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## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 8/Year 4
<b>4. Pre-requisites for this course (if any):</b>
<b>5. Co-requisites for this course (if any):</b>

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	80%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other	Micro-teaching	20%

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify) Micro-teaching	15
	<b>Total</b>	45
<b>Other Learning Hours*</b>		
1	Study	15
2	Assignments	15
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	30

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

<p><b>1. Course Description</b></p> <ul style="list-style-type: none"> <li><i>To familiarize students with the most common methods of teaching English.</i></li> <li><i>To introduce students to the various techniques and principles used in different teaching methods.</i></li> <li><i>To provide students with the basic terminology of teaching English</i></li> </ul>
<p><b>2. Course Main Objective</b></p> <p><i>To give the learners an idea of the different approaches and method of teaching English and how these approaches and methods were developed. As well as to give them an idea of language testing.</i></p>

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Identify different teaching methods of English.	K2
1.2	Define the principles of teaching a foreign language.	K2
1.3	Assess the different methods of different teaching Approach.	K1
<b>2</b>	<b>Skills:</b>	
2.1	Examine the different methods of teaching.	S2
2.2	Summarize the different approaches	S2
2.3	Employ the terms associated with teaching the target language.	S3
<b>3</b>	<b>Competence:</b>	
3.1	Explore the different learning experiences of the teaching methods.	C1
3.2	Enhance their abilities to use the different methods of teaching (micro-teaching).	C1
3.3	Reflect their abilities to use the different methods of teaching effectively.	C3

## C. Course Content

No	List of Topics	Contact Hours
1	The Grammar- Translation Method	3

2	The Direct Method	3
	The Audio-Lingual method	3
3	The Audio-Lingual method	3
4	The Silent Way	3
5	Desuggestopedia	3
6	Community Language Learning	3
7	Total Physical Response	3
8	Communicative Language Teaching	6
9	Learning Strategy Training, Task-based teaching	6
10	Types of tests, characteristics of a good test.	6
11	The Use of Technology in language teaching and learning	6
<b>Total</b>		<b>45</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0 Knowledge</b>			
1.1	Identify different teaching methods of English.	• Lectures	Classroom Discussion
1.2	Define the principles of teaching a foreign language.	• Discussion of the idea	• Assignments
1.3	Assess the different methods of different teaching Approach.	• Group work discussion leads to writing a critique essay.	• Students write a critique on some teaching methods
<b>2.0 Skills</b>			
2.1	Examine the different methods of teaching.	• Discussing the main points of lesson plan.	Students write a lesson plan of a teaching method.
2.2	Summarize the different approaches	• Prepare Short summary of the approaches.	• Short presentations of the different approaches
2.3	Employ the terms associated with teaching the target language.	• Oral Discussion	• Assignments • Exams
<b>3.0 Competence</b>			
3.1	Explore the different learning experiences of the teaching methods.	Oral Presentations	Oral discussion
3.2	Enhance their abilities to use the different methods of teaching (micro-teaching).	Conduct some micro-teaching of the different approaches in the class.	Class presentation and discussion

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.3	Reflect their abilities to use the different methods of teaching effectively.	Enhance their abilities and effectiveness of using the different methods of teaching.	Assignments and participation in class discussions.

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	First Quiz	6	5%
2	First Midterm	8	20%
3	Second Quiz	10	5%
4	Second Midterm	12	20%
5	Final Examination	16	50%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

Students can contact their teacher any time and by all means of communications; such as e-mail, text messages, or calls if there is any urgent case. Besides, there should be at least 10 office hours per week.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>Larsen-Freeman, Diana (2011) Techniques and Principles in Language Teaching (second edition), Oxford University Press.</li> <li>Madsen, Harold S. (1983) Techniques in Testing. New York: Oxford University Press. (selected chapters)</li> <li>Selected Articles from language related articles (e.g. Applied Linguistics, Language Teaching, TESOL Quarterly, The Modern Language Journal,</li> </ul>
<b>Essential References Materials</b>	<p>Articles from journals related to this field.</p> <p>2. Pennycook, A. (1994) The cultural politics of English as an international language, London: Addison Wesley Longman.</p>
<b>Electronic Materials</b>	<p>. Articles from journals related to this field.</p> <p>2. Pennycook, A. (1994) The cultural politics of English as an international language, London: Addison Wesley Longman</p>
<b>Other Learning Materials</b>	

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Demonstration rooms for micro-teaching classes.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show, Smart Board.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	An amplifier is needed for the demonstration rooms

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
1. The teacher should write a course report indicating the extent of achievement of course learning outcomes.	Teachers	Course Report
2. Students should complete a questionnaire about their satisfaction of the course and its effectiveness as well the teacher's competence.	Students	Questionnaire

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	Department of English Council
<b>Reference No.</b>	20138
<b>Date</b>	24/2/1441 G

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee