



Course Specifications

Course Title:	Applied Linguistics 1
Course Code:	ENG 422
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages & Translation
Institution:	King Khalid University

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A. Course Identification

1. Credit hours:	3
2. Course type	
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"/>
3. Level/year at which this course is offered:	7 th Level/4 th Year
4. Pre-requisites for this course (if any):	None
5. Co-requisites for this course (if any):	None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

- To give the learners an idea of the main theories of first and second language acquisition.
- To review the approaches that influence learners' performance and non-linguistic factors that affect language learning.
- To familiarize students with language learning strategies.
- To introduce the key features of language planning and language policy.

2. Course Main Objective

To introduce applied linguistics as a multidisciplinary subject and develop an understanding of the complexity of first and second language acquisition.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Describe the process of first language acquisition and development.	K1
1.2	Articulate and compare between the various theoretical approaches that explain first and second language learning.	K1
1.3	Compare the various theories and models that explain second language learners' errors.	K2
1.4	Identify the main non-linguistics factors that influence second language learning.	K2
2	Skills :	
2.1	Critically analyse and evaluate the robustness of the theoretical approaches that explain first and second language learning.	S1
2.2	Analyze second language learners' performance and explain the main sources of learners' errors.	S1
2.3	Evaluate the role of the non-linguistic factors in facilitating or hindering second language learning.	S2
2.4	Apply the most effective ways to learn a second language in the classroom.	S3
3	Values:	
3.1	Reflect critically on different theories of first and second language acquisition.	V1
3.2	Take responsibility for their own learning strategies.	V2
3.3	Understanding the strengths and weaknesses of individual second language acquisition theories and approaches of learners' performance	V3

C. Course Content

No	List of Topics	Contact Hours
1	Knowing the definition and areas of applied linguistics	6
2	Shedding lights on how children acquire their first language.	8
3	Developing an understanding second language acquisition.	8
4	Reviewing the approaches that influence learners' performance.	6
5	Knowing non-linguistic factors affecting language learning	6
6	Familiarizing students with language learning strategies.	6
7	Introducing briefly the history of language planning.	2
8	Understanding the key features of language planning and language policy.	3
Total		45

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Describe the process of first language acquisition and development.	Lectures	Classroom discussion
1.2	Articulate and compare between the various theoretical approaches that explain first and second language acquisition.	Lectures and discussion	Group assignments and quizzes.
1.3	Compare the various theories and models that explain second language learners' errors.	Group work discussion leads to writing a critique essay.	Students critically write an essay on some theories.
1.4	Identify the main non-linguistics factors that influence second language acquisition.	Lectures and discussion	Assignments and quiz.
2.0	Skills		
2.1	Critically analyze and evaluate the theoretical approaches that explain first and second language acquisition.	Oral classroom discussion	Group Work Discussion
2.2	Analyze second language learners' performance and explain the main sources of learners' errors.	Classroom discussion and demos.	Identifying and classifying actual errors
2.3	Evaluate the role of the non-linguistic factors in facilitating or hindering second language acquisition.	Group discussion whether these factors are dependent or independent.	Assignments
2.4	Apply the most effective ways to learn a second language in the classroom	Discussion and demos.	Assignments and observations.
3.0	Values		
3.1	Reflect critically on different theories of first and second language acquisition.	Classroom Discussions, teamwork, demos.	Group assignments and observations
3.2	Take responsibility for their own learning strategies.	Classroom discussions, teamwork, demos.	Group assignments and observations
3.3	Understanding the strengths and weaknesses of individual second language acquisition theories and approaches of learners' performance	Classroom discussions and teamwork	Group assignments and observations

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm 1	6/7	20%
2	Midterm 2	12/13	20%
3	Assignments and Quizzes	3,4, 9, 10	10%
4	Final exam	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 concerned instructors via various means of communications; such as email and text messages. In addition, three hours per week for individual student counselling and academic advice.

F. Learning Resources and Facilities

1. 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 Materials	<ol style="list-style-type: none"> 1. Lightbown, P., & Spada, N. M. (2013). How languages are learned. Oxford [England: Oxford University Press. ISBN 978-0-19-454126-8; 256pp. The book can be downloaded from https://www.saint-david.net/uploads/1/0/4/3/10434103/how_languages_are_learned.pdf 2. Cook, V. (2001), Second Language Learning and Language Teaching, Edward Arnold. 3. Ferguson, Gibson. (2006). Language Planning and Education. Edinburgh: Edinburgh University Press. (Selected chapters).
Electronic Materials	Any related Web Sites.
Other Learning Materials	None.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms, Labs.
Technology Resources (AV, data show, Smart Board, software, etc.)	Students are encouraged to use the Language Enhancement Program (LEP)
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Students	Confidential completion of standard course evaluation questionnaire at the end of each semester Occasional student-faculty meetings to get students' feedback
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	Other colleagues external experts	In-class observation Peer observation Observation
Processes for Improvement of Teaching	Internal and external experts	Workshops Coordination between teachers of different sections of the same course Training and orientation for new instructors of the course
Processes for Verifying Standards of Student Achievement	The department coordinators and other teachers of the same course	Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards Mutual checking of random samples of examination papers
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement	The Curriculum Review Committee	Regular meetings between teachers and course coordinator Regular meetings Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee

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

Council / Committee	Department of English
Reference No.	14
Date	May 2, 2021