



## 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> Applied Linguistics 1
<b>5. Co-requisites for this course (if any):</b> N/A

### 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) (specify) Micro-teaching of some selected approaches.	
	<b>Total</b>	45

## B. Course Objectives and Learning Outcomes

### 1. Course Description

*To present students with a comprehensive overview of the theoretical foundations, methods, and practices of teaching English as a foreign language (TEFL).*

*To introduce students to the past and present EFL teaching methodology as well as psychological and social approaches to individual language-learner variation.*

*To familiarize students with the knowledge and skills required for effective educators in the EFL classroom.*

### 2. Course Main Objective

*To give the learners an idea of the past and present methods and practices of teaching English language skills.*

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Define language acquisition and language learning.	K2
1.2	Identify different language teaching methods and approaches.	K3
1.3	Understand individual learner differences.	K3
1.4	Explain language-learning strategies.	K3
<b>2</b>	<b>Skills :</b>	
2.1	Apply effective communication skills.	S2
2.2	Apply theories and practices of the different language teaching methods.	S8
2.3	Employ knowledge of the main cognitive, social, and psychological differences among individual learners.	S2
2.4	Analyze and critically evaluate the different types of syllabi and teaching materials in EFL classrooms.	S3
<b>3</b>	<b>Values:</b>	
3.1	Reflect critically on different EFL teachers' practices in the classrooms.	V1
3.2	Take responsibility for their own learning and continuing professional training.	V1
3.3	Communicate appropriately and evaluate the strengths and weaknesses of individual language teaching methods.	V2
3.4	Consider and value the cognitive, social and psychological diversity among individual EFL learners.	V3

### C. Course Content

No	List of Topics	Contact Hours
1	Language acquisition and language learning - Classroom settings	3
2	Language-Learning strategies - The good language learner - Strategies of young children in naturalistic environments. - Strategies for classroom learners. - Self-regulation, autonomy, motivation and identity.	5
3	Communication strategies and negotiation of meaning	3
4	Language teaching methods - The Grammar Translation Method - The Direct Method - The Audio-Lingual Method - Total Physical Response - Community Language Learning - Communicative Language Teaching - The Post-Methods Era	9
5	Individual Learner differences - Aptitude for language learning - Motivation - Personality - Cognitive style	8
6	Facilitating classroom learning	4

	<ul style="list-style-type: none"> <li>- The syllabus</li> <li>- Information and communication technology</li> <li>- Classroom interaction</li> </ul>	
7	Language testing <ul style="list-style-type: none"> <li>- Approaching language testing</li> </ul>	3
	Micro-Teaching of some selected teaching methods	10
<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</b>	<b>Knowledge and Understanding</b>		
1.1	Define language acquisition and language learning.	Lectures	Classroom Discussion
1.2	Identify different language teaching methods and approaches.	Discussion of the idea	Assignments
1.3	Understand individual learner differences.	Group work discussion leads to writing a critique essay.	Students write a critique on some individual learner differences.
1.4	Explain language-learning strategies.	Lectures and discussion	Classroom Discussion
<b>2.0</b>	<b>Skills</b>		
2.1	Apply effective communication skills.	Discussing the main points of communication skills and strategies in the EFL classroom settings.	Short presentations of the different communication strategies.
2.2	Apply theories and practices of the different language teaching methods.	Prepare Short summary of the approaches and methods.	Students write a lesson plan of a teaching method.
2.3	Employ knowledge of the main cognitive, social, and psychological differences among individual learners.	Oral Discussion	Assignments Exams
2.4	Analyze and critically evaluate the different types of syllabi and teaching materials in EFL classrooms.	Prepare Short summary of the different types of syllabi and teaching materials.	Assignments
<b>3.0</b>	<b>Values</b>		
3.1	Reflect critically on different EFL teachers' practices in the classrooms.	Oral Discussion	Assignments
3.2	Take responsibility for their own learning and continuing professional training.	Practical training in using language teaching methods and	Microteaching

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		materials in the classroom.	
3.3	Communicate appropriately and evaluate the strengths and weaknesses of individual language teaching methods.	Lectures	Oral discussion
3.4	Consider and value the cognitive, social and psychological diversity among individual EFL learners.	Lectures and oral discussion.	Exams and assignments.

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	First Quiz	6	5%
2	First Midterm	8	15%
3	Second Midterm	12	20%
4	Micro-Teaching	14	10%
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>	Lennon, P. (2020). The Foundations of Teaching English as a Foreign Language. Routledge.
<b>Essential References Materials</b>	Larsen-Freeman, Diana (2011). Techniques and Principles in Language Teaching (2nd edition). Oxford: Oxford University Press. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. UK: Cambridge university press.
<b>Electronic Materials</b>	Articles from journals related to this field.
<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
<b>Reference No.</b>	14
<b>Date</b>	May 2, 2021