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| Institution : | Hotat Sudair college of Science and Humanities | |
| Academic Department : | English Department | |
| Program : | English. | |
| Course title and code: | Language Learning Strategies(ENG222). | |
| Specification Approved Date : | | 24/ 2 / 1438-39 H |

**Course Specifications**

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| **Institution:** Hotat Sudair college of Science and Humanities | **Date: 24/2/1439** |
| **College/Department :English** | |

**A. Course Identification and General Information**

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| 1. Course title and code: Strategies(EnNG222) |
| 2. Credit hours( 2) |
| 3. Program(s) in which the course is offered. –BA  (If general elective available in many programs indicate this rather than list programs)English |
| 4. Name of faculty member responsible for the course: Dr.Ehsan Mohammed Abdelgadir |
| 5. Level/year at which this course is offered: 4th  level |
| 6. Pre-requisites for this course (if any): ENG 223(Introduction to Linguistics) |
| 7. Co-requisites for this course (if any):NIL |
| 8. Location if not on main campus: (Hotat Sidair**)** |
| 9. Mode of Instruction (mark all that apply):  70  a. traditional classroom What percentage?  30  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  **Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?   * To investigate and understand the various Cognitive, Meta-cognitive and Affective strategies which learners employ in order to help them learn a language. * To understand the core concepts, approaches, classification/taxonomy, functions and implications of Language Learning Strategies (LLSs). * To get acquainted with the most common taxonomies/classifications of (LLSs).   Particularly Oxford's taxonomyand compare them with other famous classifications such as: O'Malley's and Rubin's |

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| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   * Increased use of IT or web-based reference material * 2. Use Web-CT for uploading material * 3. Use of electronic resources: * http://www.edufind.com/english/reading/ * http://www.englishclub.com/ reading * http://grammar.ccc.comment.edu/ reading http://en.wikipedia.org/wiki/English\_ reading * http://englishplus.com/ reading / * http://owl.english.purdue.edu/handouts/ reading / * http://esl.about.com/od/ reading /English\_ reading \_Help\_Rules\_   Worksheets\_Games\_Quizzes\_Exercises.htm |

**C. Course Description** (Note: General description in the form used in Bulletin or handbook)

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| Course Description:  The strategies of learning a language (L1/L2) is an interdisciplinary field of linguistics , involving , among other disciplines, applied linguistics, psycholinguistics, sociolinguistics, language education, sociolinguistics, etc. It seeks to investigate and understand the various Cognitive, Meta-cognitive and Affective strategies which learners employ in order to help them learn a language. On completion the course successfully, students are expected to:  1. Understand the core concepts, approaches, classification/taxonomy, functions and implications of Language Learning Strategies (LLSs).  2. Get acquainted with the most common taxonomies/classifications of (LLSs). Particularly Oxford's taxonomy (Strategy Inventory of Language Learning-SILL), and compare them with other famous classifications such as: O'Malley's and Rubin's. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| General Introduction to the Course | 1 | 2 |
| Definitions and Importance of Learning Strategies | 1 | 2 |
| Major Groups of Language Learning Strategies | 2 | 4 |
| Meta cognitive and Cognitive Strategies | 2 | 4 |
| Strategies for Reading | 2 | 4 |
| Strategies for Writing | 3 | 9 |
| Strategies for Improving Assignment and Test Performance | 3 | 9 |
| Difference between learning style and strategies | 1 | 2 |

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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
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|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planed** | **30** |  |  |  |  | **30** |
| **Actual** | **30** |  |  |  |  | **30** |
| **Credit** | **Planed** | **2** |  |  |  |  | **2** |
| **Actual** | **2** |  |  |  |  | **2** |

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| 3. Additional private study/learning hours expected for students per week.  3 |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy | | | |
| **On the table below are the five NQF Learning Domains, numbered in the left column.**  **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.) | | | |
| **Code**  **#** | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| **1.1** | Increase your listening comprehension by predicting the language you will hear in a specific situation. | Identifying parts of a lecture while listening | Class participation |
| **1.2** | Learn the difference between polite and rude speech. | Class discussion | Quizzes |
| **1.3** | Identify the most important words in a sentence by listening for emphasis. | Communicative drills | Class presentations based on outside activities |
| **1.4** | Listen for specific language cues to better understand conversations in which people express different ideas and opinions. | Collaborative learning/Team work | Midterms: open ended questions/quizzes |
| **1.5** | Improve your pronunciation by listening carefully and imitating native speakers. | Understanding reductions | Home Assignments |
| **1.6** | Using intonation to emphasize different points of view | .................. | Final Examination |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | to think analytically and critically; | Audio aids | Audio quiz Quizzes, mid-term test and final written exam |
|  | to understand and analyze different learning strategies; | Demonstrative learning | Worksheets |
|  | to compare between cognitive and meta cognitive skills; |  | Class participation; |
|  | to choose a suitable skill of one’s own choice; |  | Presentations |
|  | to apply studying cognitive and meta cognitive skills in one’s study in KSA. |  |  |
| **.2.2** |  | | |
|  | to study and analyze data critically; | dialogue, text, etc | Analysis and worksheets |
|  | Demonstrate proper Intonation to make listener understand Class work, discussion and activities by enabling them to think independently and engage in group discussions; | Collaborative Learning | Role Plays with proper dialogue delivery |
|  | to solve matters for themselves by themselves |  | Peer and Group Discussion |
|  | to discuss relevant issues. |  | Teacher-student meetings and consultations |
| **3.0** | **Interpersonal Skills & Responsibility** |  |  |
|  | To complete computer assignments in due time | 1. Students are made aware of the significance of time management in teaching learning process | 1. Active class participation reflects the students ability to keep up with the computer schedule effectively |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Use of electronic journals and data basis | Encourage students to make extensive use of material on the web | 1. Allocate marks for the use of web-based material in students' presentations. |
| **4.2** | Use of PowerPoint and laptop – projector systems | 2. Encourage students to consult the specialist in the computer lab for help on web-based material | 2. Distribute rubric at beginning of assignment so students know what they will be evaluated on |
| **4.3** | Use of communicative drills | 3. Demand the use of PowerPoint when giving presentations | Appreciate the responsive students and encourage the slow learners to come forward and participate. |
| **5.0** | **Psychomotor** | | |
| **5.1** | NIL |  |  |
| **5.2** |  |  |  |

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| **5. Schedule of Assessment Tasks for Students During the Semester** | | | |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | 5 | Middle of term | 20% |
| **2** | Participation | All along | 5 % |
| **3** | Quizzes | All along | 5% |
| **4** | Home Assignments | All along | 5 % |
| **5** | Presentation | Week 12 | 5% |
| **6** | 2nd midterm | Week 13 | 20 % |
| **7** | Final | Week 15 | 40 % |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)  The teacher concerned is available to the students throughout week during office hours |

**E Learning Resources**

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| 1. List Required Textbooks   * Language Learning Strategies: What every teacher should know,Rowley,MA. * Language Learner Strategies: Cohen, Andrew & Macaro, E |
| 2. List Essential References Materials (Journals, Reports, etc.) |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.   * http://www.edufind.com/english/reading/ * http://www.englishclub.com/reading * http://reading.ccc.comment.edu/reading/ * http://en.wikipedia.org/wiki/English\_reading * http://englishplus.com/reading/ * http://owl.english.purdue.edu/handouts/reading/ * http://esl.about.com/od/englishgrammar/English\_reading\_Help\_Rules\_   Worksheets\_Games\_Quizzes\_Exercises.htm (Interesting |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   * Lecture rooms well equipped with teaching aids * Language labs * Library   Conference hall |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)   * Laptop computer * Multimedia projector system   Computer lab |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) |

**G Course Evaluation and Improvement Processes**

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| **1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:**  Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class  2. End of term college evaluation of course by students ( to be collected by the department)  3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better |
| **2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :**  1. Peer evaluation to assess ability of faculty members to work with their colleagues,  2. Class observations by supervisors |
| **3 Processes for Improvement of Teaching :**  1 Training sessions  2. Workshops to facilitate experience exchange among faculty members  3. Regular meetings to discuss and solve problems  4. Discussion of challenges in the classroom with colleagues and supervisors  5. Encouraging faculty members to attend professional development conferences  6. Keep up to date with pedagogical theory and practice  7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results |
| * 4. Processes for Verifying Standards of Student Achievement   Check marking of a sample of examination papers either by a resident or visiting faculty member  2. Arrange with another institution to have two common test items included on an exam and compare marks given  3. Double-check papers by a second reader in case of students who believe they are underrated. |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  Compare syllabi and course description with other universities (including those on the net)  2. Bi-annual meetings of faculty members to discuss improvement  3. Have a curriculum review committee to review the curriculum periodically and suggest improvements |

**Name of Course Instructor: Dr.Ehsan Mohammed Abdelgadir**

**Signature: Dr.Ehsan Mohammed Abdelgadir. Date Specification Completed27/2/1439**

**Program Coordinator: Dr.Murad Alshaboul.**

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**Signature: …………………………..**

**Signature: ………………………….. Date Received: ………………………………......**