Course Specifications

Course Title:	Applied Linguistics
Course Code:	ENGL 313
Program:	B. A English
Department:	English
College:	Science and Humanities in Rumah
Institution:	Majmaah University

Table of Contents

A. Course Identification

1. **Credit hours:3**
2. **Course type**
a. University ☐ College ☐ Department ☑ * Others ☐
b. Required ☑ * Elective ☐
3. **Level/year at which this course is offered:**   **Level 6**
4. **Pre-requisites for this course** (if any)**: ENGL 215**
5. **Co-requisites for this course** (if any)**: NA**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	√	**80 %**
2	Blended	√	**15 %**
3	E-learning	√	**5 %**
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	37
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	8
	Total	45
Other Learning Hours*		
1	Study	30
2	Assignments	15
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	45

* 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

1. Course Description
Course Description

Applied linguistics is an interdisciplinary subfield of linguistics that deals with all aspects of linguistic theory that can be put into practice to bridge the gap between linguistic theory and practical fields such as language teaching and learning, translation, language therapy, forensics, counseling, computing, etc. The scope of the field has broadened enormously in the past three decades enabling it to branch out into an infinite range of increasingly new subfields: Forensic Linguistics, Clinical Linguistics, Biolinguistics, Neurolinguistics, Computational Linguistics, Peace Linguistics, Conversation Analysis, etc.

To start with, the course will survey the definition, history and scope of Applied Linguistics. It will then primarily discuss the central theories, approaches, ideas, terms and methods of Applied Linguistics in the domain of language teaching and language learning such as EFL learners' second language learning problems, difficulties, challenges and how to solve those them, Contrastive Analysis, Error Analysis, Transfer, Approaches and Methods of Language Teaching, Linguistic Theory and Translation, Language Learning Strategies and Styles, etc. The course will then devote a module to acquaint students with a range of recent domains of the subject generally outlined above. This module will, in the most part, be brief and sketchy as these areas will be also detailed in subsequent courses such as: Semantics and Pragmatics, Discourse Analysis, Special Topics in Linguistics, Psycholinguistics, Computer-aided Translation, etc.

Instructors are recommended to vary course content, materials, methods of instruction and tools to assess students' performance, along with adopting a practical stance whenever deemed appropriate and possible.

2. Course Main Objective
This course aims to:

1. Acquaint students with the central ideas, concepts, theories, approaches, methods, history and scope of Applied Linguistics (AL).

2. Introduce students briefly to the key areas in the mainstream issues of applied linguistics: Language Learning and Teaching and Translation.

3. Familiarize students with the primary technical terms, key concepts, techniques, approaches and methods in the field of applied linguistics.

4. Introduce students briefly to some of the innovative and recent subfields of applied linguistics such as: Forensic Linguistics, Clinical Linguistics, Bio linguistics, Neurolinguistics, Computational Linguistics, Peace Linguistics, Conversation Analysis, etc.

5. Describe briefly the main points of a variety of language teaching methods and see the differences between them.

6. See the link between applied linguistics (e.g. contrastive Linguistics) and translation theory and practice.

7. Learn some important research skills in different domains of applied linguistics (bridging the gap between language and real-life problems and issues).

8. Finally, to think more critically, scientifically and analytically making use of knowledge and skills gained from the study of applied linguistics.

1.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Define Applied Linguistics, its history, scope and interests.	K1

CLOs			Aligned PLOs
1.2		Outline the key points and ideas in traditional or mainstream topics of applied linguistics (language learning and teaching and translation).	K1
1.3		List the fundamentals of some of the major language teaching methods and approaches (only briefly as these will be detailed in much more advanced courses in the study plan of the department).	K2
1.4		Mention some of the innovative, new and emerging areas of applied linguistics	K1
2	Skills :		
2.1		Discuss the fundamentals of some of the major language teaching methods and approaches (only briefly as these will be detailed in much more advanced courses in the study plan of the department).	S2
2.2		Discuss a few fundamental concepts in Bio linguistics, Neurolinguistics and Computational Linguistics.	S2
2.3		Argue critically and sensibly making use of the skills and knowledge obtained from studying and researching applied linguistics.	S2
2...			
3	Competence:		
3.1		Communicate effectively while drawing on knowledge and skills gained from studying Applied linguistics.	C1
3.2		Learn inter-team and intra-team skills and spirit from the tasks given during the term.	C2
3.3			
3...			

C. Course Content

No	List of Topics	Contact Hours
1	**Course Orientation:**	3
2	Definition of the term applied linguistics, scope, history and it's applications to other sub	3
3	**Mainstream Domains:** Language Learning and Teaching, Contrastive Analysis and Translation, and key terms and concepts of learning, acquisition, linguistic competence, linguistic performance, errors, mistakes, descriptive and prescriptive linguistics, language transfer/language interference, etc.	9
4	A brief discussion of second language acquisition theories and methods/approaches of language teaching and testing.	9
5	Interlanguage, Learning Strategies and Learning Styles	6
6	New and emerging subfields of Applied Linguistics Introduction to these developing areas	3
7	Biolinguistics, Clinical Linguistics and Cognitive Linguistics: A Brief Introduction	3

8	A brief introduction to Forensic linguistics (language and law) and Peace Linguistics	3
11	Revision	6
	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**		
1.1	Defining Linguistics? Stating micro and macro branches of linguistics.	Lecturing Class Discussion Class Presentations	Quizzes Midterms and Final Exams
1.2	Specify the properties and features of human language and its development and evolution.	Lecturing & discussions	Quizzes
1.3	Demonstrate the main ideas and components of macro linguistics subfields: Sociolinguistics, Applied Linguistics, Educational Linguistics, Historical Linguistics, Comparative Linguistics, Psycholinguistics, Bio linguistics, Discourse Analysis, etc.	Mixed methods, lecturing, class discussion, individual and class tasks	-Homework. -Midterm and final exams.
2.0	**Skills**		
2.1	Compare and contrast between human language animal communication systems.	-Lectures -Class work, -discussion	-Homework. -Midterm and final exams.
2.2	Discuss the new trends in linguistics: clinical Linguistics, Critical Applied Linguistics, Eco linguistics, etc.	-Class work, -discussion	-Homework. -Midterm and final exams. -Quizzes
2.3	Review the relationship between; Language and Culture Language and the Brain Language and Society	-lectures -discussion, -speaking practice free/control	- Assignments. -graded presentations
3.0	**Competence**		
3.1	Communicate effectively while drawing on knowledge and skills gained from studying linguistics.	group work	Observation and checklists
3.2 ...	Express their own ideas about linguistics.	Debate and discussions	Observation and checklists

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	Week 5	10%
2	1st Midterm exam	Week 9	15%
3	2st Midterm exam	Week 12	15%
4	Assignment	Week 13	10%
5	Final exam	Week 16	50%
6			
7			
8			

*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 :

2 office hours every week
Whatsapp group
Email

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Guy Cook (2003). Oxford: Oxford University Press
Essential References Materials	Issues in Applied Linguistics (2001). Mc Carthy,M. Linguistics Oxford/ Maldon. MA: Blach Well.
Electronic Materials	https://en.wikipedia.org/wiki/Applied_linguistics https://www.classcentral.com/course/introduction-to-applied-linguistics-10725
Other Learning Materials	Brown, D. H. (2007). Principles of Language Learning and Teaching (5th ed.). New York: Longman. Supplementary Textbooks: Cook, G. (2008). *Applied Linguistics*. Oxford: Oxford University Press. Davies, A. & Elder, C. (2006). The Handbook of Applied Linguistics. London: Blackwell. Kaplan, R. (2005). *The Oxford Handbook of Applied Linguistics*. Oxford: Oxford University Press. Lightbown, P. M., &Spada, N. (2006). *How Languages are Learned* (3rd ed.). Oxford: Oxford University Press. Mitchell, R. & Miles, F. (1998). *Second Language Learning Theories*. London: Arnold. Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	**Classroom**
Technology Resources (AV, data show, Smart Board, software, etc.)	**Data show**
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Students evaluation of the course	Students	Questionnaire (Indirect)

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 Council.
Reference No.	Department Council Meeting No.3
Date	7-2-1442 H