



Course Specification

— (Bachelor)

Course Title: **Applied Linguistics**

Course Code: **ENGL313**

Program: **Bachelor of Arts**

Department: **English**

College: **Education**

Institution: **Majmaah University**

Version: **2023 TP - 153**

Last Revision Date: **September, 2023**



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A. General information about the course:

1. Course Identification

1. Credit hours:

3 hours

2. Course type

A. University College Department Track Others

B. Required Elective

3. Level/year at which this course is offered: (6th Level)

4. Course general Description:

1. 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, Bio-linguistics, Neurolinguistics, Computational Linguistics, Peace Linguistics, Conversation Analysis, etc.

2. 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. also form part of the course. The course will then devote a module to acquainting 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.

3. 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.

5. Pre-requirements for this course (if any):



ENGL 215

6. Co-requisites for this course (if any):

NA

7. Course Main Objective(s):

By the end of the course, students are expected 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. Briefly describe 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).
Finally, to think more critically, scientifically, and analytically making use of knowledge and skills gained from the study of applied linguistics

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	40	89%
2	E-learning	5	11%
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		





3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	40
2.	Laboratory/Studio	5
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define and describe Applied Linguistics, its history, theories, scope, interests and branches.	K.1	<ul style="list-style-type: none"> Student Centered Inquiry lecturing, discussion, Differentiated instruction 	<ul style="list-style-type: none"> Exams Quizzes Assignments presentations
1.2				
...				
2.0	Skills			
2.1	Link Applied Linguistic theories and approaches with real life language-related problems.	S2	Blended Learning Cooperative Learning lecturing, class discussion,	<ul style="list-style-type: none"> Exams quizzes Assignments
2.2	Communication: Present information effectively in speech or writing.	S1	Community Language Learning, cooperative learning	<ul style="list-style-type: none"> Presentations Observation rubric
...				





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.0	Values, autonomy, and responsibility			
3.1	Comply with relevant academic and professional ethics in the context of Applied Linguistics research and practice.	V1	Presentation Mini projects	<ul style="list-style-type: none"> • Observation • Rubrics, group projects and assignments

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction: Course Orientation	3
2.	Definition of the term applied linguistics, scope, history and it's applications to other sub	3
	Unit/Module 1	9
	Mainstream Domains:	
3	Language Learning and Teaching, Contrastive Analysis and Translation (1) Introducing key terms and concepts: learning, acquisition, linguistic competence, linguistic performance, errors, mistakes, descriptive and prescriptive linguistics, language transfer/language interference, etc.	
4	Language Learning and Teaching (2) A brief discussion of second language acquisition theories and methods/approaches of language teaching and testing (these will be detailed in other subsequent courses such as Methods and Strategies of Language Teaching (ENGL 426) and Language Evaluation (ENGL 424) and Special Topics in Linguistics (ENGL 425).	9
5	Tasks & Mid-term Interlanguage, Learning Strategies and Learning Styles	6
	Unit/Module 2	3
6	New and emerging subfields of Applied Linguistics Introduction to these developing areas	
7	Bio-linguistics, Clinical Linguistics and Cognitive Linguistics: A Brief Introduction (language and speech disorders and speech therapy, language and the brain and language and cognition)	3





8	A brief introduction to Forensic linguistics (language and law) and Peace Linguistics	3
9	An Overall Review/Revision, + Final Exam.	6
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm exam	Week 11	30%
2.	Quizzes	Week 4 – week 8	10%
3.	Assignments	All along	10%
4	Presentation	Week 12-13	5%
5	Participation	All along	5%
6	Final Exam	Week 14	40%
7	Total		100%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	<p>"Applied Linguistics: Oxford Introduction to Language Study Series" Authors: Norbert Schmitt and Michael McCarthy</p> <p>Issues in Applied Linguistics (2001). Mc Carthy, M. Linguistics Oxford/ Maldon. MA: Blach Well.</p> <p>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).</p> <p>The Oxford Handbook of Applied Linguistics. Oxford: Oxford University Press. Lightbown, P. M., & Spada, N. (2006). How Languages are Learned (3rd ed.).</p>
Supportive References	<p>Applied Linguistics Guy Cook (2003). Oxford: Oxford University Press</p>
Electronic Materials	<p>E journals in Applied Linguistics as: https://academic.oup.com/applij</p>





	https://onlinelibrary.wiley.com/journal/15457275 https://onlinelibrary.wiley.com/journal/14679922 https://journals.sagepub.com/home/ltr
Other Learning Materials	Blackboard LMS –STDL

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<ul style="list-style-type: none"> Lecture rooms well-equipped with teaching aids Language labs Library Conference hall
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> Laptop computer Multimedia projector system Internet access
Other equipment (depending on the nature of the specialty)	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Instructors and course coordinator	peer-evaluating per course
Effectiveness of Students assessment	Course coordinator Head of the Department Peer instructor	1. 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.
Quality of learning resources	Course Coordinator Quality Coordinators Program coordinators	Annual meetings of faculty members to discuss improvement of





Assessment Areas/Issues	Assessor	Assessment Methods
		learning resources
The extent to which CLOs have been achieved	Instructors Head of the Department Quality Coordinators Course Coordinator Program Coordinator	Training sessions, workshops to facilitate experience exchange among faculty members
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Instructors and coordinators	By meetings and discussing that in regular bases
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	Self-evaluation Peers	By doing peer-evaluating per course.

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	SESSION NO.:
DATE	- - 1445

