



# Course Specification

— (Bachelor)

**Course Title:** Language Learning Strategies

**Course Code:** ENGL316

**Program:** B. A in English

**Department:** English

**College:** College of Education

**Institution:** Majmaah University

**Version:** TP – 153/ 2023

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## A. General information about the course:

### 1. Course Identification

1. Credit hours: ( ...2... )

#### 2. Course type

A.  University  College  Department  Track  Others  
 B.  Required  Elective

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

#### 4. Course general Description:

This course is a sequel to Eng. 225 (Second Language Acquisition) and provides students with both knowledge and understanding of various direct and indirect Language Learning Strategies (LLS) explaining the core concepts, approaches, classification / taxonomy, functions and implications of each strategy. The course develops skills in learners to choose a suitable Language Learning Strategy (LLS) for a specific context and skill.

Learning strategies are essential components of a curriculum, as bridges between competence and process. This course aims at developing writing communicative skill in academic and professional life of the learners. The basic idea is that students will learn content and language (particularly the more sophisticated language needed for academic tasks) more effectively by using learning strategies. 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 of the course successfully, students are expected to:

1. Understand the core concepts, approaches, classification/taxonomy, functions, and implications of Language Learning Strategies (LLSs).  
 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.

5. Pre-requirements for this course (if any): ENGL 225

6. Co-requisites for this course (if any): None

7. Course Main Objective(s):





1. Identify appropriate language learning strategies.
2. Distinguish between cognitive and metacognitive strategies.
3. Use mnemonic language learning strategies to enhance their communicative skills.
4. Analyze language-learning strategies of various scholars.
5. Explain learning styles.
6. Enlist the characteristics of a good learner.
7. Analyze the role of teacher in LLSs.

## 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	25	83 %
2	E-learning	5	17 %
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4	Distance learning		

## 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	25
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	5
5.	Others (specify)	
<b>Total</b>		<b>30</b>

## 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	<b>Knowledge and understanding</b>			
1.1	Identify and explain LLSs terms, techniques, characteristics and learning styles.	K1	Lectures Seminars and Group Discussions	Class participation Quizzes, Mids. and Finals Assignments and Response-papers
1.2				
2.0	<b>Skills</b>			





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.1	Cognitive: Distinguish between cognitive, metacognitive strategies and analyze teacher's role.	S 1	. Lectures/teaching students how to read attentively and critically. . Seminars and Group Discussions	Class participation Quizzes and mid terms Assignments and Response-papers.
2.2	Communication: Present information effectively in speech or in writing.	S 2	Class discussions/teaching students to think independently and engage in group discussion	Presentations Group assignments
...				
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Responsibility and integrity: Comply with relevant academic and professional ethics in the context of language learning.	V 1	Teamwork	Presentations, projects, observation
3.2				
...				

### C. Course Content

No	List of Topics	Contact Hours
1.	Introductory lecture and Course Orientation	2
2.	Definition of the term learning strategies	4
3.	The scope of learning strategies	2
4	A range of theoretical and critical approaches in relation to the study of learning strategies	4
5	Brief discussion of language learning strategies	2
6	Cognitive Strategies	4
7	Taxonomy of language learning strategies	4
8	Metacognitive language learning strategies	4
9	Learning strategies and learning styles	2
10	The role of a teacher in language learning strategies	2





Total

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	1st Mid-Term	Week 6	20 %
2.	2nd Mid-Term	Week 12	20 %
3.	Case Studies / Group Assignments	Week 13 & 14	20%
4	Final Exam	Week 16	40%

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

## E. Learning Resources and Facilities

### 1. References and Learning Resources

<b>Essential References</b>	Name of the book: Language Learning Strategies Name of the Author: Cohen, Andrew & Macaro, E. Year: 2007 Publisher: Oxford University Press (OUP) ISBN-13: 978-0194422543 ISBN-10: 0194422542
<b>Supportive References</b>	Language learning strategies: What every teacher should know. Rowley, MA. Oxford, R. L. Newbury House 1990
<b>Electronic Materials</b>	<a href="http://www.studygs.net/index.htm">http://www.studygs.net/index.htm</a> <a href="https://www.cultofpedagogy.com/learning-strategies/">https://www.cultofpedagogy.com/learning-strategies/</a> <a href="https://en.wikipedia.org/wiki/Talk%3ALanguage_learning_strategies">https://en.wikipedia.org/wiki/Talk%3ALanguage_learning_strategies</a>
<b>Other Learning Materials</b>	Blackboard (LMS), University website

### 2. Required Facilities and equipment

Items	Resources
<b>Facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<ul style="list-style-type: none"> <li>• Number of seats 30</li> <li>• 5 Computer labs with 24 seats in each</li> <li>• Internet access</li> <li>• Classrooms and computer labs</li> </ul>
<b>Technology equipment</b> Technology equipment	<ul style="list-style-type: none"> <li>• Projectors</li> <li>• Smart board</li> <li>• Internet access</li> </ul>





Items	Resources
(projector, smart board, software)	
<b>Other equipment</b> (depending on the nature of the specialty)	<b>NA</b>

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Instructors and coordinators	By meetings and discussing that in regular bases
Effectiveness of Students assessment	Check marking of a sample of examination papers either by a resident or visiting faculty member	Check marking of a sample of examination papers either by a resident or visiting faculty member
Quality of learning resources	Instructors and coordinators	<p>Training sessions, workshops to facilitate experience exchange among faculty members</p> <p>Regular meetings to discuss and solve problems</p> <p>Discussion of challenges in the classroom with colleagues and supervisors</p> <p>Encouraging faculty members to attend professional development conferences</p> <p>Keep up to date with pedagogical theory and practice</p> <p>Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</p>
The extent to which CLOs have been achieved	Review Committees Discussions with Quality Coordinator	Have a curriculum review committee to review the curriculum periodically and suggest improvements
Other		

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





Assessment Methods (Direct, Indirect)

### G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

