



Course Specifications

Course Title:	Language Learning Strategies
Course Code:	ENGL 316
Program:	B. A. in English Language
Department:	English Department
College:	Science and Humanities in Al-Ghat
Institution:	Majmaah University



A. Course Identification

1. Credit hours: 2 credit hours
2. Course type
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"/>
3. Level/year at which this course is offered: 6th level
4. Pre-requisites for this course (if any): • ENGL225
5. Co-requisites for this course (if any): (NON)

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		40 %
2	Blended		40 %
3	E-learning		10 %
4	Correspondence		
5	Other		10 %

7. Actual Learning Hours (based on academic semester)

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

* 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

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 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.

2. Course Main Objective

The course aims at familiarizing the students with language learning strategies that leads them to learn autonomously. The students will learn direct and indirect language learning strategies and will be able to:

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.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Identify LLSs terms and techniques	
1.2	Identify learning styles	
1.3	Enlist the characteristics of good learner	
2	Skills	
2.1	Distinguish between cognitive and metacognitive strategies.	
2.2	Explain mnemonic language learning strategies	
2.3	Analyze the teacher's role in LLSs.	
3	Competence	
3.1	Complete the project focusing on a learner	

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 teacher in language learning strategies.	2
11	An Overall revision	2
Total		30

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	Identify LLSs terms and techniques	Presentation, discussion	Observation, quizzes
1.2	Identify learning styles	Exposure to online resources, presentations	Quizzes/tests/exams
1.3	Enlist the characteristics of good learner	Pair/group work	Assignments/tests
2.0	Skills		
2.1	Distinguish between cognitive and metacognitive strategies.	Display on graphic organizers Presentation-Practice-Production (PPP) Discussions	Observation/rubric
2.2	Explain mnemonic language learning strategies	PPP (Presentation-Practice-Production)/pair and group work	Exams Rubric for evaluation of essays
2.3	Analyze the teacher's role in LLSs.	PPP Multimode Exposure to online resources	Rubric/Dropbox evaluation Exams
3.0	Competence		
3.1	Complete the project focusing on a learner	Guidance Groups discussions Data collection Interviews referencing	Observation Rubric

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment task 1	2nd week	1%
2	Assignment 2/quiz 1	4th week	1%
3	Group task	5th week	2%
4	First midterm exam	6th week	20%
5	Task 3	7 th and 8th week	1%
6	Students presentations	9th and 10th week	2%
7	Second midterm exam	11th week	20%

#	Assessment task*	Week Due	Percentage of Total Assessment Score
8	Group project	12th and 13th week	2%
9	Blackboard (LMS) activities evaluation	14th and 15th week	1%
10	Final exam	16th week	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 :

4-5 hours office hours per week.

Students receive various kinds of counseling inside and outside classroom (formally and informally).

Particular counseling is given to help students do project work

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> Language Learning Strategies. Cohen, Andrew & Macaro, E. Oxford University Press (OUP). 2007
Essential References Materials	Language learning strategies: What every teacher should know. Rowley, MA. Oxford, R. L. Newbury House. 1990
Electronic Materials	<ul style="list-style-type: none"> http://www.studygs.net/index.htm https://www.cultofpedagogy.com/learning-strategies/ https://en.wikipedia.org/wiki/Talk%3ALanguage_learning_strategies
Other Learning Materials	Blackboard (LMS), University website

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> Larger and more convenient classrooms. Better equipped language labs.
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> Projectors Smartboard Internet access
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
End of term college evaluation of course by students (to be collected by the department)		
End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better		
Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's students on specific points outlined by the department and the instructor being evaluated		

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	
Reference No.	
Date	