



2023

TP-153



Course Specification — (Bachelor)

Course Title: Applied Linguistics

Course Code: LANT1308

Program: English Language, BA

Department: Languages and Translation

College: Education and Arts.

Institution: University of Tabuk

Version: 2023.10

Last Revision Date: 2022



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	4
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	5
G. Specification Approval	6





A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		

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

4. Course general Description:

This course aims at introducing students to the field of applied linguistics and its major areas of research: language and communication, discourse analysis, corpus linguistics, psycholinguistics, language learning, and sociolinguistics. It examines grammar, vocabulary and reading from the viewpoint of the learner and the teacher and focuses on the most prominent second language learning theories. It also examines learners as individuals by focusing on motivation, learning styles and learning and communication strategies.

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

LANT1209 Introduction to Linguistic Studies.

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

7. Course Main Objective(s):

The main objective of this course is to enable students to explain the various basic notions of applied linguistics, discourse analysis, psycholinguistics, second language learning, and sociolinguistics; identify the areas of research in applied linguistics; and the key issues and implications. The students will be familiar with the implications of applied linguistics studies on pedagogy. They will analyze language samples, applying what they studied through hands-on activities.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	% 100
2	E-learning		
3	Hybrid		





No	Mode of Instruction	Contact Hours	Percentage
	<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	45
2.	Laboratory/Studio	
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 the concepts in the areas of applied linguistics: language and communication, corpus linguistics, psycholinguistics, and sociolinguistics	K2	1. Lectures 2. Class discussion 3. In-class exercises 4. Collaborative learning 5. Extra handouts	1. Assignments 2. In-term exams
1.2	Identify the nature of the discipline of linguistics, its branches, and its relations to other disciplines	K1	1. Lectures 2. Class discussion 3. In-class exercises 4. Collaborative learning 5. Extra handouts	1. In-term exams 2. Final exam
1.3	Describe the discourse analysis	K2	1. Lectures 2. Class discussion	1. Final exam





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	and conversation analysis fields and their implications on pedagogy.		3. In-class exercises 4. Collaborative learning 5. Extra handouts	
1.4	State second language learning theories and implications on pedagogy.	K2	1. Lectures 2. Class discussion 3. In-class exercises 4. Collaborative learning 5. Extra handouts	1. Assignments
2.0				
2.1	Illustrate the current issues in applied linguistics using appropriate terminology.	S4	1. Lectures 2. Class discussion 3. In-class exercises 4. Collaborative learning 5. Extra handouts	1. In-term exams
2.2	Explain how language varies socially and regionally.	S1	1. Lectures 2. Class discussion 3. In-class exercises 4. Collaborative learning 5. Extra handouts	1. Final exam 2. Presentation
2.3	Analyze how language is used in context in view of the most important language theories.	S4	1. Lectures 2. Class discussion 3. In-class exercises 4. Collaborative learning 5. Extra handouts	1. Assignments 2. Final exam
3.0 Values, autonomy, and responsibility				
3.1	Work autonomously to achieve target tasks .	V2	1. Lectures 2. Class discussion	Assignments Presentation
	Work collaboratively to achieve target tasks with responsibility.	V3	1. Lectures 2. Class discussion	Presentation





C. Course Content

No	List of Topics	Contact Hours
1	What is Applied Linguistics? Need for Applied Linguistics, Scope of Applied Linguistics, Linguistics and Applied Linguistics	3
2	Languages in a Contemporary World: Language and Languages, Attitude to Languages, Languages of Nations: Boundaries and Relationships,	3
3	Growth of English, English and Englishes, Native Speakers, English as a Lingua Franca (ELF)	3
4	Language and Communication: Knowing a Language, Linguistic Competence, Communicative competence, The influence of communicative competence	3
5	Discourse Analysis: Defining Discourse.	3
6	Ways and Means of Discourse Analysis.	3
7	Speech Act Theory, Language Games, Methodology: Discourse Analysis. Implications for pedagogy.	3
8	Corpus linguistics: speech events.	3
9	Conversation analysis, turn taking.	3
10	Second Language Learning: Processes of Second Language Learning (SLL), Effects of Classroom Instruction.	3
11	Theories of SLL, Individual differences in SLL, Social differences on Language Learning.	3
12	Sociolinguistics: Regional variation: Dialects	3
13	Idiolects, Accents, Language variation	3
14	Language and Social variation, gender.	3
15	Age, social relations.	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	1st midterm	7	20%
2.	2nd midterm	12	20%
3.	Assignments	throughout	10%
4.	Presentation	15	10%
5	Final exam	16-17	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

Essential References

Schmitt, Norbert. (2019). An introduction to Applied Linguistics. Third Edition. Hodder Education.





Supportive References	Davies, A. & Elder, C. (2004). Handbook in Applied Linguistics. Blackwell: Malden, MA. Cook, G. (2003) Applied Linguistics. Oxford University Press: Oxford.
Electronic Materials	
Other Learning Materials	Students are encouraged to refer to electronic English-English dictionaries that offer pronunciation of words and phrases.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms large enough to hold 30-40 students.
Technology equipment (projector, smart board, software)	Laptop computer - projector system
Other equipment (depending on the nature of the specialty)	None

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	<p>1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc.</p> <p>2. Indirect method:</p> <ul style="list-style-type: none"> • Faculty-student meetings to get students' oral feedback. • Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
Effectiveness of Students' assessment	<ul style="list-style-type: none"> • Students • Peer reviewers (course coordinator and other 	<p>1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc.</p>





Assessment Areas/Issues	Assessor	Assessment Methods
	instructors teaching the course)	<p>2. Indirect method (survey):</p> <ul style="list-style-type: none"> • Regular meetings between the teachers and the course coordinator • Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
Quality of learning resources	<ul style="list-style-type: none"> • Department Chair • Quality and Development Committee 	Regular meetings between the course coordinator and other faculty members teaching the same course
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> • Department Chair • Quality and Development Committee • Peer reviewers (course coordinator and other instructors teaching the course) • Curriculum Committee 	Regular meetings between the course coordinator and other faculty members teaching the same course
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	COUNCIL OF THE LANGUAGES AND TRANSLATION DEPARTMENT
REFERENCE NO.	MEETING No.9/1445
DATE	15.04.1445

