

ATTACHMENT 5.

**Kingdom of Saudi Arabia
The National Commission for Academic Accreditation &
Assessment**

**T6. Course Specifications
(CS)**

Course Specifications

Institution	King Khalid University	Date
College/ Faculty Of Languages And Translation/English Language Department		

A. Course Identification and General Information

1. Course title and code: Applied Linguistics (2)		(Eng 423)
2. Credit hours: 3 hours		
3. Program(s) in which the course is offered. English (If general elective available in many programs indicate this rather than list programs)		
4. Name of faculty member responsible for the course Dr. Rafiq Shamiry		
5. Level/year at which this course is offered: Level 8		
6. Pre-requisites for this course (if any) NA		
7. Co-requisites for this course (if any) NA		
8. Location if not on main campus Main Campus		
9. Mode of Instruction (mark all that apply)		
a. traditional classroom	<input type="checkbox"/>	What percentage? <input type="checkbox"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage? <input type="checkbox"/>
c. e-learning	<input type="checkbox"/>	What percentage? <input type="checkbox"/>
d. correspondence	<input type="checkbox"/>	What percentage? <input type="checkbox"/>
f. other	<input type="checkbox"/>	What percentage? <input type="checkbox"/>
Comments:		

B Objectives

1. What is the main purpose for this course?

To give the learners an idea of the different approaches and method of teaching English and how these approaches and methods were developed. As well as to give them an idea of language testing.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

The current content is suitable for the course and probably it needs some modification and focusing on the use of recent technology in teaching the course.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description: This course aims at achieving the following objectives:

- To introduce students to the vital role of English as foreign/second language in modern social, economic, educational and international relations.
- To familiarize students with the most common methods of teaching English.
- To introduce students to the various techniques and principles used in different teaching methods.
- To provide students with the basic terminology of teaching English.
- To introduce students to tests types.
- To familiarize students with the features of a good language test.
- To enable students to write and evaluate reading, writing, listening, speaking and

grammar tests.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
The Grammar- Translation Method	1	3
The Direct Method	1	3
The Audio-Lingual method		
The Audio-Lingual method	1	3
The Silent Way	1	3
Desuggestopedia	1	3
Community Language Learning	1	3
Total Physical Response	1	3
Communicative Language Teaching	1	3
Learning Strategy Training, Task-based teaching	1	3
Cooperative Learning, Multiple Intelligences	1	3
Types of tests , characteristics of a good test.	1	3
Evaluating Listening	1	3
Evaluating Reading	1	3
Evaluating writing	1	3
Evaluation grammar	1	3
FINAL TERM EXAMINATION		TOTAL = 45

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	3					
Credit	3					

3. Additional private study/learning hours expected for students per week.

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	<p>Knowledge</p> <ul style="list-style-type: none"> • Teaching methods • Principles of teaching • Cooperative learning • Task-based learning • Learning strategies • Using multiple intelligences in language teaching. • Knowing types of tests • Knowing the characteristics of a good test. <p>Knowing how to evaluate listening, speaking, reading, writing and grammar.</p>	<ul style="list-style-type: none"> • Lectures • Discussions • Projects 	<ul style="list-style-type: none"> • Classroom participation • Assignments • Progress tests • Final examination
1.1			
1.2			
2.0	<p>Cognitive Skills</p> <p>The ability to compare between methods of teaching</p> <p>Summarizing</p> <p>Asking and answering questions</p> <p>Using learning strategies</p> <p>Evaluating tests</p> <p>Explaining how to apply MI in teaching</p>	<ul style="list-style-type: none"> • Lectures • Discussion • project 	<ul style="list-style-type: none"> • Classroom participation • Assignment • Progress test

	English		
2.1			
2.2			
3.0	Interpersonal Skills & Responsibility Training students to give short presentations. Training students to use questioning techniques in the classroom.	<ul style="list-style-type: none"> • Training students to give short presentations • Training students to use question techniques in classroom. 	<ul style="list-style-type: none"> • classroom participation • Assignment • Progress test • Final examination
3.1			
3.2			
4.0	Communication, Information Technology, Numerical The ability to express oneself clearly		
4.1			
4.2			
5.0	Psychomotor		
5.1			
5.2			

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)								
	1.1	1.2		2.1		3.2		4.1	
1.1									
2.1									

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	<ul style="list-style-type: none"> • Classroom participation 		

2	• Assignments	Every week	10%
3	• Progress tests	Week7 & Week 13	40%
4	• Final Examination	Week 15	50%
5			
6			
7			
8			

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
Five office hours per week.

E Learning Resources

1. List Required Textbooks
 - ñ Larsen-Freeman, Diana (2000) Techniques and Principles in Language Teaching (second edition), Oxford University Press.
 - ñ Madsen, Harold S. (1983) Techniques in Testing. New York: Oxford University Press. (selected chapters)
 - ñ Selected Articles from language related articles (e.g. Applied Linguistics, Language Teaching, TESOL Quarterly, The Modern Language Journal,
2. List Essential References Materials (Journals, Reports, etc.)

<p>1. Articles from journals related to this field.</p> <p>2. Pennycook, A. (1994) The cultural politics of English as an international language, London: Addison Wesley Longman.</p>
<p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p> <p>Applied Linguistics Journal</p>
<p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p>http://www.englishraven.com/methodology.html http://www.btinternet.com/~ted.power/teflindex.htm http://languagetesting.info/whatis/lt.html</p>
<p>1. Accommodation (Lecture rooms, laboratories, etc.): Lecture rooms</p>
<p>2. Computing resources: students are encouraged to use the Language Enhancement Program (LEP)</p>
<p>3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) : N/A</p>

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p>

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G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none">• Confidential completion of standard course evaluation questionnaire by students at the end of each semester
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none">• In-class observation by other colleagues• Peer observation• Observation by external experts
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none">• Workshops by internal and external experts• Coordination between teachers of different sections of the same course• Training and orientation for new instructors of the course
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <ul style="list-style-type: none">• Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department• Mutual checking of random samples of examination papers by coordinators and other teachers of the same course

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Regular meetings between teachers and course coordinator
- Regular meetings by The Curriculum Review Committee

Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee

Name of Instructor: Dr Rafiq Shamiry

Signature: _____ *Rafiq Shamiry* _____ Date Report Completed: 3/4/2016

Name of Field Experience Teaching Staff _____

Program Coordinator:

Signature: _____ Date Received: _____