

Republic of Yemen Ministry of
Higher Education & Scientific
Research Council for Accreditation
& Quality Assurance

Sana'a university



الجمهورية اليمنية

وزارة التعليم العالي والبحث
العلمي

مجلس الاعتماد وضمان جودة
التعليم العالي

جامعة صنعاء

Course Specification of Current Issues in Applied Linguistics

I. Course Identification and General Information:						
1	Course Title:	Current Issues in Applied Linguistics				
2	Course Number & Code:	AL 5411				
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3	-	-	-	3
4	Study level/ semester at which this course is offered:	MA – Semester Two				
5	Pre –requisite (if any):	LNG 5114				
6	Co –requisite (if any):	LNG 5125				
7	Program (s) in which the course is offered:	MA in Linguistics				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Faculty of Languages				
10	Prepared by:	Dr. Abdulhameed Ashuja'a				
11	Date of approval:					

II. Course description:

The course introduces students to the subfields of Applied Linguistics and the theoretical and practical aspects of such fields. It encourages students to reflect on current research issues within Applied Linguistics and related disciplines which contribute to their knowledge of issues related to language teaching and learning, translation, interpreting, language for specific purposes, etc.



I. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

1. a1. Display knowledge of the sub-disciplines within the field of applied linguistics.
2. a2. Demonstrate knowledge and understanding of concepts, principles and theories of applied linguistics.
3. b1. Describe contrastive analysis, error analysis and other analytical procedures in Applied Linguistics
4. b2. Compare and contrast between the different theories in the field of Applied Linguistics.
5. c1. Evaluate some of the methodological issues within applied linguistics, and language and culture.
6. c2. Reflect on and discuss their own learning as it relates to the subject matter of the course.
7. c3. Present a well-structured research project based on an applied linguistics or languages and culture topic.
8. d1. Lead teams of researchers or language teachers to work effectively and solve language-related problems.
9. d2. Use personal skills while presenting and discussing ideas in professional contexts.

III. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in:
Knowledge and Understanding.

Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students will be able to:		After completing this course, students will be able to:	
A3-	Show understanding of the relevance of theories form and research in the fields and subfields of linguistics, and in other related disciplines.	a1-	Display knowledge of the sub-disciplines within the field of applied linguistics.
		a2	Demonstrate knowledge and understanding of concepts, principles and theories of applied linguistics.

Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies to be	Strategies of
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(CILOs) in Knowledge and Understanding		used	assessment
After completing this course, students will be able to:		Lectures & seminars Exercises Cooperative learning Self-learning Presentations	Quizzes Practical tests. Oral presentation Assignments
a1-	Display knowledge of the sub-disciplines within the field of applied linguistics.		
a2-	Demonstrate knowledge and understanding of concepts, principles and theories of applied linguistics.		

(B) Intellectual Skills:			
Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills			
Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
B2-	Critically, evaluate linguistic research and identify problematic areas in language.	b1-	Describe contrastive analysis, error analysis and other analytical procedures in Applied Linguistics.
		b2	Compare and contrast between the different theories in the field of Applied Linguistics.
Teaching and Assessment Strategies for Achieving Learning Outcomes:			
Alignment of Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:			
Course Intended Learning Outcomes (CILOs) in Intellectual Skills.		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		Lectures & seminars Exercises Cooperative learning Self-learning ▪ Presentations ▪ Problem solving ▪ Pair-work/group-work	Quizzes Practical tests. Oral presentation ▪ Assignments
b1-	Describe contrastive analysis, error analysis and other analytical procedures in Applied Linguistics.		
b2-	Compare and contrast between the different theories in the field of Applied Linguistics.		

(C) Professional and Practical Skills:	
Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills	
Program Intended Learning Outcomes (Sub-PILOs) in Professional and Practical Skills	Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills
After completing this program, students will be able to:	After completing this course, students will be able to:



C2-	Engage confidently in academic communication related to various linguistic areas.	c1-	Evaluate some of the methodological issues within applied linguistics, and language and culture.
		c2.	Reflect on and discuss their own learning as it relates to the subject matter of the course.
		c3	Present a well-structured research project based on an applied linguistics or languages and culture topic.

Teaching and Assessment Strategies for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		Lectures & seminars Exercises Cooperative learning Self-learning ▪ Presentations ▪ Problem solving ▪ Pair-work/group-work	Quizzes Practical tests. Oral presentation ▪ Assignments
c1-	Evaluate some of the methodological issues within applied linguistics, and language and culture.		
c2.	Reflect on and discuss their own learning as it relates to the subject matter of the course.		
c3	Present a well-structured research project based on an applied linguistics or languages and culture topic.		

(D) General / Transferable Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
D1-	Work in teams, draw conclusions and reflect differences of opinion, and independently employ self-organization, time-management skills, and identify own needs for development.	d1-	Lead teams of researchers or language teachers to work effectively and solve language-related problems.
		d2.	Use personal skills while presenting and discussing ideas in professional contexts.

Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		Exercises Cooperative learning Self-learning ▪ Presentations ▪ Problem solving ▪ Pair-work/group-work	Oral presentation ▪ Individual projects ▪ Joint projects ▪ Observations
d1-	Lead teams of researchers or language teachers to work effectively and solve language-related problems.		
d2	Use personal skills while presenting and discussing ideas in professional contexts.		

IV. Course Content:



1 – Course Topics/Items:

No	Topic List / Units	Sub-topic List	Number of weeks	Contact hours	CILOs (symbols)
1	Introduction to applied linguistics	Definition; scope; its relation to language and Linguistics	1	3	a1; a2
2	Development of applied linguistics	How did it start? Early focus New areas subsumed under applied linguistics	1	3	b1; b2; c1
3	Second language acquisition theory and second language pedagogy.	Similarities and differences; overview of teaching methods	2	6	b1; b2; c1; c2
4	Inter-language	How does inter-language affect language teaching and learning? Contrastive and error analysis and its relation to language teaching and learning.	2	6	b1; b2; c1; c2; c3
5	Language Testing and Assessment	Testing; assessment; evaluation; types of tests; writing language tests	2	6	b1; b2; c1; c2; c3
6	Teacher's roles and Learner's Types	Teacher as Controller, Organizer, Assessor; The Age of the Learner; Learner Differences; Learning Styles and Learning Strategies	2	6	b1; b2; c1; c2; c3
7	Discourse Analysis and Language for Specific Purposes	Emergence of LSP and developments of ESP	1	3	b1; b2; c1; c2; c3
8	Varieties of English and the notion of language intelligibility	World Englishes and English as International Language (EIL)	1	3	a1; a2; b1; b2; c1; c2; c3; d1; d2
9	Students' presentations	Students prepare and give presentations on selected topics	2	6	a1; a2; b1; b2; c1; c2; c3; d1; d2
Number of Weeks /and Units Per Semester			14	42	

b- Training Aspect:

No	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1	NA			
Number of Weeks /and Units Per Semester				

V. Teaching strategies of the course:



Lectures & seminars
Exercises
Cooperative learning
Self-learning

- Presentations
- Problem solving
- Pair-work/group-work
-

3-Assessment Strategies:

Quizzes
Practical tests.
Oral presentation
Assignments

- Individual projects
- Joint projects
- Observations

I. Tasks and Assignments

No.	Tasks and Assignments	Week Due	Mark	Aligned Course Learning Outcomes (CILOs symbols)
1	Write a definition of AL of their own	2	2	a1; a2; b1; b2; c1; c2; c3; d1; d2
2	Write a critique of learning theories	5	2	a1; a2; b1; b2; c1; c2; c3; d1; d2
3	Write an essay on the effect of interlanguage on language acquisition	7	5	a1; a2; b1; b2; c1; c2; c3; d1; d2
	Develop a language test	10	5	a1; a2; b1; b2; c1; c2; c3; d1; d2
5	Give presentations on selected topics	14&15	10	a1; a2; b1; b2; c1; c2; c3; d1; d2
Total			25	

VI. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Written Assignments	2-5-7-10	15	15%	a1; a2; b1; b2; c1; c2; c3; d1; d2
2	Mid-Semester Test	8	15	15%	a1; a2; b1; b2; c1; c2; c3
3	Presentations	14&15	10	10%	a1; a2; b1; b2; c1; c2; c3; d1; d2



4	Final Exam	16	60	60%	a1; a2; b1; b2; c1; c2; c3
Total		100	100%		

VII. Learning Resource (MLA style or APA style)S:

1- Required Textbook(s) (maximum two)

1. Brown, D. H. (2007). *Principles of language learning and teaching (5th ed.)*. New York: Longman
2. Cook, G. (2008). *Applied linguistics*. Oxford: Oxford University Press.

3. Recommended Readings and Reference Materials

- 1- Brown K. (Editor) 2005. *Encyclopedia of Language and Linguistics – 2nd Edition*. Oxford: Elsevier
- 2- Corder, S. P. 1973. *Introducing Applied Linguistics*. Harmondsworth: Penguin.
- 3- Kaplan, R. (Editor). 2002. *The Oxford Handbook of Applied Linguistics*. Oxford: OUP.
- 4- Richards, J. C and Rogers, T. 2001. *Approaches and Methods in Language Teaching- 2nd Edition* Cambridge: CUP.

4. Essential References

1. Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
2. Ellis, R. (2015). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
3. Ellis, R. & et. al (2009). *Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching* Bristol: MULTILINGUAL MATTERS.
4. Ellis, R, & Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford: Oxford University Press
5. Trudgill, P. & Hannah, J. (2017). *International English: A Guide to Varieties of English Around the World*

1. Electronic Materials and Web Sites etc.

1. <https://www.jallr.com/index.php/JALLR>
2. <https://www.journals.aiac.org.au/index.php/IJALEL>
3. https://poj.peeters-leuven.be/content.php?journal_code=ITL&url=journal
4. <https://rals.scu.ac.ir/>
5. http://www.arjals.com/index.php/Arab_Journal_Applied_Linguistics
6. <https://awej.org/>
7. <https://revues.imist.ma/index.php/IAJESP/index>
8. <https://www.scimagojr.com/journalsearch.php?q=21100818509&tip=sid&clean=0>
9. <http://www.journals.aiac.org.au/index.php/IJCLTS>
10. <https://j.ideasspread.org/index.php/ilr>

2. Other Learning Material:

- 1.

IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.

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3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:			
م	الاسم	الصفة الوظيفية	ملاحظات
١	د/ عباس مطهر	نائب العميد للدراسات العليا	
٢	أ.م.د/ أحمد مجاهد	نائب عميد مركز التطوير وضمان الجودة	
٣	أ.د/ إبراهيم المطاع	نائب رئيس الجامعة للشئون الأكاديمية	

Course Plan of Current Issues in Applied Linguistics

II. - Information about Faculty Member Responsible for the Course:							
Name of Faculty Member		Office Hours					
		SAT	SUN	MON	TUE	WED	THU
Location & Telephone No.							
E-mail							

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III. Course Identification and General Information:

1-	Course Title:	Current Issues in Applied Linguistics				
2-	Course Number & Code:	AL 5411				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-	-	3
4-	Study level/year at which this course is offered:	MA – Semester Two				
5-	Pre –requisite (if any):	LNG 5114				
6-	Co –requisite (if any):	LNG 5125				
7-	Program (s) in which the course is offered	MA in Linguistics				
8-	Language of teaching the course:	English				
9-	System of Study:	Regular				
10-	Mode of delivery:	Interactive Lectures and presentations				
11-	Location of teaching the course:	Faculty of Languages				

IV. Course Description:

The course introduces students to the subfields of Applied Linguistics and the theoretical and practical aspects of such fields. It encourages students to reflect on current research issues within Applied Linguistics and related disciplines which contribute to their knowledge of issues related to language teaching and learning, translation, interpreting, language for specific purposes, etc.



V. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

1. Display knowledge of the sub-disciplines within the field of applied linguistics.
2. Demonstrate knowledge and understanding of concepts, principles and theories of applied linguistics.
3. Describe contrastive analysis, error analysis and other analytical procedures in Applied Linguistics
4. Compare and contrast between the different theories in the field of Applied Linguistics.
5. Evaluate some of the methodological issues within applied linguistics, and language and culture.
6. Reflect on and discuss their own learning as it relates to the subject matter of the course.
7. Present a well-structured research project based on an applied linguistics or languages and culture topic.
8. Lead teams of researchers or language teachers to work effectively and solve language-related problems.
9. Use personal skills while presenting and discussing ideas in professional contexts.

VI. Course Content:

A – Theoretical Aspect:

No	Topics List	Week Due	Contact Hours
1	Definition and scope of AL; its relation to language and Linguistics	1 st	3
2	Development of applied linguistics: How did it start?; Early focus; New areas subsumed under applied linguistics	2 nd	3
3	Comparing Second language acquisition theory to second language pedagogy:	3 rd	3
4	Overview of language teaching methods	4 th	3
5	• Inter-language (1): How does inter-language affect language teaching and learning?	5 th	3
6	Inter-language (2): Contrastive and error analysis and its relation to language teaching and learning	6 th	3
7	• Language Testing and Assessment (1): Testing; assessment; evaluation; types of tests	7 th	3
8	Mid-Term Test	8 th	3
9	Language Testing and Assessment (2): writing language tests	9 th	3



10	Teacher's roles: Teacher as Controller, Organizer, Assessor; The Age of the Learner	10 th	3
11	Learner's Types: Learner Differences; Learning Styles and Learning Strategies	11 th	3
12	Discourse Analysis and Language for Specific Purposes: emergence and developments	12 th	3
13	Varieties of English: World Englishes and the notion of language intelligibility; English as an International Language	13 th	3
14	Students' presentations	14 th	3
15	Students' presentations	15 th	3
16	Final Exam	16 th	3
Number of Weeks /and Units Per Semester		16	32

Training Aspects:			
No	Training Tasks	Number of weeks	Contact hours
1	NA		
14			

I. Tasks and Assignments			
No.	Tasks and Assignments	Week Due	Mark
1	Write a definition of AL of their own	2	2
2	Write a critique of learning theories	5	2
3	Write an essay on the effect of interlanguage on language acquisition	7	5
4	Develop a language test	10	5
5	Give presentations on selected topics	14&15	10
Total			25



VII. Teaching strategies of the course:

Lectures & seminars
Exercises
Cooperative learning
Self-learning
Presentations
Problem solving
Pair-work/group-work

VIII. Assessment Strategies:

Quizzes
Practical tests.
Oral presentation
Assignments
▪ Individual projects
▪ Joint projects
▪ Observations

No.	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Written Assignments	2-5-7-10	15	15%
2	Mid-Semester Test	8	15	15%
3	Presentations	14&15	10	10%
4	Final Exam	16	60	60%
Total			100	100%

VIII. Learning Resource (MLA style or APA style)s:

2- Required Textbook(s) (maximum two)

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3. Electronic Materials and Web Sites etc.

11. <https://www.jallr.com/index.php/JALLR>
12. <https://www.journals.aiac.org.au/index.php/IJALEL>
13. https://poj.peeters-leuven.be/content.php?journal_code=ITL&url=journal
14. <https://rals.scu.ac.ir/>
15. http://www.arjals.com/index.php/Arab_Journal_Applied_Linguistics
16. <https://awej.org/>
17. <https://revues.imist.ma/index.php/IAJESP/index>
18. <https://www.scimagojr.com/journalsearch.php?q=21100818509&tip=sid&clean=0>
19. <http://www.journals.aiac.org.au/index.php/IJCLTS>
20. <https://j.ideasspread.org/index.php/ilr>

4. Other Learning Material:

- 2.

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