

Course Specification of Current Issues in Applied Linguistics

	I. Course Identification a	and General In	formation:			
1	Course Title:	Current Issues in Applied Linguistics				
2	Course Number & Code:	AL 5411				
		С.Н				Total
3	Credit hours:	Theoretical	Practical	Training	Seminar	Total
		3	-	-	-	3
4	Study level/ semester at which this course is offered:					
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 Lingui	stics			
8	Language of teaching the course:	English				
9	Location of teaching the course:	Faculty of Languages				
1 0	Prepared by:	Dr. Abdulhameed Ashuja'a				
1 1	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. Inter	nded learning outcomes (ILOs) of the course:
After c	ompleting 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

III	I. Intended learning outcom	nes	(ILOs) of the cou	irse:	
(A)	Knowledge and Understandi	ing:			
Alig	Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.				
Pro	gram Intended Learning Outcomes	(Course Intended Learn	ing Outcomes	
	(Sub- PILOs) in:		(CILOs) in	1:	
	Knowledge and Understanding		Knowledge and Und	erstanding	
After c to:	completing this program, students will be able	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 within the field of applied	-	
	a2 Demonstrate knowledge and understandir of concepts, principles and theories of applied linguistics.				
Tea	ching And Assessment Strategie	s Foi	Achieving Learnin	ng Outcomes:	
Align	Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Strategies:				
Co	urse Intended Learning Outcomes	Tea	ching strategies to be	Strategies of	

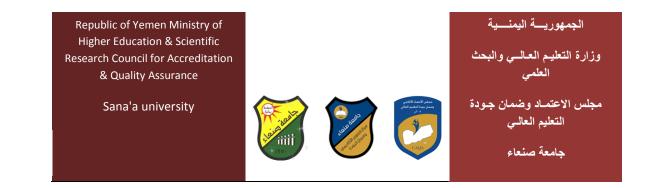
contexts.

Republic of Yemen Ministry of Higher Education & Scientific Research Council for Accreditation & Quality Assurance			الجمهوريــة اليمنــية وزارة التعليم العالمي والبحث العلمي
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(CII	LOs) in Knowledge and Understanding	used	assessment
After completing this course, students will be able to:		Lectures & seminars Exercises	Quizzes Practical tests.
a1-	Display knowledge of the sub-disciplines within the field of applied linguistics.	Cooperative learning Self-learning	Oral presentation Assignments
a2-	Demonstrate knowledge and understanding of concepts, principles and theories of applied linguistics.	Presentations	

(B)	(B) Intellectual Skills:					
	Alignment of Course Intended Learning Outcomes (CILOs) to I	Program	Intended Learning Outcomes (PIL	Os) in: Intellectual skills		
Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skillsCourse Intended Learning Outcomes (CILOs Intellectual Skills				5		
After	completing this program, students will be able to:	After	completing this course, student	s will be able to:		
B2- Critically, evaluate linguistic research and identify problematic areas in language.			b1- Describe contrastive analysis, error analysis and oth analytical procedures in Applied Linguistics.			
		b2 Compare and contrast between the different theories in the field of Applied Linguistics.				
	Teaching and Assessment Strate	U	0	5		
0	ment of Learning Outcomes of Intellectual Skills to		0 0	<u> </u>		
C	ourse Intended Learning Outcomes (CILOs) in Intellectual Skills.	Teac	ching strategies to be used	Strategies of assessment		
After	completing this course, students will be able to:	Lectu	ires & seminars	Quizzes		
b1-	Describe contrastive analysis, error analysis and other analytical procedures in Applied Linguistics.	Exercises Cooperative learning Self-learning • Presentations		Practical tests.Oral presentationAssignments		
b2-	Compare and contrast between the different theories in the field of Applied Linguistics.		oblem solving iir-work/group-work			

(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	Course Intended Learning Outcomes (CILOs)			
Professional and Practical Skills	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-		e methodological issues within ad language and culture.	
		c2.	Reflect on and discuss their own learning as relates to the subject matter of the course.		
		c3	Present a well-structured research project based or an applied linguistics or languages and culture topic		
	Teaching and Assessment Strategies for Achieving Learning Outcomes:				
Align	ment of Learning Outcomes of Professional and Practical Skills to Tea	aching	and Assessment Strate	gies:	
Cour	se Intended Learning Outcomes (CILOs) in Professional and Practical Skills	Te	eaching strategies to be used	Strategies of assessment	
After	completing this course, students will be able to:	Leo	ctures & seminars	Quizzes	
c1-	Evaluate some of the methodological issues within applied linguistics, and language and culture.		ercises operative learning f-learning	Practical tests. Oral presentation • Assignments	
c2.	Reflect on and discuss their own learning as it relates to the subject matter of the course.		Presentations Problem solving		
c3	Present a well-structured research project based on an applied linguistics or languages and culture topic.	•	Pair-work/group- work		

	(D) General / Transferable Skills:				
Alignr	nent of Course Intended Learning Outcomes (CILOs) to Program Intended	ed Lear	ming Outcomes (PILOs) in: Gene	ral and Transferable skills	
Pı	ogram Intended Learning Outcomes (<mark>PILOs</mark>) in General / Transferable skills	Cou	rse Intended Learning Ou / Transfera	ttcomes (<mark>CILOs</mark>) in General ble skills	
After completing this program, students will be able to: After completing this course, students will be able to:			ts will be able to:		
D1-	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 effectively and solve language-related problems.				
			d2. Use personal skills while presenting and discussing ideas in professional contexts.		
	Teaching And Assessment Strate	gies]	For Achieving Learnin	ng Outcomes:	
	Alignment of Learning Outcomes of General and Tran	nsfera	ble skills to Teaching and As	sessment Strategies:	
	se Intended Learning Outcomes (CILOs) in General and Transferable Skills	Tea	ching strategies to be used	Strategies of assessment	
After c	ompleting this course, students will be able to:	-	cises	Oral presentation	
d1-	Lead teams of researchers or language teachers to work effectively and solve language-related problems.	Cooperative learning Self-learning • Presentations • Problem solving • Pair-work/group-work		Individual projectsJoint projects	
d2	Use personal skills while presenting and discussing ideas in professional contexts.			 Observations 	

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 Week	s /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:

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& Quality Assuranceالجمهورية التعليم العالي
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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				

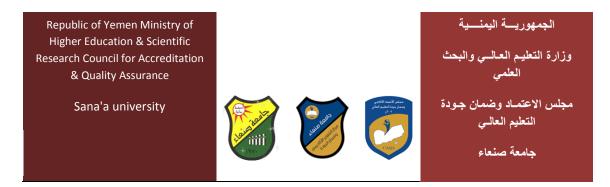
V	VI. Schedule of Assessment Tasks for Students During the Semester:								
No.	Assessment Method Week Mark Final		Aligned Course Learning Outcomes (CILOs symbols)						
1	Written Assignments	2-5-7-10	15	15%	a1; a2; b1; b2; c1; c2; c3; d1; d2				
2	Mid-Semester Test	8	15	15%	a1; a2; b1; b2; c1; c2;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

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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)
 Brown, D. H. (2007). <i>Principles of language learning and teaching (5th ed.)</i>. New York: Longman Cook, G. (2008). <i>Applied linguistics</i>. Oxford: Oxford University Press.
3. Recommended Readings and Reference Materials
 Brown K. (Editor) 2005. Encyclopedia of Language and Linguistics – 2nd Edition. Oxford: Elsevie Corder, S. P. 1973. Introducing Applied Linguistics. Harmondsworth: Penguin. Kaplan, R. (Editor). 2002. The Oxford Handbook of Applied Linguistics. Oxford: OUP. Richards, J. C and Rogers, T. 2001. Approaches and Methods in Language Teaching- 2nd Edition Cambridge: CUP.
4. Essential References
 Ellis, R. (1994). The study of second language acquisition. Oxford: Oxford University Press. Ellis, R. (2015). Understanding Second Language Acquisition. Oxford: Oxford University Press. Ellis, R. & et. al (2009). Implicit and Explicit Knowledge in Second Language Learning, Testing and Tea Bristol: MULTILINGUAL MATTERS. Ellis, R. & Barkhuizen, G. (2005). Analyzing Learner Language. Oxford: Oxford University Press Trudgill, P. & Hannah, J. (2017). International English: A Guide to Varieties of English Around the Wo
1. Electronic Materials and Web Sites etc.
 <u>https://www.jallr.com/index.php/JALLR</u> <u>https://www.journals.aiac.org.au/index.php/IJALEL</u> <u>https://poj.peeters-leuven.be/content.php?journal_code=ITL&url=journal</u> <u>https://rals.scu.ac.ir/</u> <u>http://www.arjals.com/index.php/Arab_Journal_Applied_Linguistics</u> <u>https://awej.org/</u> <u>https://revues.imist.ma/index.php/IAJESP/index</u> <u>https://www.scimagojr.com/journalsearch.php?q=21100818509&tip=sid&clean=0</u> <u>http://www.journals.aiac.org.au/index.php/IJCLTS</u> <u>https://j.ideasspread.org/index.php/ilr</u> Other Learning Material:
1.

IX.	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.					

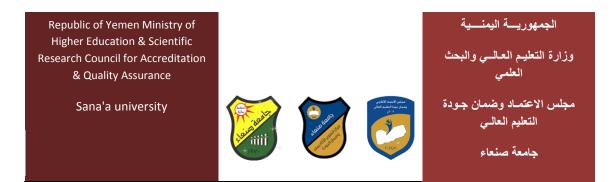


Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
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.
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.
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:						
ملاحظات	الصفة الوظيفية	الاسم	م			
	نائب العميد للدر اسات العليا	د/ عباس مطهر	١			
	نائب عميد مركز التطوير وضمان	أ.م.د/ أحمد مجاهد	٢			
	الجودة					
	نائب رئيس الجامعة للشئون	أ.د/ إبراهيم المطاع	٣			
	الأكاديمية					

Course Plan of Current Issues in Applied Linguistics

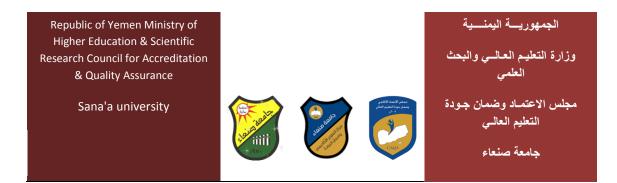
II Information about Faculty Member Responsible for the Course:							
Name of Faculty Member		Office Hours					
Location & Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							



III.	III. Course Identification and General Information:							
1-	Course Title:	Current Issues in Applied Linguistics						
2-	Course Number & Code:	AL 5411						
			C.]	H		Total		
3-	Credit hours:	Th.	Seminar	Pr.	F. Tr.	Total		
		3 -		-	-	3		
4-	Study level/year at which this course is offered:	MA – Semester Two						
5-	Pre –requisite (if any):	LNG 51	14					
6-	Co -requisite (if any):	LNG 5125						
7-	Program (s) in which the course is offered	MA in	Linguistics	3				
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 Langua	iges				

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			



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

Trai	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:

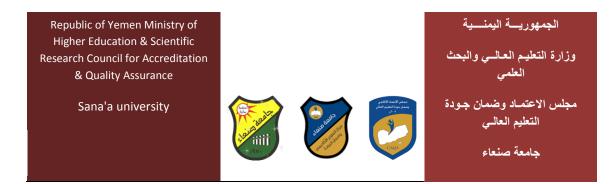
Lectures & seminars Exercises Cooperative learning Self-learning Presentations Problem solving Pair-work/group-work

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 <i>etc</i> .
11. <u>https://www.jallr.com/index.php/JALLR</u>
12. https://www.journals.aiac.org.au/index.php/IJALEL
13. <u>https://poj.peeters-leuven.be/content.php?journal_code=ITL&url=journal</u>
14. <u>https://rals.scu.ac.ir/</u>
15. http://www.arjals.com/index.php/Arab_Journal_Applied_Linguistics
16. <u>https://awej.org/</u>
17. https://revues.imist.ma/index.php/IAJESP/index
18. <u>https://www.scimagojr.com/journalsearch.php?q=21100818509&tip=sid&clean=0</u>
19. http://www.journals.aiac.org.au/index.php/IJCLTS
20. https://j.ideasspread.org/index.php/ilr
4. Other Learning Material:
2.

IX.	IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))		
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2	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.		
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.		
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