# Course Specification
## (Postgraduate)

| | |
|---|---|
| **Course Title:** | Language and Cultural Awareness |
| **Course Code**: | *Enter Course Code.* |
| **Program**: | Master of Arts in Applied Linguistics |
| **Department**: | Languages and Translation |
| **College**: | Humanities and Social Sciences |
| **Institution**: | Northern Border University |
| **Version**: | 2 |
| **Last Revision Date**: | 15/05/2024 |

# Table of Contents

## A. General information about the course:

### 1. Course Identification:

**1. Credit hours: ( 3 )**

**2. Course type**

| A. | ☐ University | ☐ College | ☒ Department | ☐ Track | |
|---|---|---|---|---|---|
| B. | ☒ Required | | | ☐ Elective | |

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

**4. Course General Description:**

This course is crucial to understanding the relationship between language and culture. It enables students to investigate, assess, and produce knowledge that relates language to culture, particularly in cross-linguistic contexts.

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

N/A

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

N/A

**7. Course Main Objective(s):**

By the end of this course, the student will be able to

- To perceive the relationship between language and culture, particularly in cross-linguistic contexts.

- To analyze contexts of linguistic dominance and relate their findings to the previous literature.

- To assess the infusion of foreign languages in national and native languages, Arabic in particular.

- To evaluate the potential roles Arabic and English play in symbolizing and preserving Islamic culture and in promoting advancements in science and technology.

## 2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|---------------------|---------------|------------|
| 1 | Traditional classroom | 45 | 100% |
| 2 | E-learning | | |
| 3 | Hybrid<br>● Traditional classroom<br>● 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 main concepts and terms of language and cultural awareness field. | K1 | Class/Group discussion<br>Self-Questioning<br>Brainstorming<br>Peer learning | Written exams (essay)<br>Case Study |

| Code | Course Learning Outcomes | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
|---|---|---|---|---|
| 1.2 | Describe issues related to the fields of language and culture to discuss them with confidence. | K3 | Problem-based learning Collaborative learning Peer learning | Presentations Case Study |
| … | | | | |
| **2.0** | **Skills** | | | |
| 2.1 | Analyze contexts of linguistic and cultural dominance and relate their findings to the previous literature in other contexts all over the world. | S2 | Investigation Model-based learning | Projects Oral exams |
| 2.2 | Assess the infusion of foreign languages in national and native languages, Arabic in particular. | S4 | Scientific research Roleplay Peer learning | Peer evaluation |
| … | | | | |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate the ability to participate in studying and hence suggest solutions to local and global linguistic issues. | V3 | Collaborative learning Self-learning | Portfolio Discussion |
| … | | | | |

## C. Course Content:

| No | List of Topics | Contact Hours |
|---|---|---|
| 1. | The interrelationship between language and culture<br>● Theories and models explaining the language-culture connection. | 6 |

| | | |
|---|---|---|
| | ● Impact of culture on language use and learning<br>● Role of language in shaping cultural identities | |
| 2. | Linguistic dominance and linguistic imperialism<br>● Historical overview and concepts<br>● Case studies from different regions<br>● Strategies for resistance and language revitalization | 4 |
| 3. | Spread of English and other colonial languages in the post-colonial era and its impact on language, culture, identity, attitude, etc.<br>● Globalization and World English<br>● Language policies and medium of instruction issues<br>● Effects on local languages, cultures, and identities | 6 |
| 4. | Linguistic hegemony and linguistic prejudice: Contexts and practices<br>● Ideology, power, and discourse<br>● Language attitudes and discrimination<br>● Linguistic human rights perspectives | 6 |
| 5. | Assessing the role of English language and culture in developing countries (particularly KSA)<br>● English in the Arab world<br>● Arabization policies and challenges<br>● Cultural globalization vs preservation of local cultures | 4 |
| 6. | Potential role of Arabic and English in symbolizing and preserving Islamic culture<br>● Arabic as the language of the Quran<br>● English as a tool for cross-cultural understanding<br>● Balancing global and local priorities | 4 |
| 7. | Multiculturalism/ multilingualism<br>● Theoretical frameworks<br>● Models of language education<br>● Challenges and opportunities | 2 |
| 8. | Linguistic determinism theory and its consequences on language and culture<br>● Relationship between language, thought, and worldview.<br>● Implications for language teaching and learning | 4 |

| No | | |
|---|---|---|
| 9. | Cultural Hegemony in EFL contexts<br>● Critiquing cultural biases in teaching materials<br>● Need for culturally responsive pedagogies.<br>● Examples and case studies | 4 |
| 10. | Body Language and Nonverbal Communication<br>● Differences across cultures<br>● Role in intercultural communication<br>● Applications in language teaching | 2 |
| 11. | Language and religion<br>● Sacred languages and language ideologies<br>● Language and identity in religious communities<br>● Language issues in religious education | 3 |
| **Total** | | **45** |

## D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|---|---|---|---|
| 1. | Presentation | Week 2 | 20% |
| 2. | Midterm exam | Week 7 | 20% |
| 3. | Descriptive, analytical, and critical Annotations (Project) | Week 9 | 10% |
| 4. | Final exam | | 50% |
| | Total | | 100% |

*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** | Phillipson, Robert, 2008. The linguistics imperialism of neoliberal empire. Critical Inquiry in Language Studies 5, 1-43.<br>Risager, Karen, 2006. Language and Culture: Global Flows and Local Complexity. Multilingual Matters, Clevedon. |
| **Supportive References** | Language Policy, Culture, and Identity in Asian Contexts by Amy B. M. Tsui and James W. Tollefson (Eds.) Mahwah, NJ: Erlbaum, 2007.<br>A. H. Al-Kahtany 2004. "Cultural Supremacy: Internal and External Evaluators in EFL Programs." Umm Al-Qura University |

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|---|---|
| | of Educational & Social Sciences & Humanities, Vol. 16, No. 1, pp. 8-41. |
| **Electronic Materials** | N/A |
| **Other Learning Materials** | "Learning resources and references will be provided by the instructor from recent publications and materials dated 2019 or later to ensure the most up-to-date information is covered in this course." |

## 2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|---|---|
| **Facilities**<br>(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | -Classroom with audio-visual equipment<br>-Interactive Whiteboard or Smartboard<br>-Language Labs |
| **Technology equipment**<br>(Projector, smart board, software) | -Wi-Fi<br>-Digital Projector<br>-Computers/Laptops or Tablet Devices |
| **Other equipment**<br>(Depending on the nature of the specialty) | -Printer/ Photocopier<br>-Saudi Digital Library<br>-Recording Equipment<br>-Access to Online Journals and Databases |

## F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|---|---|
| **Effectiveness of teaching** | Program Leader, Students | Direct |
| **Effectiveness of students assessment** | Program Leader, Students | Direct |
| **Quality of learning resources** | Faculty, Program Leaders | Indirect |
| **The extent to which CLOs have been achieved** | Program Leaders; Peer Reviewer | Indirect |
| **Other** | | |

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

## G. Specification Approval Data:

| COUNCIL /COMMITTEE | DEPARTMENT OF LANGUAGES AND TRANSLATION COUNCIL |
|---|---|
| REFERENCE NO. | SESSION 23, 1445 |
| DATE | 14 MAY 2024 |