



Course Specification

— (Bachelor)

Course Title: *Bilingualism*

Course Code: *ENG4218*

Program: *English: Linguistics Track*

Department: *Department of English*

College: *College of Social Sciences*

Institution: *Umm Al-Qura University*

Version: *2022*

Last Revision Date: *2023*



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A. General information about the course:

1. Course Identification

1. Credit hours: **3 hours**

2. Course type

A. University College Department Track Others
B. Required Elective

3. Level/year at which this course is offered: **Year 4 – Level 10**

4. Course general Description:

This course provides a general introduction to bilingualism designed for undergraduate students. It intends to provide a comprehensive synthesis of important topics of bilingualism: use of two communication and education systems, code-switching and borrowing, a bilingual identity, mind and personality, language policy and general bilingual education issues. It also familiarizes students with the development of bilingualism and various approaches and different views of bilingualism.

In this course, students will have the opportunity to compare and contrast different models of bilingual education systems, such as the United States and Canada. They will relate topics discussed in this course with their physical world by observing how bilingualism has emerged in Saudi Arabia, their community's attitudes toward bilingualism and the use of two or multiple languages through the internet in this modern world.

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

Foundations of Linguistics 2

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

7. Course Main Objective(s):

This course aims to develop students' linguistic knowledge on bilingualism. It covers a wide range of aspects of bilingualism: cognitive, psycholinguistic, social and political aspects. It aims to relate various approaches and models of bilingualism with their real physical world.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hrs. per week	%100
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> ● Traditional classroom 		



No	Mode of Instruction	Contact Hours	Percentage
	● E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	3hrs x 11wks
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		33 hours

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	<i>Describe fundamental terms, concepts issues and approaches of bilingualism.</i>	K2	Lectures Handouts	Answering instructor's questions Exams Practices
1.2	<i>Identify different models of bilingual education.</i>	K3	Lectures Class and online Discussions	Answering instructor's questions Exams Practices
2.0	Skills			
2.1	<i>Define fundamental topics of bilingualism.</i>	S2	Class and online Discussions Online activities	Answering instructor's questions Participating in an online discussion forum





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				Exams Practices
2.2	Illustrate how a bilingual education has emerged in Saudi Arabia.	S3	Individual activity	Writing a Report
2.3	Compose a well-structured summary criticizing or describing one chapter from Baker's or Grosjean's book.	S5	Small group activity	Chapter Summary
3.0	Values, autonomy, and responsibility			
3.1	Commit to the standards of integrity, punctuality, responsibility, and ethical behavior in class participation, preparation of assignments, and exams.	V1	General guidance Discussions	Assignments Exam performance Class participation
3.2	show tendency of continuous self-learning and independence in work and education.	V2	General guidance Discussions	Class participation

C. Course Content

No	List of Topics	Contact Hours
1.	From Baker: Chapter (1) Bilingualism: Definition and Distinctions	3
2.	From Grosjean: Chapter (1) Why are people bilinguals? Chapter (2) Describing bilinguals	3
3.	From Baker: Chapter (5) The development of bilingualism	3
4.	From Baker: Chapter (6) Second language acquisition and learning	3
5.	From Baker: Chapter (9) An introduction to bilingual education	3
6.	From Baker: Chapter (14) Bilingual schooling issues: Underachievement, assessment and special needs	3
7.	From Grosjean: Chapter (4) Language mode and language choice	3
8.	From Grosjean: Chapter (5) Code-switching and borrowing	3
9.	From Grosjean: Chapter (7) Having an accent in a language	3
10.	From Grosjean: Chapter (9) Attitudes and feelings about bilingualism	3
11.	Exams	3
Total		33

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Two One-Hour Written Exams	5 - 8	30%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
2.	Activities & Assignments: practices, online discussion forum on Blackboard, reports & summaries	7	20%
3.	Final Exam (written)	12	50%

*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	Baker, Colin. (2006). <i>Foundation of bilingual education and bilingualism</i> (4th ed.). Multilingual Matters. Grosjean, F. (2010). <i>Bilingual:Life and reality</i> . Harvard university press.
Supportive References	Baker, Colin & Wright, Wayne E. (2017). <i>Foundations of bilingual education and bilingualism</i> (6th ed.). Bilingual Matters. Wei, L. (2000). <i>The bilingualism reader</i> (2nd ed.). Routledge.
Electronic Materials	All things linguistics: https://allthingslinguistic.com Center for applied linguistics: https://cal.org Language policy website and emporium: http://www.languagepolicy.net/ National association for bilingual education: https://nabe.org/ Multilingual matters: https://www.multilingual-matters.com/
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<i>Classrooms</i>
Technology equipment (projector, smart board, software)	<i>Projector, internet, AV</i>
Other equipment (depending on the nature of the specialty)	





F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<i>Peer reviewer</i>	<i>Sample of exam papers and a form</i>
Effectiveness of Students' assessment	<i>Peer reviewer</i>	<i>Sample of exam papers and a form</i>
Quality of learning resources	<i>Students</i>	<i>Questionnaires</i>
The extent to which CLOs have been achieved	<i>Teachers</i>	<i>Exams</i>
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

