اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Language Acquisition
Course Code:	ENG 475
Program:	Bachelor of Arts in English
Department:	Department of English Language & Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

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Table of Contents

A. Course Identification

1. Credit hours:	2 Hours

2. Course type

a.	University ☐	College ☐	Department ■	Others ☐
b.		Required ■	Elective ☐	

3. Level/year at which this course is offered:	Level 7/ Fourth Year

4. Pre-requisites for this course (if any):	ENG 362

5. Co-requisites for this course (if any):	None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	24	75%
2	Blended	8	25%
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	24
2	Laboratory/Studio	8
3	Tutorial	8
4	Others (Midterms, quizzes, classwork, practical application)	24
	Total	64

B. Course Objectives and Learning Outcomes

1. Course Description

This course is designed to provide an initial study of language acquisition. The course considers both first language acquisition (FLA) and second language acquisition (SLA) although more focus is dedicated to the latter. It will examine the different theoretical approaches of language acquisition, the principles underlying language acquisition and the influential factors that affect language acquisition.

2. Course Main Objective

The main objective of this course is for students to explain how first and second language acquisition take place and provide examples to support their assumptions. The following sub-objectives support the main objective as students will be able to:
- Demonstrate knowledge of the principles, foundations and theories of FLA and SLA.
- Identify the contemporary concepts in the field of language acquisition.
- Distinguish between first and second language acquisition.
- Incorporate theory into practice and present competently the topics of this course

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding:** *By the end of the course, students will be able to:*	
1.1	Outline the methods, theories, and concepts of First and Second language Acquisition (FLA/SLA).	**K2**
1.2	Describe the basic and current concepts related to first and second language acquisition.	**K3**
1.3	Explain the various stages of development in the different aspects of language.	**K4**
2	**Skills:** *By the end of the course, students will be able to:*	
2.1	Compare and contrast the different theories of first and second language acquisition.	**S1**
2.2	Evaluate the linguistic, psychological and social aspects and frameworks of language acquisition that influence language learning and teaching	**S2**
2.3	Use creative problem-solving skills and best-case scenarios when addressing situations related to language acquisition in learning and teaching	**S4**
2.4	Practically apply the different theories—both the basic and current ones, in the field of language acquisition to different language learning and teaching contexts.	**S5**
3	**Value:** *By the end of the course, students will be able to:*	
3.1	Demonstrate self-confidence and creativity in the presentation of questions ideas.	**V1**
3.2	Communicate effectively in pairs and groups to discuss ideas about language acquisition.	**V2**
3.3	Critically appraise ethical principles, ethical challenges and approval processes through avoiding plagiarism and following ethical standards prescribed by the university.	**V3**
3.4	Demonstrate an ability to solve research problems and question available research in language acquisition.	**V4**

C. Course Content

No	List of Topics	Contact Hours
1	Language learning in early childhood First language acquisition and the stages of development	2
2	Language learning in early childhood Explaining FLA and discussing its theories	2
3	Introducing Second Language Acquisition	2
4	Discussion of the theories in SLA	2
5	Individual differences in second language acquisition	2
6	Explaining Second Language Learning	2
7	Midterm	2
8	Explaining Second Language Learning	2

9	Observing learning and teaching in the second language classroom	2
10	Observing learning and teaching in the second language classroom	2
11	Second language learning in the classroom	2
12	Second language learning in the classroom (cont'd)	2
13	Practical application: Student projects and presentations	2
14	Practical application: Student projects and presentations	2
15	Revision	2
16	Revision	2
Total		32

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes		Teaching Strategies	Assessment Methods
1	**Knowledge and Understanding**			
1.1	Outline the methods, theories, and concepts of First and Second language Acquisition (FLA/SLA).		- Lectures - Class discussion - In-class exercises and handouts - PPT presentations	- Exams - Periodic quizzes - Assignments - Oral questions
1.2	Demonstrate knowledge of the basic concepts related to first and second language acquisition.			
1.3	Explain the various stages of development in the different aspects of language.			
2	**Skills**			
2.1	Compare and contrast the different theories of first and second language acquisition.		- Lectures - Tutorials - Direct monitoring of student's practical applications - Immediate tutor feedback - Problem-solving activities - Discussion of errors - Group and pair work sessions	- Tests - Practical evaluation forms - Periodic quizzes - Students PPT presentations - Assignments - Oral questions
2.2	Evaluate the linguistic, psychological and social aspects and frameworks of language acquisition that influence language learning and teaching			
2.3	Use creative problem-solving skills and best-case scenarios when addressing situations related to language acquisition in learning and teaching			
2.4	Practically apply the different theories—both the basic and current ones, in the field of language acquisition to different language learning and teaching contexts.			
3	**Values**			
3.1	Demonstrate self-confidence and creativity in the presentation of questions ideas.		- Interactive classroom/online activities - Workshop participation - Peer teaching technique - Discussion of errors - Group and pair work exercises - Self-learning exercises	- Monitoring individual performance using self-evaluations - Observing students' behavior during pair/group work sessions -PPT presentations -students' oral Q&A responses
3.2	Communicate effectively in pairs and groups to discuss ideas about language acquisition.			
3.3	Critically appraise ethical principles, ethical challenges and approval processes through avoiding plagiarism and following ethical standards prescribed by the university.			
3.4	Demonstrate an ability to solve research problems and question available research in language acquisition.			

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1,	3	5%
2	Evaluation forms	Throughout the semester	10%
3	Midterm	7	30%
4	Quiz 2	10	10%
5	Practical Application/Presentations	12,13,14	5%
6	Final		40%
		Total	**100%**

***Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

- Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors are assigned one hour for student academic advising.
- Faculty emails are accessible for students.
- Online interaction between instructor and student is available using the university's official online platforms (e.g., Microsoft Teams, Blackboard Learn, Microsoft Kaizala).

F. Learning Resources and Facilities
1.Learning Resources

Required Textbooks	Lightbown, P. and Spada, N. (2021). *How languages are learned*. Oxford: Oxford University Press. * *The fourth edition—published in 2020 or 2019, may also be used*
Essential References Materials	1. Ellis, R. (1997). Second language acquisition. Oxford: Oxford University Press. 2. Gass, S.M. and Mackey, A. (2012) The Routledge Handbook of Second Language Acquisition, London, Routledge. 3. Mitchell, R., Myles, F. and Marsden, E. (2013) Second Language Learning Theories, London, Routledge. 4. Rowland, C. (2014). Understanding Child Language Acquisition. New York: Routledge. 5. Saville-Troika, M. 2012. Introducing Second Language Acquisition, 2nd Edition. Cambridge University Press
Electronic Materials	Second language Acquisition journal; https://www.cambridge.org/core/journals/studies-in-second-language-acquisition *American association for applied linguistics: http://www.aaal.org*
Other Learning Materials	- Using official applications and software - Academic and legitimate websites to detect plagiarism.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms Main Library King Abdullah City Campus Library
Technology Resources (AV, data show, Smart Board, software, etc.)	The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple **Microsoft Office 365** applications such as OneDrive, Teams, SharePoint, Kaizala …etc. - Blackboard - Cisco Webex - AV - Data show - E-podium - overhead projector - electronic whiteboard - Internet Access
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	