

COURSE CODE	Eng 643	COURSE LEVEL & YEAR	1st year level
COURSE TITLE	Second Language Acquisition		
COURSE TEACHER/S			
CREDIT HOURS	3		
PRE-REQUISITES			
CO-REQUISITES	None		
DURATION OF COURSE	16-week semester		
TOTAL STUDENT STUDY TIME	3 hours per each contact hour weekly		
AIMS	<p><i>Subject-specific skills (Knowledge Skills):</i></p> <ul style="list-style-type: none"> • Difference between first language and second language acquisition • Effect of teaching –learning process on second language acquisition • Using the acquired second language in everyday life <p><i>Core Academic skills (Cognitive Skills):</i></p> <ul style="list-style-type: none"> - Knowledge in second language acquisition -Knowledge in second language and its effect on the process of teaching –learning -knowledge in the effect of second language use in communication. <ul style="list-style-type: none"> -Recalling knowledge -Defining specific information -Comprehending what was read -Understanding key content pieces -Applying theories to practice -Comparing and contrast information -Synthesizing prior and current knowledge for application -Creating project with technology <p><i>interpersonal and Key skills:</i></p> <p>Students should be able to work and participate individually and in groups and be self motivated serious and disciplined</p> <p>Self-evaluation on the level of mastery of the knowledge required to carry responsibility</p> <ul style="list-style-type: none"> -Willingness for obtaining new related knowledge from colleagues & professional Development -Being the agent of change for betterment 		
INTENDED LEARNING OUTCOMES	<p>Specify briefly ILOs in relation to the three aim clusters as in the above box.</p> <ul style="list-style-type: none"> • The different theories in second language acquisition . • The course discusses the important subjects in the field. • Study some effective factors in language acquisition like age, mother tongue, educational level , individual differences between the learners • Compare-between methods of first language acquisition and second language acquisition, and their relation with teaching –learning process 		
LEARNING/TEACHING METHODS	<p>Pay attention to the distinction between ‘teaching’ and ‘learning’. This is not only about the ‘teaching’ methods you will use, but also about what ‘learning’ strategies you will encourage students to adopt.</p> <ul style="list-style-type: none"> • Brainstorming • Direct instruction • Problem-based learning • Advanced organizers (Mind Maps) • Compare and contrast • Weekly assignments 		
ASSIGNMENTS	<p>List the frequency and type of formative (non-assessed) assignments given over the duration of the course.</p> <p>Assignments are varied. They include:</p> <ul style="list-style-type: none"> -library-related assignments 		

- online-related assignments
- oral classroom presentations/talks
- research papers

ASSESSMENT

List methods, frequency, time, and percentage of the mark for each assessment, including final examination.

Summaries of cognitive knowledge obtained from group discussions

- Inter-checking on notes taken for accuracy

- Participants work in pairs, and small groups
- T table for lists of similarities and differences
- Using advanced organizers

SYLLABUS PLAN

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Developing different theories of second language acquisition	2	
Different factors that affect in the learning process	2	
The relation between researches in the field of language acquisition in the field of second language teaching.	3	
Learning strategies for second language.	3	
Research's role in second language acquisition for improving second language teaching	3	
Future planning and linguistic planing	2	

INDICATIVE BASIC READING LIST

List text books and main supporting reference works.

- Brown, H.D. (1980). Principles of Language Learning and Teaching. Prentice-Hall.
- Doughty, C. and M Log. (2003). Handbook of Second Language Acquisition. Blackwell Publishers.
- Ellis ,R. (1997). Second Language Acquisition. Oxford.
- Lightbrown,P. and Spada N. (1995). How Languages are learned. Oxford.

NB Although the boxes in this template are expandable, please do not allow this course outline to be any longer than roughly a page and half, or a maximum of two full pages. Please use font size 10.