جامعة المجمعة
Majmaah University

VISION رؤية
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS
(CS)
Ramadan 1438 H , June 2017

Institution:	Majma'a University
Academic Department :	Department of English
Programme :	B.A (English)
Course title and code:	Second Language Acquisition **ENGL 225**
Specification Approved Date :	…./ … / …… H

This form compatible with Education Evaluation Commission (EEC) & NCAAA

Course Specifications

Institution: Majmaah University	Date: 7/11/18
College/Department : College of Science and Humanities (Hautat Sudair)	

A. Course Identification and General Information

1. Course title and code: **Second Language Acquisition (ENGL 225)**
2. Credit hours: 3 Hours
3. Program(s) in which the course is offered. B.A- English   (Degree) (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: Dr. Sheeba Sardar Ali (Hautat Sudair) Dr. Abdelmagid Abdelrahman (College of Education, Majmaah).
5. Level/year at which this course is offered: Level-4
6. Pre-requisites for this course (if any):None
7. Co-requisites for this course (if any): None
8. Location if not on main campus: Hautat Sudair

9. Mode of Instruction (mark all that apply

    a. traditional classroom   What percentage? | ✓ | 60%

    b. blended (traditional and online) | ✓ | 30%

What percentage?

  c. e-learning | ✓ | 10% | What percentage?

  d. correspondence   What percentage?

  f. other   What percentage?

B. Objectives

1. What is the main purpose for this course?

By the end of the course, it is expected that students will be able to:

1. Outline and define the key concepts, themes and issues of SLA.
2. Discuss the major theories and approaches of SLA (see the description and content).
3. Explain and discuss the relationship between first and second language acquisition.
4. Discuss the major strategies involved in the development of the four language skills in SLA.
5. Use particular techniques and methods in acquiring second languages, and mastering language skills.
6. Develop research skills in studying SLA (conduct a small-scale study or project).

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2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

   ❖ Seminar Discussions
   ❖ Presentations
   ❖ Group/ pair work
   ❖ Integrated skill approach

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

Second Language Acquisition (SLA) is a course designed for undergraduates at the college of Education at Majma'a University. SLA is an interdisciplinary sub-branch of applied linguistics which investigates the theories, concepts, nature, strategies and problems of acquiring and learning second/foreign languages. The study of SLA aims, among other things, to provide students with necessary steps and strategies that help them understand and acquire second languages. The course examines second language

acquisition from a variety of perspectives: linguistic, psychological, social, cultural, educational, cognitive, etc. This will include, among others, Behaviourist and Mentalist theories, Acculturation and Socio-cultural perspectives, Krashen's Monitor Theory (and his acquisition-learning distinction) , Innateness and Universal Grammar, Interaction Hypothesis, Input and Output Hypotheses, etc. What is more, related issues such as Native-Nonnative, Monolingualism-Bilingualism, etc., will be touched on as the course proceeds. The processes and strategies of learning language skills may particular more emphasis drawing on some local or world practices.

In addition, the course will also highlight the new and most recent trends in SLA theory and practices. Flexibility, practicality and interdisciplinarity are all highly recommended in the philosophy of teaching this course.

❖

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Course orientation	1	
Key ideas, concepts and terms of SLA	1	3
Major theories of second language acquisition (e.g. Cognitive Theory, Interactional Approach, Socio-cultural Theory, etc.).	2	6

A comparison and contrast between " First and Second language Acquisition" Useful Strategies and Techniques in SLA. L1-L2 Differences and Similarities	1	3
Bilingualism and SLA	1	3
SLA in the World	1	3
 Monitor Theory	1	3
Innate Theory, UG and SLA Selinker's Interlanguage	1	3
Acquisition vs. learning Learning Without Attention Learning Without Awareness	1	3
Foreign Language Aptitude and Motivation Recent Approaches (Norton's Identity and Investment Theory).	1	3

Social, Political and Cultural Dimensions of L2 Acquisition Sociocultural Approach (Vygotsky), Acculturation, etc.	2	6
Reviews, Mid and Final.	2	6

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	3Hours					45 Hours
	Actual	3					45 hours
Credit	Planed	3					3
	Actual	3					3

3. Additional private study/learning hours expected for students per week. | Nil |

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from

each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Defining the fundamentals (concepts and terms) of SLA	Lecturing Group discussion and seminars PowerPoint slides Class presentations	Quizzes, tests, midterms and finals. Assignments and short response papers. Class presentations and participation in seminars. Other varied and alternative assessment strategies.
1.2	Describing the major theories of SLA (Psychological, Socio-cultural, Acculturation, Cognitive, etc.).	Lecturing Group discussion and seminars PowerPoint slides Class presentations	Group-discussions, pair work Quizzes, tests, midterms and finals. Assignments and short response papers. Class presentations and participation in seminars. Other varied and alternative assessment strategies
2.0	**Cognitive Skills**		
2.1	Comparing and contrasting between L1 and L2, (Differences and similarities).	Lecturing Group discussion and	Quizzes, tests, midterms and finals. Assignments and

		seminars	short response papers.
		PowerPoint slides	Class presentations and participation in seminars.
		Class presentations	Other varied and alternative assessment strategies
2.2	Internalising useful strategies and techniques for SLA	Exercises in Templates Lecturing Group discussion and seminars PowerPoint slides Class presentations	Task based assignments,(Writing/ Reading).
3.0	**Interpersonal Skills & Responsibility**		
3.1	Applying important techniques of SLA to develop critical and creative thinking.	Lecturing Group discussion and seminars PowerPoint slides Class presentations	Seminars, integrated skill approach. Assignments and short response papers. Class presentations and participation in seminars. Other varied and alternative assessment strategies
3.2	Exhibiting the necessary skills to communicate through their writing assignments and short response papers..	Group and individual assignments.	Quiz, practice with samples Classroom presentations and discussions.
3.4	Demonstrating a kind of L2 identity (see	Lecturing	Varied and

	Norton's theory of L2 identities and Investment).	Group discussion and seminars PowerPoint slides Class presentations	alternative (untraditional) methods and strategies of assessment.
4.0	**Communication, Information Technology, Numerical**		
4.1	Displaying their professional competence and career prospect to learn and teach SL/FL.	Lecturing Group discussion and seminars PowerPoint slides Class presentations	Home- assignments, presentations, problem solving. Other varied and alternative (untraditional) methods and strategies of assessment.
4.2	Promoting students' English proficiency in the four skills as a result of the influence of the knowledge and skills gained from studying SLA.	Lecturing Group discussion and seminars PowerPoint slides Class presentations	Quiz, practice with samples Classroom presentations and discussions
4.3	Using digital materials to research SLA.	PowerPoint slides Class presentations Use of multimodal materials.	Assignments and short response papers. Class presentations.
5.0	**Psychomotor**		
5.1	**NA**		
5.2			

5. Schedule of Assessment Tasks for Students During the Semester		
Assessment task (i.e., essay, test, quizzes, group project,	**Week Due**	**Proportion of Total**

	examination, speech, oral presentation, etc.)		Assessment
1	1st midterm	7th week	20
2	Work sheets + Home works	All along	10
3	Home assignments	All along	5
4	Power Point Presentations/Seminars	Week 11	5
5	2nd mid-term	Week 12	20
6	Final test	Week 14	40
7			
8			

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Sunday-10:30-11:30 am

Monday- 9:00-10:00 am

Tuesday 11:00-12:00 am

Thursday- 10:30 -11:00 am

E. Learning Resources

1. List Required Textbooks

Ortega .L. (2009). Understanding a Second Language Acquisition. Hodder Education

Mitchell, Rosamond, Myles, Florence and Marsden (2013). Second language learning Theories. London: Routledge

2. Ortega .L   Understanding a Second Language Acquisition, Hodder Education

4. Saville-Troike, Maurie. (2005/2006). Introducing Second language Acquisition. Cambridge: CUP.

* (instructors can use a set of varied materials collated and adapted from different sources).

2. List Essential References Materials (Journals, Reports, etc.)
Rod Ellis, The study of Second Language Acquisition.
Oxford University Press,1994
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
iteslj.org/links/
www.esllibrary.com
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)   •   Lecture rooms well equipped with teaching aids
1.   Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   • Language labs   • Library   • Conference hall
2. Technology resources (AV, data show, Smart Board, software, etc.)   Laptop computer   •   Multimedia projector system   •   Computer lab
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   • Library should be maintained with more books and journals to help students, to create learning atmosphere and to improve their research ability with critical thinking

G   Course Evaluation and Improvement Processes

Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Training sessions
- Workshops to facilitate the exchange of experiences amongst faculty members
- Regular meetings where problems are discussed and solutions are given
- Discussion of challenges in the classroom with colleagues and supervisors
- Encouragement of faculty members to attend professional development conferences6. Keep up to date with pedagogical theory and practice
- Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Peer evaluation to assess ability of faculty members
- Class observation by supervisors

3. Processes for Improvement of Teaching

Discussion of challenges in the classroom with colleagues and supervisors.

Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semesters teaching strategies and results.

Workshops and trainings to be conducted.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

Check marking of a sample of examination papers either by a resident or a visiting faculty

Students who believe they are under graded can have their papers checked by a second reader

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Compare syllabi and course description with other universities
- Bi-annual meetings of faculty members to discuss improvement
- Have a curriculum review committee to review the curriculum periodically and suggest improvements

Name of Course Instructor: Dr. Sheeba Sardar Ali

Signature: *Sheeba* **Date Specification Completed: 8.11.17**

Program Coordinator: ……………………………………………………………….

Signature: …………………………..   Date Received: ……………………………......