Course Specification

— (Bachelor)

Course Title: Second Language Acquisition

Course Code: ENGL 225 *Enter Course Code*.

Program: B.A. in English

Department: English

College: Education

Institution: Majmaah University

Version: TP-153- 2023

Last Revision Date: *Pick Revision Date*.

Table of Contents

A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

A.	☐University	☐College	☒ Department	☐Track	☐Others
B.	☒ Required			☐Elective	

3. Level/year at which this course is offered: (Level 5)

4. Course general Description:

Second Language Acquisition (SLA) is a course designed for undergraduates at the college of Education at Majmaah 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, Behaviorist 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 interdisciplinary are all highly recommended in the philosophy of teaching this course.

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

None

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

None

7. Course Main Objective(s):

By the end of the course, students should 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).**

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	40	88%
2	E-learning	5	12%
3	Hybrid • Traditional classroom • 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	Describe major theories and fundamentals concepts of SLA (Psychological, Socio-cultural, Acculturation, Cognitive, etc.)	**K1**		
1.2				

4

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
...				
2.0	**Skills**			
2.1	Cognitive: Use and critically analyze SLA approaches, theories and strategies.	**S2**	• **Lecturing** • **Interactive class discussion**	• **Exams Quizzes(True /false, matching short notes**
2.2	Communication: Present and discuss effectively in speech or writing	S3	**Lecturing Interactive class discussion**	• **Exams Quizzes(True /false, matching short notes**
...				
3.0	**Values, autonomy, and responsibility**			
3.1	Appreciate several factors such as punctuality and integrity, when turning in assignments, and individual differences amongst L2 learners.	V1 and V2	**Individual assignments(essays –papers)**	**Rubric**
3.2				
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Course orientation	**3**
2.	Key ideas, concepts and terms of SLA	**3**
3.	Major theories of second language acquisition (e.g. Cognitive Theory, Interactional Approach, Socio-cultural Theory, etc.).	**6**
4.	A comparison and contrast between "First and Second language Acquisition" Useful Strategies and Techniques in SLA. L1-L2 Differences and Similarities	**6**

5.	Bilingualism and SLA	3
6.	SLA in the World	3
7.	Monitor Theory	3
8.	Innate Theory, UG and SLA Selinker's Interlanguage	3
9.	Acquisition vs. learning Learning Without Attention Learning Without Awareness	3
10.	Foreign Language Aptitude and Motivation Recent Approaches (Norton's Identity and Investment Theory). Recent Approaches (Norton's Identity and Investment Theory)	6
11.	Social, Political and Cultural Dimensions of L2 Acquisition Sociocultural Approach (Vygotsky), Acculturation, etc.	3
12.	Reviews, Mid and Final.	3
Total		**45**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Midterm**	8	30%
2.	**Quizzes**	All the way through	10%
3.	**Assignment and class participation**	All way the through	10%
4.	**Teamwork and presentation**	All way the through	10%
5.	**Final Exam**	15	40%

*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	1. Ortega .L. (2009). Understanding a Second Language Acquisition. Hodder Education
Supportive References	2. Mitchell, Rosamond, Myles, Florence and Marsden (2013). Second language learning Theories. London: Routledge
Electronic Materials	iteslj.org/links/ www.esllibrary.com
Other Learning Materials	**SDL , Main Campus library**

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	**classrooms**
Technology equipment (projector, smart board, software)	**Data show computer and internet access**
Other equipment (depending on the nature of the specialty)	**NA**

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	- **students** - **Head of the Department** - **Program Coordinator**	**Indirect(CES + PES+SES) Direct (assessment of the course outcomes.**
Effectiveness of Students assessment	- **Head of the Department** - **Program Coordinator** - **Peer Instructors**	**Check the marking of examination papers either by resident or visiting faculty member arrange with another Institution to have two common test terms included on an exam and compare marks given. Double-check papers by second reader in case of students who believe they underrated**
Quality of learning resources	- **Course Coordinator** - **Quality Coordinator** - **Program Coordinator**	**Annual meetings of the faculty to discuss improvement of learning resources.**

Assessment Areas/Issues	Assessor	Assessment Methods
The extent to which CLOs have been achieved	- instructor - Head of the Department - Quality Coordinator - course Coordinator - Program Coordinator	Tests -Questionnaires- reports (direct and indirect)
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	