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| 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 |

**Course Specifications**

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

**A. Course Identification and General Information**

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| 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 apply60%a. traditional classroom What percentage? 30% b. blended (traditional and online) What percentage?10% c. e-learning What percentage? d. correspondence What percentage? f. other What percentage? |

**B. Objectives**

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

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| **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. |

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| **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 SLASelinker's Interlanguage | 1 | 3 |
| Acquisition vs. learning Learning Without AttentionLearning Without Awareness | 1 | 3 |
| Foreign Language Aptitude and MotivationRecent Approaches (Norton's Identity and Investment Theory). | 1 | 3 |
| Social, Political and Cultural Dimensions of L2 AcquisitionSociocultural Approach (Vygotsky), Acculturation, etc. | 2 | 6 |
| Reviews, Mid and Final. | 2 | 6 |

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| **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** |

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

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| 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  | LecturingGroup discussion and seminarsPowerPoint 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.). | LecturingGroup discussion and seminarsPowerPoint 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). | LecturingGroup discussion and seminarsPowerPoint 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 |
| **2.2** | Internalising useful strategies and techniques for SLA | Exercises in TemplatesLecturingGroup discussion and seminarsPowerPoint 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. | LecturingGroup discussion and seminarsPowerPoint 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 samplesClassroom presentations and discussions. |
| **3.4** | Demonstrating a kind of L2 identity (see Norton's theory of L2 identities and Investment). | LecturingGroup discussion and seminarsPowerPoint slides Class presentations | Varied and 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. | LecturingGroup discussion and seminarsPowerPoint 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. | LecturingGroup discussion and seminarsPowerPoint slides Class presentations | Quiz, practice with samplesClassroom 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** |  |  |  |

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| **5. Schedule of Assessment Tasks for Students During the Semester** |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total 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**

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| 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 amMonday- 9:00-10:00 amTuesday 11:00-12:00 amThursday- 10:30 -11:00 am |

**E. Learning Resources**

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| **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**

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| 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
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**G Course Evaluation and Improvement Processes**

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| 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
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| 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
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| 3. Processes for Improvement of TeachingDiscussion 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 facultyStudents 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
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**Name of Course Instructor: Dr. Sheeba Sardar Ali**

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

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

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