

T6. Course Specifications

(CS)

ENG 411- 3

Language Acquisition



Course Specifications

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|---|--------------------------|
| Institution: Najran University | Date of Report 20/3/1438 |
| College/Department College of Science & Arts / English Department | |

A. Course Identification and General Information

| | | |
|---|-------------------------------------|---|
| 1. Course title and code: ENG 411-3 Language Acquisition | | |
| 2. Credit hours: 3 Hours | | |
| 3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) English Program | | |
| 4. Name of faculty member responsible for the course Dr. Abdullah Dera (Associate Professor of Applied Linguistics) Dr. Mariam Yousef | | |
| 5. Level/year at which this course is offered Level 7/ 4th Year | | |
| 6. Pre-requisites for this course (if any) ENG 324 Applied Linguistics | | |
| 7. Co-requisites for this course (if any) None | | |
| 8. Location if not on main campus: Main Campus | | |
| 9. Mode of Instruction (mark all that apply) | | |
| a. Traditional classroom | <input type="checkbox"/> | What percentage? <input type="checkbox"/> |
| b. Blended (traditional and online) | <input checked="" type="checkbox"/> | What percentage? <input type="text" value="100"/> |
| c. E-learning | <input type="checkbox"/> | What percentage? <input type="checkbox"/> |
| d. Correspondence | <input type="checkbox"/> | What percentage? <input type="checkbox"/> |
| f. Other | <input type="checkbox"/> | What percentage? <input type="checkbox"/> |
| Comments: None | | |



B Objectives

1. What is the main purpose for this course?

- Develop the students' knowledge of the major theories of first/second language acquisition, clarifying the main concepts and principles underlining them and discussing the various stages of development in relation to different aspects of language.

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)

1. Use of power-point and projector in class.
2. Use of IT or web-based reference material

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

Course Description:-

The course is a thorough and updated comprehensible introduction to the main theories of first and second language acquisition. It discusses the major theories, concepts and principles of first/second language acquisition and explains the various stages of development in relation to different aspects of language: Phonological, lexical, semantic, grammatical, and pragmatic aspects. It, also, analyses and evaluates child and learner language data against current theoretical models of language acquisition.

1. Topics to be Covered

| List of Topics | No of Weeks | Contact hours |
|--|-------------|---------------|
| Introduction: Language Acquisition: <ul style="list-style-type: none"> • First versus Second Language Acquisition • Language Acquisition versus Language Learning | 1 | 3 |
| Stages of First Language Acquisition (Five Stages) | 3 | 9 |
| <ul style="list-style-type: none"> • Phonological Development • Vocabulary Development | 1 | 3 |
| <ul style="list-style-type: none"> • Grammatical Development • Pragmatic Development | 1 | 3 |
| <ul style="list-style-type: none"> • The Critical Period Hypothesis in Language Acquisition • Characteristics of Motherese (Care Givers Speech) | 1 | 3 |



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|--|---|---|
| Theories of First Language Acquisition | | |
| • The Behaviourist Theory of Language Acquisition | 1 | 3 |
| • The Interactionist Theory of Language Acquisition | 1 | 3 |
| • The Innatist Theory of Language Acquisition | 1 | 3 |
| • The Connectionist Theory of Language Acquisition | 1 | 3 |
| • The cognitive Approach to First Language Acquisition | 1 | 3 |
| Child bilingualism | 1 | 3 |
| Theories of Second Language Acquisition | 2 | 6 |

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|--|-------------|----------|------------|-----------|--------|-------|
| 2. Course components (total contact hours and credits per semester): | | | | | | |
| | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact Hours | 3x 15 weeks | ----- | ----- | ----- | ----- | 45 |
| Credit | 03 | ----- | ----- | ----- | ----- | 3 |

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| 3. Additional private study/learning hours expected for students per week. | 03 Hours |
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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 | <ul style="list-style-type: none"> Outline approaches, theories and stages of first and second-language acquisition, | <ul style="list-style-type: none"> Lectures Class discussion Presentations | <ol style="list-style-type: none"> Midterm Exams Final exam |



| | | | |
|------------|---|---|---|
| 1.2 | <ul style="list-style-type: none"> Define the cognitive and social aspects of child bilingualism. | <ul style="list-style-type: none"> Lectures Class discussion Presentations | 1. Midterm Exams 2. Final exam |
| 2.0 | Cognitive Skills | | |
| 2.1 | <ul style="list-style-type: none"> Compare different theories/approaches to first and second language acquisition. | <ul style="list-style-type: none"> Lectures Class discussion Presentations | 1. Midterm Exams 2. Final exam |
| 2.2 | <ul style="list-style-type: none"> Analyse child and learner language data against current theoretical models of language acquisition. | <ul style="list-style-type: none"> Lectures Class discussion Presentations | 1. Midterm Exams 2. Final exam |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 | Appreciate others' points of view and show his own when participating effectively in team work | <ul style="list-style-type: none"> Cooperative learning Self-learning | 1. Observation cards 2. Online participation & Quizzes |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 | <ul style="list-style-type: none"> Communicate with others in spoken and written English. | <ul style="list-style-type: none"> Cooperative learning Self-learning | 1. Observation cards 2. Online participation & Quizzes |
| 5.0 | Psychomotor | | |
| 5.1 | Not applicable | | |
| 5.2 | Not applicable | | |

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

| Course LOs # | Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications) | | | | | | | | | |
|--------------|--|-----|-----|-----|--|-----|--|-----|--|--|
| | 1.1 | 1.2 | 1.3 | 2.1 | | 3.1 | | 4.2 | | |
| 1.1 | √ | | | | | | | | | |
| 1.2 | √ | | | | | | | | | |
| 2.1 | | | | √ | | | | | | |
| 2.2 | | | | √ | | | | | | |
| 3.1 | | | | | | √ | | | | |
| 4.1 | | | | | | | | √ | | |



6. Schedule of Assessment Tasks for Students During the Semester

| | Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.) | Week Due | Proportion of Total Assessment |
|---|---|---------------------------------|--------------------------------|
| 1 | Midterm Exam 1 | 7 | 20% |
| 2 | Midterm Exam 2 | 11 | 20% |
| 3 | Final examination | 16/17 | 50% |
| 4 | Online participation & Quizzes | To be decided by the instructor | 10% |

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)

Teaching staff member is available 10 hours per week for student consultations (office hours, in addition to (6)hours for academic advising

Besides:

- 1. Students are divided according to their levels among faculty members for academic counseling and consultation.*
- 2. Names of distinguished students are given to a particular faculty member for guidance and academic counseling.*
- 3. Names of low-graded students are given to a particular faculty member for guidance and academic counseling.*
- 4. Complaints and suggestion file is assigned to a particular committee faculty member for discussion and problem solving.*
- 5. Academic Advising icon is activated online through the University gate.*
- 6. Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.*



7. Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system.

E. Learning Resources

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| 1. List Required Textbooks |
| 1. Patsy Lightbown, Nina Spada. (2013). <i>How Languages are Learned</i> . Oxford: OUP. |
| 2. Clark, E. (2016). <i>First Language Acquisition</i> , 2nd Ed. Cambridge: CUP. |
| 2. List Essential References Materials (Journals, Reports, etc.) |
| 1. Susan M. Gass and Larry Selinker (2008). <i>Second Language Acquisition</i> . UK: Routledge. |
| 2. Ellis, R. (2008). <i>The Study of Second Language Acquisition</i> . Oxford: University Press |
| 3. Fromkin, V., R.Rodman & N. Hyams (2007). <i>An Introduction to Language</i> . Boston, USA: Thomson Higher Education. |
| 4. List Recommended Textbooks and Reference Material (Journals, Reports, etc) |
| 1. Saville-Troike (2006). <i>Introducing second language acquisition</i> . Cambridge: CUP. |
| 2. Tavakoli, Hossein (2012). <i>A Dictionary of Language Acquisition</i> . Tehran: Rahnama Press. |
| 4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) |
| 1. http://en.wikipedia.org/wiki/Second-language_acquisition |
| 2. http://www.cal.org/ |
| 3. http://homepage.ntlworld.com/vivian.c/SLA/ |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |
| All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures & also electronic versions of available textbooks/references. |

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.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) |
| 1. Lecture rooms should be large enough to accommodate the number of registered students. |



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| 2. Computing resources (AV, data show, Smart Board, software, etc.) 1. Laptop computer/ Desktop computer 2. Projector (Data Show) |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> • None |

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Students' questionnaire evaluating teaching staff member and courses.
- Indirect Course Learning outcomes effectiveness assessment questionnaire by students.
- Assessment of Electronic learning effectiveness questionnaire by students.
- Feedback of students' acquisition of taught material in the previous lectures.
- Exam Paper Evaluation by students.
- Meetings with students.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- Self-evaluation report.
- Peer evaluation.
- Program Head evaluation report.
- Peer review of marks on corrected exam papers.
- Revision of exam paper marks' sheets.
- Revision of Random corrected exam papers.
- Review of exam papers by Measurement & Assessment Committee.
- Review of course report by a committee of staff members.
- Course Specification Updating & Review by Internal Review Committee in collaboration with Staff members.

3 Processes for Improvement of Teaching

1. Regular meetings with teaching staff members where problems are discussed and solutions given
2. Discussion of challenges in the classroom with colleagues and supervisors.
3. Encouragement of faculty members to attend professional development conferences,



seminars, workshops & training programs.

4. Keep up-to-date with pedagogical theory and practice

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

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)

1. Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee.

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

1. Course report, including data that are periodically completed and reviewed, is one of the most important procedures to verify course effectiveness. It also includes an improvement plan set depending on the points of weakness mentioned in the different items of the report.

Name of Instructors: Dr. Abdullah Al Dera & Dr. Mariam Yousef

Signature: _____ **Date Report Completed: 10/3/1438**

Name of Field Experience Teaching Staff _____

Program Coordinators: Dr. Al-Khier Atamna & Mrs./ Looloo Al-Raimy

Signature: _____ **Date Received: 10/3/1438**

Reviewed & Updated by quality coordinators:

Dr. Asmaa Al-Adham

Dr. Muhammad Al-Askary