Course Specification

— (Bachelor)

Course Title: Second Language Acquisition
Course Code: LANT1309
Program: English Language, BA
Department: Languages and Translation
College: Faculty of Education and Arts
Institution: University of Tabuk
Version: 2023.10
Last Revision Date: 2022

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A. General information about the course:

1. Course Identification

1. Credit hours: (2)

2. Course type

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

3. Level/year at which this course is offered: (Level 6)

4. Course general Description:

This course serves as a general introduction to the study of language acquisition, which facilitates the understanding of how learning takes place and how it can be developed. It starts by identifying the nature of language learning and language acquisition. Thereafter, it offers examination of L1 and L2 theories, in addition to various approaches to language teaching and instructional issues. Through illustrative examples in this course, students acquire skills of applying, synthesizing, analyzing and criticizing the aforementioned theories and approaches, and reflect on how they relate to their own learning journey as EFL learners.

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

LANT1209 Introduction to Linguistic Studies

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

7. Course Main Objective(s):

Upon the successful completion of the course, the students will have thorough background knowledge of the basic concepts and technical terms of language acquisition, the stages of such acquisition, the main theories of L1 and L2 acquisition, their relation to the key language teaching approaches and pedagogical issues. Students are expected to apply, synthesize, analyze, criticize and reflect on learning theories and teaching approaches according to their context.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	E-learning		
3	Hybrid ● Traditional classroom		

No	Mode of Instruction	Contact Hours	Percentage
	● E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	30
2.	**Laboratory/Studio**	--
3.	**Field**	--
4.	**Tutorial**	--
5.	**Others (specify)**	--
Total		30

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	Recognize a range of theoretical and practical concepts in the field of language acquisition.	**K2**	Lectures and Discussions	Summative and formative assessments i.e., class participation, assignments, quizzes, a mid-term exam, and a final exam
1.2	Identify the major stages in L1 and L2 development.	**K2**		
1.3	Demonstrate knowledge of the main theories of L1 and L2 acquisition.	**K2**		
2.0	**Skills**			

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.1	Compare and contrast the main theories of L1 and L2 acquisition.	**S1**	Lectures and Discussions	class participation, assignments, and final exam
2.2	Inquire and Interpret the relation between theories of language acquisition and teaching languages.	**S3**	Lectures and Discussions	
2.3	Apply knowledge of theoretical approaches to reflect on topics/issues related to L1 and L2 language acquisition.	**S4**	Lectures and Discussions	
2.4	Critically evaluate a range of language acquisition theories and teaching approaches.	**S4**	Lectures and Discussions	
3.0	**Values, autonomy, and responsibility**			
3.1	Adhere to academic and research values and ethics.	**V1**	Lectures and Discussions	Assignments Chapter mind map Video reflection papers
3.2	Work autonomously to achieve target tasks.	**V2**		
3.3	Work collaboratively to achieve target tasks with responsibility.	**V3**		

C. Course Content

No	List of Topics	Contact Hours
1	Introducing Language Acquisition First language vs. Second language	2
2	First Language Acquisition theories ● Behaviorist view ● Universal Grammar (UG)/Language Acquisition Device	2
3	First Language Acquisition theories ● Interactionist Approach	2

	● Emergentist: Connectionist Viewpoint	
4	Stages of first language acquisition	2
5	Krashen's theories on second language learning/acquisition ● The Acquisition-Learning Hypothesis ● The Monitor Hypothesis	2
6	● The Natural Order Hypothesis ● The Input Hypothesis ● The Affective Filter Hypothesis	2
7	Cognitive approaches to second language acquisition ● Universal Grammar ● Information processing/cognitive approach ● Input Processing ● Emergentist and usage-based approaches	2
8	● Processing-Related Hypotheses ● The Interaction Hypothesis	2
9	● Comprehensible Output Hypothesis ● The Noticing Hypothesis	2
10	● Sociocultural approaches to second language acquisition	2
11	Stages of second language acquisition.	2
12	Historical and current perspectives on language teaching ● Language teaching in antiquity ● The Grammar Translation Method ● The Direct Method	2
13	● The Audiolingual Method ● Affective-Humanistic approaches: Suggestopedia ● Total Physical Response	2

14	● Communicative Language Teaching ● Task-based language teaching ● Post method perspective	2
15	Classroom instructional issues ● Focus on form. ● Input enhancement and input flooding ● Processing Instruction	2
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm exam	8	20 %
2.	Quizzes	4 and 9	10 %
3.	Assignment (reflection paper)	14	10 %
4.	Chapter mind map	13	10 %
5.	Video reflection papers	12 & 15	10 %
6.	Final Exam	16-17	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	Hummel, K. M. (2020). *Introducing second language acquisition: Perspectives and practices*. (2nd Edition). Chichester, UK: Wiley-Blackwell.
Supportive References	Hoque, E. (2017) "An Introduction to the Second Language Acquisition". Available at: https://www.researchgate.net/publication/335690866_An_Introduction_to_the_Second_Language_Acquisition Light own, Patsy, and Nina Margaret Spada. 2013. *How languages are learned*. Oxford: Oxford University Press. Ortega, Lourdes. (2011) Second Language Acquisition. London: Routledge. Gass, Susan M., and Larry Selinker. (2008) Second Language Acquisition: An Introductory Course. New York: Routledge.

Electronic Materials	1. **Language learning vs. language acquisition** (How to acquire any language NOT learn it!) https://www.youtube.com/watch?v=illApgaLgGA 2. **Behaviorist theory of first language acquisition** https://www.youtube.com/watch?v=GNka_Uiv-FY 3. **Interactionist theory of language acquisition** https://www.youtube.com/watch?v=-fZiBMkGv-8 4. **Language Acquisition and Universal Grammar** https://www.youtube.com/watch?v=MLNFGWJOXjA 5. **Krashen's Theory of Second Language Acquisition** https://www.youtube.com/watch?v=8qjLXjCqNyA 6. **Second language theories and perspectives** https://www.youtube.com/watch?v=WVcNZFzW3EU
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	The lecture rooms should be large enough to accommodate the number of registered students.
Technology equipment (projector, smart board, software)	Laptop computer - projector system
Other equipment (depending on the nature of the specialty)	Not applicable

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students and Peer reviewers (course coordinators and other instructors teaching the course)	1. Direct method: a. Looking at actual samples of student work in the course such as assignments, projects...etc. b. Faculty-student meeting to get students' oral feedback. 2. Indirect method (survey): Confidential (anonymous) completion of a course evaluation questionnaire
Effectiveness of Students' assessment	Students and Peer reviewers (course coordinators and other instructors teaching the course)	1. Direct method: a. Looking at actual samples of student work in the course such as assignments, projects...etc. b. Faculty-student meeting to get students' oral feedback. 2. Indirect method (survey): Confidential (anonymous) completion of a course evaluation questionnaire

Assessment Areas/Issues	Assessor	Assessment Methods
Quality of learning resources	Students and Peer reviewers (course coordinators and other instructors teaching the course)	1. Direct method: a. Looking at actual samples of student work in the course such as assignments, projects...etc. b. Faculty-student meeting to get students' oral feedback. 2. Indirect method (survey): Confidential (anonymous) completion of a course evaluation questionnaire
The extent to which CLOs have been achieved	Program Leaders, course coordinators and other instructors teaching the course Assessment and Evaluation Committee	Periodic Revisions and Program Annual Report Regular meetings between the course coordinator and other faculty members teaching the same course
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Council of the Department of Languages and Translation
REFERENCE NO.	**MEETING NO.9/1445**
DATE	15/04/1445