



Course Specification

— (Bachelor)

Course Title: Language Acquisition

Course Code: 701/731482-2

1. Program: BA in English Language

Department: Department of English

College: College of Social Sciences

Institution: Umm Al-Qura University

Version: 3

Last Revision Date: 1445-2023



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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 7

4. Course general Description:

The course provides students with the essential background to the field of Second Language Acquisition (SLA). It introduces students to the different approaches to the study of SLA. It also introduces them to the basic factors involved in the development of non-native grammars: the role of the first language (L1), effects of age of learning/acquisition, role of input, and context of exposure.

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

Introduction to Language 1 (701260-3)

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

None

7. Course Main Objective(s):

To enable students to explain how people acquire second languages beyond their mother-tongue and analyze the linguistic characteristics of second language grammars.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	2 hours per week	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)



No	Activity	Contact Hours
1.	Lectures	22 hours
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others: Exams	2 hours
Total		24 hours

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	Define the term 'interlanguage grammar'	K4	Lectures	Written Exam
1.2	Describe the linguistic characteristics of interlanguage development at different stages	K4	Lectures	Written Exam Written assignment
1.3	Summarize possible factors affecting interlanguage development	K4	Lectures	Written Exam
2.0	Skills			
2.1	Examine the influence of first language (L1) on interlanguage development	S1	Lectures Group work	Written Exam Written assignment
2.2	Explain predictable performance in interlanguage development	S1	Lectures Group work	Written Exam Written assignment
2.3	Evaluate the different approaches (formal vs functional) to the study of second language acquisition	S1	Lectures Group work	Written Exam
2.4	Assess the effects of starting age, aptitude,	S1	Lectures Group work	Written Exam





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	and input on ultimate L2 grammars			
3.0	Values, autonomy, and responsibility			
3.1	Collaborate effectively with peers on assigned projects.	V1	General guidance	Group activities
3.2	Work independently on an assigned task.	V1	General guidance	Written Assignment
3.3	Acknowledge the source of information used in written home assignments.	V2	General guidance to avoid plagiarism as academic misconduct	Written Assignment
3.4	Respect their peers' contribution in class.	V1	General guidance	Group activities Class discussion

C. Course Content

No	List of Topics	Contact Hours
1.	<p>Chp.1: Language learning in early childhood</p> <ul style="list-style-type: none"> • First language acquisition • Explaining first language acquisition <ul style="list-style-type: none"> ○ The behaviorist perspective ○ The innatist perspective <p>The interactionist perspective</p>	6
2.	<p>Chp.2: Second language learning</p> <ul style="list-style-type: none"> • Learner characteristics and learning conditions • Interlanguage development • Cross-linguistic influence • Developmental sequences <p>Vocabulary, pragmatics, and phonology</p>	6
3.	<p>Chp.3: Individual differences in second language learning</p> <ul style="list-style-type: none"> • Research on learner characteristics • Age and second language learning <ul style="list-style-type: none"> ○ The critical period hypothesis ○ Age effects research in immersion settings <p>Age effects research in classroom settings</p>	5
4.	<p>Chp.4: Explaining second language learning</p> <ul style="list-style-type: none"> • The behaviorist perspective 	5





	<ul style="list-style-type: none"> The innatist perspective The cognitive perspective <p>The sociocultural perspective</p>	
5.	Exams	2
Total		24

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam (written)	7	25%
2.	Written Assignment (Data Analysis)	4	10%
3.	Written Assignment (Short Essay)	10	10%
4.	Class participation in discussion	Weekly	5%
5.	Final Exam (written)	Final Exam Period	50%

*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	Lightbown, P., and Spada, N. (2013). <i>How languages are learned</i> . Oxford: Oxford University Press. Fourth edition.
Supportive References	Hawkins, R. (2018). <i>How second languages are learned: An introduction</i> . Cambridge University Press: Cambridge. Gass, S., Behney, J. & Plonsky, L. (2013). <i>Second language acquisition: An introductory course</i> . 4 th Ed. New York: Routledge
Electronic Materials	Summary handouts for the main topics covered in each class are available in Blackboard (a web-based learning resource)
Other Learning Materials	Supplementary teaching resources are freely available at the publisher's website. https://elt.oup.com/teachers/hlal/?cc=sa&selLanguage=en&mode=hub

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms





Items	Resources
Technology equipment (projector, smart board, software)	Projector, internet, AV
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	Survey (Indirect)
Effectiveness of Students assessment	Peer Reviewer	Sample of exam papers and Peer review form (Indirect)
Quality of learning resources	Students	Survey (Indirect)
The extent to which CLOs have been achieved	Course Instructor	Exams and assignments (Direct)
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453/ 132022
DATE	07 RABI- II 1445- 22 OCTOBER 2023

