



Course Specification

(Bachelor)

Course Title: *Second Language Acquisition*

Course Code: *ENG4213*

Program: *English: Linguistics Track*

Department: *Department of English*

College: *College of Social Sciences*

Institution: *Umm Al-Qura University*

Version: *2022*

Last Revision Date: *2023*



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	4
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	5
G. Specification Approval	6





A. General information about the course:

1. Course Identification

1. Credit hours: **4 hours**

2. Course type

A. University College Department Track Others
B. Required Elective

3. Level/year at which this course is offered: **Year 4 – Level 11**

4. Course general Description:

The course provides undergraduate students with the essential background to the field of Second Language Acquisition (SLA). The scope of the course covers main issues dealt with in SLA theory, research, and practice. It introduces students to the basic factors involved in the development of second language grammars: (a) the role of the first language and crosslinguistic effects, (b) effects of age of learning/acquisition, and (c) the role of input and context of exposure. In this course, theoretical and practical implications of SLA research will be highlighted. Therefore, the course emphasizes how SLA research is interrelated with other fields, such as language teaching, theoretical linguistics, child language acquisition, and psychology.

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

Foundations of Linguistics 2

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

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	4 hrs. 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	4hrs x 11wks
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		44 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 key concepts in the theory and research of second language acquisition.	K2	Lectures Interactive Teaching	Written Exam Assignments
1.2	Describe the linguistic characteristics of second language grammars.	K2	Lectures Interactive Teaching	Written Exam Assignments
1.3	Summarize possible factors affecting the development of second language grammars.	K2	Lectures Interactive Teaching	Written Exam Assignments
2.0	Skills			
2.1	Evaluate the different approaches to the study of second language acquisition.	S2	Lectures Interactive Teaching Group work Discussions	Written Exam Assignments (Short Essay)
2.2	Analyze crosslinguistic and developmental characteristics of second language grammars.	S3	Lectures Interactive Teaching Group work Discussions	Written Exam Assignments (Data Analysis)
2.3	Explain predictable linguistic performance in the development of second language grammars.	S3	Lectures Interactive Teaching Group work	Written Exam Assignments (Data Analysis)





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			Discussions	
2.4	Assess the effects of starting age, aptitude, and input on the development of second language grammars.	S2	Lectures Interactive Teaching Group work Discussions	Written Exam Assignments (Short Essay)
3.0	Values, autonomy, and responsibility			
3.1	Commit to the standards of integrity, punctuality, responsibility, and ethical behavior in class participation, preparation of assignments, and exams.	V1	General guidance Discussions	Assignments Exam performance Class participation

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction: What is SLA and key concepts	4
2.	The effect of starting age of L2 acquisition on second language grammars	6
3.	Crosslinguistic effects on second language grammars	6
4.	The effect of the linguistic environment on second language grammars	6
5.	Cognitive SLA theories	6
6.	The development and characteristics of second language grammars	6
7.	The effect of foreign language aptitude on second language grammars	4
8.	The effect of motivation on second language grammars	4
9.	Exams	2
Total		44

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Written Exam	5	20%
2.	Written Assignment (Data Analysis)	7	15%
3.	Written Assignment (Short Essay)	10	15%
4.	Final Exam (written)	12	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	Ortega, L. (2009). <i>Understanding second language acquisition</i> . New York: Routledge.
Supportive References	Hawkins, R. (2018). <i>How second languages are learned: An introduction</i> . Cambridge: CUP. 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	https://www.youtube.com/user/thelingspace http://www.thelingspace.com/

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<i>Classrooms</i>
Technology equipment (projector, smart board, software)	<i>Projector, internet, AV</i>
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<i>Peer reviewer</i>	<i>Sample of exam papers and a form</i>
Effectiveness of Students' assessment	<i>Peer reviewer</i>	<i>Sample of exam papers and a form</i>
Quality of learning resources	<i>Students</i>	<i>Questionnaires</i>
The extent to which CLOs have been achieved	<i>Teachers</i>	<i>Exams</i>
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

