



# Course Specifications

<b>Course Title:</b>	<b>Foreign Language Acquisition</b>
<b>Course Code:</b>	<b>(3012482-2)</b>
<b>Program:</b>	<b>BA in English Language (301200)</b>
<b>Department:</b>	<b>Department of English Language</b>
<b>College:</b>	<b>Allith University College</b>
<b>Institution:</b>	<b>Umm AlQura University</b>

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## A. Course Identification

<b>1. Credit hours:</b> 2 hrs.
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 8 (4 <sup>th</sup> year, 2 <sup>nd</sup> semester)
<b>4. Pre-requisites for this course (if any):</b> Students must have passed <i>Introduction to Language</i> (3012260-3); for the course requires familiarity with the basic components of linguistic knowledge.
<b>5. Co-requisites for this course (if any):</b> NA

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom <input type="checkbox"/>	2 hrs. per week	100%
2	Blended	0	0%
3	E-learning	0	0%
4	Correspondence	0	0%
5	Other	0	0%

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	(2 hrs.) x (15 weeks)
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	(4 office hours) x (15 weeks)
	<b>Total</b>	90 hours
<b>Other Learning Hours*</b>		
1	Study	(1 hour) x (15 weeks)
2	Assignments	(1 hour) x (15 weeks)
3	Library	(1 hour) x (15 weeks)
4	Projects/Research Essays/Theses	0
5	Others (specify)	0
	<b>Total</b>	45 hours

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course 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 grammar: the role of first language (L1), effects of age of learning/acquisition, role of input, and context of exposure.

### 2. Course Main Objective

The course aims at:

- familiarizing students with the major theoretical frameworks attempting to explain both child L1 acquisition and child/adult SLA as well as developing an expert and personally relevant understanding of second language learning.
- familiarizing students with SLA research methods, and main findings.
- developing an awareness of the relationship between language acquisition data and general issues in linguistics, and of the importance of linguistic theory in developing accounts of language acquisition.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Identify the linguistic characteristics of the different developmental phases of acquisition or learning of a second language	K1
1.2	Identify and illustrate the concept of the cognitive interactionist and the frequency-based prospective of SLA	K2
2	<b>Skills:</b>	
2.1	Explain linguistic and non-linguistic factors which influence second language learning and acquisition.	S1
2.2	Explain the main theories of second language acquisition such as universal grammar.	S2
3	<b>Competence:</b>	
3.1	Compare and contrast the different theories of second language acquisition.	C1
3.2	Discuss issues related to age, first language, and other individual differences and variables.	C2

## C. Course Content

No	List of Topics	Contact Hours
	Course Orientation	
1	Introduction to psycholinguistics and how it fits in the overall linguistic context	2
2	Language learning in early childhood	6
3	Second language learning	4
4	Individual differences in second language learning	4
5	Explaining second language learning	4

6	Observing learning and teaching in the second language classroom	4
7	Second language learning in the classroom	6
<b>Total</b>		30

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Identify the linguistic characteristics of the different developmental phases of acquisition or learning of a second language	Lecture	Class discussion Exams: (midterm & final) Assignment
1.2	Identify and illustrate the concept of the cognitive interactionist and the frequency-based prospective of SLA	Lecture	Class discussion Exams: (midterm & final) Assignment
<b>2.0</b>	<b>Skills</b>		
2.1	Explain linguistic and non-linguistic factors which influence second language learning and acquisition.	Lecture	Class discussion Exams: (midterm & final) Assignment
2.2	Explain the main theories of second language acquisition such as universal grammar.	Lecture	Class discussion Exams: (midterm & final) Assignment
<b>3.0</b>	<b>Competence:</b>		
3.1	Compare and contrast the different theories of second language acquisition.	Lecture	Class discussion Exams: (midterm & final) Assignment
3.2	Discuss issues related to age, first language, and other individual differences and variables.	Lecture	Class discussion Exams: (midterm & final) Assignment

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment (short essay + oral presentation)	12	10%
2	Midterm exam (1)	4	20%
3	Midterm exam (2)	13	10%
4	Final exam	16	60%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

### Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

-Each instructor should provide academic guidance to a specific number of students in the English language department.

-Faculty members have four office hours per week in which they try to provide students with further clarification related to the delivered lessons, when needed as well as availability through email.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Lightbown, P. and Spada, N. (2014). <i>How languages are learned</i> . Oxford: Oxford University Press
<b>Essential References Materials</b>	Ambridge Ben & Elena V. M. Lieven. 2011. Theoretical approaches to grammar acquisition. Chapter 4 in <i>Child language acquisition</i> . Cambridge: Cambridge University Press. 103–136. Arnon, I. & Clark, E. V. (2011). Why <i>brush your teeth</i> is better than <i>teeth</i> – children's word production is facilitated in familiar sentence-frames. <i>Language Learning and Development</i> , 7, 107-129. Asher, James J. & Ramiro García. (1969). The optimal age to learn a foreign language. <i>The Modern Language Journal</i> , 53, 334–341. Bloom, Paul. (1990). Subjectless sentences in child language. <i>Linguistic Inquiry</i> , 21, 491–504.
<b>Electronic Materials</b>	The Blackboard system on UQU's website <a href="https://lms.uqu.edu.sa/">https://lms.uqu.edu.sa/</a>
<b>Other Learning Materials</b>	<ul style="list-style-type: none"> <li>• Module syllabus (information sheet) distributed among students at the beginning of the semester and uploaded to the university's Blackboard system.</li> <li>• Handouts distributed among students at the beginning of classes weekly and uploaded to the university' blackboard system.</li> </ul>

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture room, approximately 25-50 students.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show, Smart Board

Item	Resources
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Computer lab for accessing internet, approximately 25-50 students.

### G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct (online questionnaires)
Quality of learning resources	Students Faculty members	Direct (online questionnaires)
Extent of achievement of course learning outcomes	Quality Unit Faculty members Students	Direct (online questionnaires)

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

### H. Specification Approval Data

Council / Committee	The English language department's council
Reference No.	
Date	
Head of Department	Dr. Hadi Hussein Al-Samadani  Signature: 