



## Course Specifications

<b>Course Title:</b>	<b>Language Acquisition</b>
<b>Course Code:</b>	<b>LING 351</b>
<b>Program:</b>	<b>Bachelor Degree of Arts in Applied Linguistics (English)</b>
<b>Department:</b>	<b>Applied Linguistics</b>
<b>College:</b>	<b>College of Languages</b>
<b>Institution:</b>	<b>Princess Nourah Bin Abdulrahman University</b>



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## A. Course Identification

<b>1. Credit hours:</b>	<b>4</b>
<b>2. Course type</b>	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" 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: Level: 7</b>	
<b>4. Pre-requisites for this course (if any):</b> None	
<b>5. Co-requisites for this course (if any):</b> None	

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	4
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	40

## B. Course Objectives and Learning Outcomes

This provides knowledge on language acquisitions, its types and various theories involving it

### 2. Course Main Objective

The course aims to introduce students to first language development and second language acquisition (SLA), in order to provide them with an understanding of how languages are learned and acquired. The course will examine various theories of second language acquisition. It will also examine the role of the first language in SLA, the role of input and context of exposure, as well as the major factors involved in the development of non-native grammar



### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	Describe the major theories related to language acquisition (Behaviorism, Innatist, Cognitivist	K2
1.2	Identify the effects of linguistic and non-linguistic factors on the development of non-native grammar	K1
1.3	List the implications of language acquisition on language learning	K1
2	<b>Skills :</b>	
2.1	Assess different approaches of first and second language acquisition	S5
3	<b>Values:</b>	
3.1	Demonstrate an ability to participate positively with teachers and colleagues individually and in groups	V1
3.2	Respond positively to supervisor's guidance and criticism to their presentations	V3

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction: What is language acquisition? Explaining the concept of language acquisition. The difference between acquiring and learning a language	4
2	Chapter 1: Language learning in early childhood. Explaining 1st language acquisition and its theoretical approaches such as, behaviorism, innatism, and the interactionist perspective.	4
3	Chapter 2: Explaining second language learning. Explaining 2nd language acquisition and its theoretical approaches such as, behaviorism, innatism, universal grammar, and Krashen's monitor model	8
4	Chapter 3: Individual differences in language learning.	4
5	Exploring individual differences that affect language learning, such as aptitude, intelligence, attitude, motivation, and age of learner	4
6	Chapter 5: Observing learning and teaching in the second language Classroom.	4
7	Comparing different settings for language learning, understanding classroom observation schemes, feedback, and error correction in the classroom	4
8	Chapter 7: Popular ideas about language learning. Revisiting major ideas and opinions regarding language acquisition 6	4
9	Presentations	4
	<b>TOTAL</b>	<b>40</b>

### D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	<b>Knowledge and Understanding</b>		



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.1	Describe the major theories related to language acquisition (Behaviorism, Innatist, Cognitivist)	Lectures Presentations Web based material	Exams Direct questions in class Essay Presentation
1.2	Identify the effects of linguistic and non-linguistic factors on the development of non-native grammar		
1.3	List the implications of language acquisition on language learning		
<b>2.0</b>	<b>Skills:</b>		
2.1	Assess different approaches of first and second language acquisition with relating them to their personal experience	Lectures Presentations Web based material Group discussions Cooperative learning activities; Think-pair-share	Exams Direct questions in class Assignments Academic essay
<b>3.0</b>	<b>Values:</b>		
3.1	Demonstrate an ability to participate individually and in groups	Cooperative learning activities; Think-pair-share	Observation of group work Peer evaluation
3.2	Respond positively to supervisor's guidance and criticism to their presentation	<ul style="list-style-type: none"> <li>Small group work individual project</li> </ul>	Individual groups project

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm	5	30%
2	Quiz	3	10%
3	Reflective essay /Presentation	8	15%
4	Participation	Weekly	5%
5	Final Exam	As scheduled	40%

\*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



## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Lightbrown, Patsy and Spada, Nina. 2006. <i>How languages are learned</i> , 3rd ed. Oxford University Press.
<b>Essential References Materials</b>	Slabakova, R. 2016. <i>Second language acquisition</i> . Oxford. McKay, S., & Brown, H. D. 2006. <i>Principles of language learning and teaching</i> (5th ed.). Chicago Gass, S. & Sellinger, L. (2008). <i>Second language acquisition: An introductory course</i> , 3rd ed. New York: Routledge
<b>Electronic Materials</b>	Class material will be available on Blackboard.
<b>Other Learning Materials</b>	N/A

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	The classroom should be equipped with an e-podium and Smart Board.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	via questionnaires	<ul style="list-style-type: none"> <li>Students' general standard in the course based on their test scores.</li> <li>Assignments completed by the students in accordance with expected standards.</li> <li>Tracking the students' progress and grades.</li> <li>Using anonymous students' feedback throughout semester.</li> </ul> Students' evaluation of the course via questionnaires
Other Strategies for Evaluation of Teaching	Program/Department Instructor	<ul style="list-style-type: none"> <li>Regular meetings to be held by the course co-ordinator.</li> </ul>



Evaluation Areas/Issues	Evaluators	Evaluation Methods
		<ul style="list-style-type: none"> <li>● Examining the course/teacher evaluations at the quality assurance unit at the end of each semester.</li> <li>● Examining the students' grades by the department.</li> </ul> <p>Evaluation of a sample exam by the department</p>
Processes for Improvement of Teaching	course coordinator	<ul style="list-style-type: none"> <li>● Workshops and training sessions to be held by the course coordinator.</li> </ul> <p>Instructors are encouraged to attend/participate in professional conferences as well as to research and publish.</p>
Processes for Verifying Standards of Student	teaching staff	<ul style="list-style-type: none"> <li>● A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s).</li> <li>● Second marking can also be an effective strategy for verifying standards student achievement and marking policy.</li> </ul> <p>Internal course periodic review occurs in accordance with NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit.</p>

**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

<b>Council / Committee</b>	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
<b>Reference No.</b>	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
<b>Date</b>	Applied Linguistics Program Committee (1) 9-2-1444 Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444

