



T-104  
2022

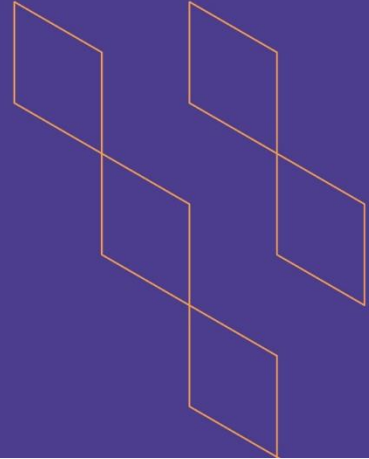
# Course Specification





T-104  
2022

## Course Specification



Course Title:	Language Acquisition
Course Code:	ENG- 421- 3
Program:	English
Department:	English
College:	Languages and Translation
Institution:	Najran University
Version:	<i>Course Specification Version Number</i>
Last Revision Date:	14 February 2023



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## A. General information about the course:

Course Identification	
1. Credit hours:	
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Level ten, fourth year
4. Course general Description The course is a thorough and updated comprehensible introduction to the main theories of first and second language acquisition. It discusses the major theories, concepts and principles of first/second language acquisition and explains the various stages of development in relation to different aspects of language: Phonological, lexical, semantic, grammatical, and pragmatic aspects. It, also, analyses and evaluates child and learner language data against current theoretical models of language acquisition.	
5. Pre-requirements for this course (if any): Introduction to Linguistics	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s) To develop the students' knowledge of the major theories of first/second language acquisition, clarifying the main concepts and principles underlining them and discussing the various stages of development in relation to different aspects of language.	

### 1. Teaching mode (mark all that apply)

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

### 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	36
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	36



## 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	Outline approaches, theories and stages of first and second-language acquisition	K1	<ul style="list-style-type: none"> <li>Lectures</li> <li>Class discussion</li> </ul> Presentations	1. Midterm Exams Final exam
1.2	Define the cognitive and social aspects of childbilingualism.	K1	<ul style="list-style-type: none"> <li>Lectures</li> <li>Class discussion</li> </ul> Presentations	2. Midterm Exams Final exam
...				
2.0	Skills			
2.1	Compare different theories/approaches to first and second language acquisition.	S2	<ul style="list-style-type: none"> <li>Lectures</li> <li>Class discussion</li> </ul> Presentations	1. Midterm Exams Final exam
2.2	Analyse child and learner language data against current theoretical models of language acquisition.	S2	<ul style="list-style-type: none"> <li>Lectures</li> <li>Class discussion</li> </ul> Presentations	1. Midterm Exams Final exam
...				
3.0	Values, autonomy, and responsibility			
3.1	Bear responsibility for self-study and self-improvement.	V1	Self-learning	Observation Cards
3.2	Make the right choices about the subjects related to his major.	V2	Self-learning	Observation Cards
3.3	Show self-confidence during the activities and tasks assigned to him.	V3	Self-learning	Observation Cards



## C. Course Content

No	List of Topics	Contact Hours
1	<b>Introduction:</b> Language Acquisition First versus Second Language Acquisition Language acquisition versus language learning	3
2	<b>Stages of First Language Acquisition (Five Stages)</b> Phonological Development	3
3	Vocabulary Development	3
4	Morphological and Grammatical Development	3
5	Pragmatic Development	3
6	The Critical Period Hypothesis	3
7	Child bilingualism	
8	<b>Theories of First Language Acquisition</b> The Behaviourist Theory of Language Acquisition	3
9	The Innatist Theory of Language Acquisition	3
10	The Interactionist Theory of Language Acquisition	3
11	The cognitive Approach to First Language Acquisition	3
12	<b>Theories of Second Language Acquisition:</b> Krashen's Monitor Model	6
<b>Total</b>		<b>36</b>





## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<b>Midterm Exam</b>	6	30%
2.	<b>Assignments and quizzes</b>	8	20%
3.	<b>Final examination</b>	11/12	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	Patsy Lightbown, Nina Spada. (2013). <i>How Languages are Learned</i> . Oxford: OUP. Clark, E. (2016). <i>First Language Acquisition, 2nd Ed</i> . Cambridge: CUP.
Supportive References	Susan M. Gass and Larry Selinker (2008). <i>Second Language Acquisition</i> . UK: Routledge. Ellis, R. (2008). <i>The Study of Second Language Acquisition</i> . Oxford: University Press Fromkin, V., R.Rodman & N. Hyams (2007). <i>An Introduction to Language</i> . Boston, USA: Thomson Higher Education.
Electronic Materials	<a href="http://en.wikipedia.org/wiki/Second-language_acquisition">http://en.wikipedia.org/wiki/Second-language_acquisition</a> <a href="http://www.cal.org/">http://www.cal.org/</a> <a href="http://homepage.ntlworld.com/vivian.c/SLA/">http://homepage.ntlworld.com/vivian.c/SLA/</a>
Other Learning Materials	

### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms should be large enough to accommodate the number of registered students.
Technology equipment (projector, smart board, software)	Laptop computer/ Desktop computer Projector (Data Show)
Other equipment (depending on the nature of the specialty)	None



## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	students	Students' questionnaire evaluating teaching staff member and courses.
Effectiveness of students assessment	instructor	Exam Paper Evaluation by students.
Quality of learning resources	instructor	Feedback of students' acquisition of taught material in the previous lectures.
The extent to which CLOs have been achieved	Instructor/ students	Indirect Course Learning outcomes effectiveness assessment questionnaire by students.
Other		

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

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	14. 02. 2023

