



## Course Specifications

<b>Course Title:</b>	<b>Language Acquisition</b>
<b>Course Code:</b>	<b>ENG-2/ 316</b>
<b>Program:</b>	<b>Bachelors Program in English</b>
<b>Department:</b>	<b>Department of English</b>
<b>College:</b>	<b>Jazan (Male and Female Campus), Samtah (Female Campus), Ardha (Female Campus) Dayer (Female Campus), Darb (Female Campus), and Farasan (Female Campus)</b>
<b>Institution:</b>	<b>Jazan University</b>

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## A. Course Identification

<b>1. Credit hours: 2 Credit Hours</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 5/ Third year</b>			
<b>4. Pre-requisites for this course (if any): None</b>			
<b>5. Co-requisites for this course (if any): None</b>			

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

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

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify) Discussion,quiz assignment	
	<b>Total</b>	<b>30</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

Language Acquisition is two-hour credit course offered to bachelor's degree students. This course focuses on the application of linguistic theories in practical areas such as nature of language learning, first language and second language acquisition and frameworks of SLA. It gives students an idea about various sub-disciplines in the field of second language acquisition. It basically concentrates on giving students theoretical foundations of first and second language acquisition, linguistics involved, psychology and social contexts of second language acquisition, acquiring knowledge for L2 use and implications of L2 learning and teaching.

## 2. Course Main Objective

The main objective of this course is to make the students acquire knowledge and understanding of the theories of first and second language acquisition, the foundation of SLA frameworks, nature of language learning related to linguistic aspects, psychological aspects, social aspects, knowledge for L2 use and implications of L2 learning and teaching. This makes the students aware to gain knowledge in academic and interpersonal competence which includes what features are to be mastered and how achievement levels are related to individual and social goals.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding: students will be able to</b>	
1.1	Define terms in LA	K2
2	<b>Skills :students will be able to</b>	
2.1	Distinguish between various theories of LA	S4
2.2	Analyze concepts in LA and their relevance to SL or FL	S1
3	<b>Values: students will be able to</b>	
3.1	Develop a sense of academic ethics through assignments/ presentations	V3

## C. Course Content

No	List of Topics	Contact Hours
1	General Introduction	2
2	Introducing First/Child Language Acquisition	2
3	Introducing Second Language Acquisition	4
4	Foundations of SLA	4
5	The Linguistics of SLA	2
6	The Psychology of SLA	2
7	The Social Contexts of SLA	4
8	Acquiring Knowledge for L2 Use	2
9	L2 Learning and Teaching	2
	Midterm / Quiz / Makeup	2
	Revision	4
<b>Total</b>		<b>30</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>		
1.1	Define terms in LA	Lectures, group discussion, pair work	<b>Type of Assessment:</b> Quiz, Midterm, Assignment, Final Exam <b>Nature of Questions:</b> MCQs, Fill in the blank, Matching, True/False, short answer questions /essays
2.0	<b>Skills</b>		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.1	Distinguish between various theories of LA	Lectures, group discussion, pair work	<b>Type of Assessment:</b> Quiz, Midterm, Assignment, Final Exam <b>Nature of Questions:</b> Objective questions, short answer questions/essays.
2.2	Analyze concepts in LA and their relevance to SL or FL	Lectures, group discussion, pair work	<b>Type of Assessment:</b> Quiz, Midterm, Assignment, Final Exam <b>Nature of Questions:</b> Objective questions, short answer questions/essays.
<b>3.0</b>	<b>Values</b>		
3.1	Develop a sense of academic ethics	Presentations	<b>Type of Assessment:</b> Assignment / PPT Presentation / Discussion

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	4	10
2	Mid-term exam	8	20
3	Assignment / Presentation / Discussion	10	10
4	Final Exam	15	60
	<b>Total</b>		<b>100</b>

\*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 :**

Academic staff is expected to be available for 8 hours a week for students' consultation.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Saville-Troike, M. (2006). <i>Introducing Second Language Acquisition</i> . Cambridge: Cambridge University Press. Gass, S. M., and Selinker, L. (2008). <i>Second language Acquisition: An Introductory Course</i> . New York: Routledge. (CONTENT ON FIRST LANGUAGE ACQUISITION ONLY)
<b>Essential References Materials</b>	Gass, S. M., and Selinker, L. (2008). <i>Second language Acquisition: An Introductory Course</i> . New York: Routledge. Ellis., R. (1997). <i>Second Language Acquisition</i> . Oxford: Oxford University Press. Rowland, C. (2014). <i>Understanding Child Language Acquisition</i> . New York: Routledge.
<b>Electronic Materials</b>	Blog at: <a href="http://www.abraima.com">www.abraima.com</a> - TELEGRAM ( <a href="https://t.me/Lang_Acquisition_Channel">https://t.me/Lang_Acquisition_Channel</a> )
<b>Other Learning Materials</b>	CD & flash memory

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	The strength of the class should be 30 to 35 students which would be ideal for teaching. Spacious classrooms with furniture and projectors in classes will enhance teaching and learning process.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show- speakers-laptop, smart boards. Internet access in the buildings.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Digital laboratory

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Course Teachers, Teaching and Learning Unit, Program Leaders and Students	Formative and Summative Assessment ( Direct), Student Evaluation ( Indirect)
Achievement of CLOs	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Assessment ( Direct), Course Report, CLO Excel Worksheet ( Indirect)
Quality of Learning Resources	Course Teachers, Teaching and Learning Unit, Program Leaders and Students	Formative and Summative Assessment ( Direct), Course Report, Student Evaluation ( Indirect)

**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	
Reference No.	
Date	