

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS

ENG 329

Language Acquisition

Course Specifications

Institution King Saud University	Date of Report 30/1/2019
College/Department College of Arts / Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Language Acquisition - ENG 329			
2. Credit hours: 3 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B. A. in English			
4. Name of faculty member responsible for the course Several Professors.			
5. Level/year at which this course is offered Fifth Level/Third Year			
6. Pre-requisites for this course (if any) ENG 222			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="70"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="30"/>

d. Correspondence	<input type="text"/>	What percentage?	<input type="text"/>
f. Other	<input type="text"/>	What percentage?	<input type="text"/>
Comments:			

B. Objectives

<p>1. What is the main purpose for this course?</p> <ol style="list-style-type: none"> 1. State linguistic and non-linguistic factors which influence language learning and acquisition 2. Outline the main theories of second language acquisition. 3. Compare and contrast the different theories of second language acquisition 4. Identify the linguistic characteristics of the different developmental phases of acquisition or learning of a second language. 5. Identify and illustrate characteristics of learner language. 6. Explain issues related to second language acquisition and present opposing arguments.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ol style="list-style-type: none"> 1. The following series of orientation workshops are essential for BOTH faculty and students¹: Faculty: assessment and teaching methods applied in Linguistic courses Students: Suggested workshops: <ol style="list-style-type: none"> a) Basic skills with word processing software. b) Plagiarism c) Virtual classes d) Critical and Investigative Thinking Skills e) Scholarly Sources: When and How to use them 2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed 3. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below) 4. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities. 5. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for linguistic courses, or at least a unified standard. 6. Include e-books (eg. Gutenberg e-books)

¹ Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook)

Course Description:

This course deals with the different themes and issues related to first and second language acquisition. Students should be familiarized with the major contemporary approaches to the study of first language acquisition.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to language acquisition	1	3
Introduce the theoretical approaches to explaining first language learning (behaviourism, innatism, the interactionist position)	3	9
Theoretical approaches to explaining second language acquisition, including behaviourism, innatism, universal grammar, Krashen's 'monitor model as well as recent psychological theories.	3	9
Factors affecting second language learning: intelligence, aptitude, personality, motivation, attitudes, learner beliefs and age of acquisition	3	9
Observing second language teaching: Comparing instructional and natural settings for language learning, understanding classroom observation schemes and feedback in the classroom.	3	9
Popular ideas about language learning: Facts and opinions	2	6

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	42 hours	None	None	None	3 hours	45 hours
	Actual						
Credit	Planned	3 hours					3 hours
	Actual						

3. Additional private study/learning hours expected for students per week. **6 hours per week**

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge Students should be able to:		
1.1	State linguistic and non-linguistic factors affecting language acquisition /learning.	1. Lectures 2. Class discussion 3. In-class exercises 4. Collaborative learning 5. Extra handouts	1. Class participation 2. Quizzes 3. Midterm/Essay questions 4. Research papers 5. Final written exam
1.2	Outline the various most prominent theories accounting for language acquisition		
1.3	Describe a range of theoretical and critical approaches in relation to the study of language acquisition		
1.4	Recognize the linguistic characteristics of the different developmental phases of acquisition or learning of a second language.		
2.0	Cognitive Skills Students should be able to:		
2.1	Compare and contrast different theories of first and second language acquisition	1. Lectures/teaching students how to read attentively and critically	1. Class participation

2.2	Evaluate alternative solutions, and propose new approaches drawing on relevant theoretical and practical knowledge	<p>2. Class discussions/teaching students to think independently and engage in group discussions</p> <p>3. Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor</p>	<p>2. Presentations</p> <p>3. Research papers</p> <p>4. Midterms and exams</p> <p>5. Group assignments</p>
3.0	Interpersonal Skills & Responsibility Students should be able to:		
3.1	Demonstrate leadership role	<p>1. Assigning reading assignments to students prior to lectures.</p> <p>2. Individual counselling on areas of concern to the students.</p> <p>3. In-class participation</p>	<p>1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course.</p> <p>2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.</p>
3.2	Illustrate self-professional development commitments.	<p>1. To instil a sense of responsibility for one's learning.</p> <p>2. To have clear deadlines for submissions, exam dates and other important rules to be written in the course syllabus, which is given to students at the beginning of each term.</p>	Enforcing deadlines and rules mentioned in the syllabus.
3.3	Demonstrate on one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm

			submission
4.0	Communication, Information Technology, Numerical Students should be able to:		
4.1	Search the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the latest and/or most relevant scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
4.2	Operate the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and the digital library.	1. Demand the use of references in both group presentations and the research paper 2. Students will be graded on their use of online scholarly material on their research papers
4.3	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of communication in class or outside class.	Class presentations Group work Journals
5.0	Psychomotor		
5.1	N/A		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	1st midterm	8	15%

2	Quizzes or 2nd midterm	12	15%
3	Assignments	throughout	10%
4	Presentation	Last week	10%
5	Quizzes	throughout	10%
6	Final exam	14 or 15	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
4 hours per week; email

E. Learning Resources

1. List Required Textbooks Light own, Patsy, and Nina Margaret Spada. 2013. <i>How languages are learned</i> . Oxford: Oxford University Press.
2. List Essential References Materials (Journals, Reports, etc.) Saville-Troika, M. 2012. <i>Introducing Second Language Acquisition</i> , 2 nd Edition. Cambridge University Press.
3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. Students are encouraged to refer to electronic English-English dictionaries that offer pronunciation of words and phrases

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Lecture rooms should be large enough to accommodate 50 students

G. Course Evaluation and Improvement Processes

2. Computing resources (AV, data show, Smart Board, software, etc.) E-podium, Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None
1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor) 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated
2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"> 1. Peer evaluation to benefit from viewpoints of other faculty members 2. Class observations by coordinators or Head of department
3. Processes for Improvement of Teaching <ul style="list-style-type: none"> 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given 4. Encouragement of faculty members to attend professional development conferences. 5. Keep up to date with pedagogical theory and practice 6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) <ul style="list-style-type: none"> 1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement. 2. Check marking of a sample of examination papers by another faculty member. 3. Students who believe they are under graded can have their papers checked by a second reader
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none"> 1. Compare syllabi and course description with other universities 2. Conduct peer review or course observation 3. Biannual meetings of faculty members to discuss improvement 4. Review curriculum periodically and suggest improvements 5. Apply students course evaluation survey 6. External examiner



Faculty or Teaching Staff: _____

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____