هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد
NCAAA

2024
TPG-153

Course Specification
(Postgraduate Programs)

Course Title: Language Acquisition	
Course Code: 6522 ENG-3	
Program: Master of Arts in Applied Linguistics	
Department: English Language	
College: College of Languages and Translation	
Institution: King Khalid University	
Version: 2	
Last Revision Date: September 28, 2024	

Table of Contents

A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

2. Course type

A.	☐ University	☐ College	☒ Department	☐ Track	
B.	☒ Required			☐ Elective	

3. Level/year at which this course is offered: (Level 1/1st Semester)

4. Course General Description:

This course provides an overview to the field of Language Acquisition (LA). It starts by exploring how first languages are acquired, then transitions to examining and reflecting on the processes involved in acquiring and/or learning a second language and other langugages. The course offers a historical overview of LA theories, tracing their development up to current debates in the field. Students will have ample opportunities to reflect on their personal experiences with learning English as a second/foreign language and languages other than English (LOTE).

5. Pre-requirements for this course (if any):

N/A

6. Co-requirements for this course (if any):

N/A

7. Course Main Objective(s):

The main objectives of this course are to:
- Provide students with a comprehensive understanding of the field of LA, enabling them to critically reflect on, evaluate, and analyze their own experiences as language learners, both in acquiring their first language and learning additional languages.
- Equip students with the skills to apply theoretical knowledge gained from readings, lectures, and discussions, empowering them to design and conduct small-scale research projects related to second language acquisition.
- Keep students abreast of current developments and debates in the fields of first language acquisition (L1), second language acquisition (SLA), and the learning of additional languages, encouraging them to engage with cutting-edge research and emerging trends in the field.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	80%
2	E-learning	9	20%

No	Mode of Instruction	Contact Hours	Percentage
3	Hybrid ● Traditional classroom ● E-learning		
4	Distance learning		

3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	45
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)……**	
	Total	45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding: After successfully completing the course, learners will be able to**			
1.1	Develop a deep and comprehensive understanding of the key areas, theories, and issues in language acquisition, enabling students to critically engage with foundational and contemporary debates in the field..	K1	● Lectures ● Assigned readings ● Group discussions	● Midterm Exam ● Final Exam ● Weekly assignments
1.2	Critically describe the process of language acquisition by	K2	● Lectures ● Assigned readings	● Midterm Exam ● Final Exam

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	synthesizing insights from key theoretical frameworks and previous research in the field.		● Interactive class discussions	
1.3	Gain a comprehensive understanding of the latest research methods and approaches used to investigate language learning and teaching, enabling students to critically evaluate and apply these methods in their own research and practice.	K3	● Case studies and problem-solving exercises ● interactive class discussions	● Case Study Analysis ● Midterm Exam ● Final Exam
2.0	**Skills**			
2.1	Critically evaluate and synthesize key theories and research in first and second language acquisition, demonstrating the ability to integrate diverse perspectives and apply them to complex language learning challenges in real-world contexts	S1	● Assigned readings ● Class discussions	● Weekly assignments ● Case Study Analysis
2.2	Develop and implement evidence-based language teaching strategies that are informed by	S3	● Workshops on research methods and data analysis	● Research paper

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	cutting-edge research on cognitive models, language transfer, multilingualism, and individual learner differences, with a focus on improving language learning outcomes in diverse educational settings.			
2.3	Design and conduct original research projects in language acquisition, utilizing advanced research methodologies to investigate and address specific issues related to language acquisition.	S4	● Group projects and collaborative learning	● Research project
3.0	**Values, autonomy, and responsibility**			
3.1	Participate in group projects and problem-solving activities	V1	● Group projects and collaborative learning ● Peer review and feedback sessions	● Observation ● Peer Feedback
3.2	To read and critically evaluate original studies on key topics in language acquisition research	V2	● Assigned readings ● Interactive class discussions	● ● Class Participation

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
3.3	to take leadership roles in the LA class and be proactive	V3	● Group projects and collaborative learning	● Self-report ● Observation

C. Course Content:

No	List of Topics	Contact Hours
1.	Introducing key issues in Language Acquisition	3
2.	Acquiring a first language: phonological, syntactic and lexical development	6
3.	The role of age in language learning: The Critical Period Hypothesis	3
4.	Universal Grammar	3
5.	Cognitive models of language learning	6
6.	Early development of second language acquisition	6
7.	The role of transfer in second language learning	3
8.	The role of input, output and interaction in second language development	3
9.	Implicit Vs. Explicit learning	3
10.	Individual learner differences	6
11.	Implications on second language teaching	6
12.	Multilingual learners	6
Total		**45**

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm exam	8	20
2.	Research project presentation	12	5
3.	Research Project submission	14	15
4.	Assignments	Continuous Assessment	10

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
5.	Weekly presentations	Continuous Assessment	5
6.	Written Critique	Continuous Assessment	5
	Final exam	15	40

*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	VanPatten, B., Keating, G. D., & Wulff, S. (Eds.). (2020). *Theories in second language acquisition: an introduction* (Third edition). Routledge. Loewen, S. (2020). *Introduction to instructed second language acquisition* (Second edition). Routledge.
Supportive References	V Walter, D. R. (2023). *Psycholinguistic Approaches to Instructed Second Language Acquisition*. Multilingual Matters. Li, S., Hiver, P., & Papi, M. (Eds.). (2022). *The Routledge handbook of second language acquisition and individual differences*. Routledge. Mitchell, R., Myles, F., & Marsden, E. (2019). *Second language learning theories* (Fourth edition). Routledge. Buckingham, L. (Ed.). (2017). *Language, identity and education on the Arabian Peninsula: bilingual policies in a multilingual context*. Multilingual Matters. Clark, E. V. (2016). *First language acquisition* (Third edition). Cambridge University Press.

	Guasti, M. T. (2016). *Language acquisition: the growth of grammar* (Second edition). The MIT Press.
Electronic Materials	**https://carla.umn.edu/bibliography** **https://unnc.rl.talis.com/lists/C9659E82-9A26-CAA3-503C-6FC282E9B9B9/bibliography.html?style=acm-sig-proceedings** **Studies in Second Language Learning and Teaching** **https://pressto.amu.edu.pl/index.php/ssllt**
Other Learning Materials	**Data analysis softwares (SPSS, NVivo, etc.)**

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Well-equipped classrooms
Technology equipment (Projector, smart board, software)	Smart board, video projector, computers, loud speakers
Other equipment (Depending on the nature of the specialty)	N/A

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty

Assessment Areas/Issues	Assessor	Assessment Methods
		feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.
Other	Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays.	Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns.

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	English Department Council
REFERENCE NO.	1/5/46
DATE	October 14, 2024