

Course Specification

(Postgraduate Programs)

Course Title: Second Language Acquisition

Course Code: 6503TEFL-3

Program: Master of Arts in Teaching English as a Foreign Language

Department: Department of English

College: College of Languages and Translation

Institution: King Khalid University

Version: 4

Last Revision Date: September 30 , 2024



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A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

This course is designated 3 credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content.

2. Course type

A. University College Department Track

B. Required Elective

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

4. Course General Description:

The "Second Language Acquisition" course serves as a comprehensive examination of the theories and processes that govern language acquisition, with an emphasis on their application to English as a Foreign Language (EFL) pedagogy. The course delves into the nuances of both First Language (L1) and Second Language (L2) acquisition, systematically exploring the linguistic, psychological, and sociocultural factors influencing this process. Through critical analyses and real-world case studies, the course prepares candidates to formulate and execute effective EFL teaching strategies, informed by the latest research in Second Language Acquisition (SLA). It also encourages candidates to think forward, speculating on future trends in SLA research and their potential ramifications for EFL instruction. Ethical considerations, scholarly debates, and collaborative research are integrated into the coursework to foster a well-rounded, critically engaged perspective on SLA.

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

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

N/A

7. Course Main Objective(s):

This course aims to achieve the following primary objectives:

- Equip candidates with a deep understanding of the key theories and processes underpinning both L1 and L2 acquisition, contextualized within the larger landscape of TEFL.



- Develop analytical skills to critically assess various aspects of language acquisition, including the role of Universal Grammar, Interlanguage, and Fossilization, as well as cognitive and affective factors like memory, motivation, and attitude.
- Impart a nuanced understanding of sociocultural theories, with a focus on the implications of community, classroom, and peer dynamics in EFL settings.
- Enable candidates to devise EFL teaching strategies that are empirically grounded, drawing from contemporary research in the field of SLA.
- Foster an academic environment that upholds the values of respect for differing viewpoints, collaboration in research endeavors, and professional autonomy.

Through these objectives, the course aims to mold educators who are not only theoretically informed but also practically adept, capable of navigating the complexities of Second Language Acquisition in diverse teaching environments.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	34	75%
2	E-learning	11	25%
3	Hybrid <ul style="list-style-type: none"> • 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			
1.1	Identify the core objectives and challenges of studying Second Language Acquisition (SLA) within the realm of Teaching English as a Foreign Language (TEFL).	K3	Initiate by engaging students in a critical analysis of academic literature related to the objectives and challenges of SLA within the context of TEFL. Follow this with a Socratic dialogue to deepen the understanding of these challenges and to generate collective insights.	Assessed through the Progress Test and Final Exam.
1.2	Distinguish between the key theoretical frameworks in First Language Acquisition and their implications for Second Language Learning.	K2	Utilize comparative methods to discuss key theoretical frameworks in First Language Acquisition and their repercussions for Second Language Learning. This would involve students critically analyzing two or more theories and presenting their findings to the class.	Assessed through Presentations, Projects, and Assignments.
1.3	Recognize the major components of linguistic, psychological, and social factors influencing Second Language Acquisition.	K3	Arrange scholarly seminars where each student reviews and presents an article that pertains to the linguistic, psychological, or social factors that influence Second Language Acquisition.	Assessed through the Final Exam.
2.0	Skills			
2.1	Evaluate the role of Universal Grammar, Interlanguage, and	S1	Introduce the constructs of Universal Grammar,	Assessed through Presentations,



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	Fossilization in EFL learning through critical error analysis.		Interlanguage, and Fossilization by using exemplars and case studies. A meticulous discussion would ensue, where students are encouraged to apply critical error analysis to understand these phenomena.	Projects, and Assignments.
2.2	Analyze cognitive and affective factors such as memory, motivation, and attitude, and their influence on EFL learning.	S1	Engage students in a close reading of primary research articles regarding cognitive and affective factors like memory, motivation, and attitude. A synthesis discussion will assist them in understanding how these factors influence EFL learning.	Assessed through Presentations, Projects, and Assignments, as well as the Final Exam.
2.3	Apply insights from Vygotsky's Sociocultural Theory and other social theories to assess community, classroom, and peer dynamics in EFL settings.	S4	Conduct role-playing exercises based on hypothetical classroom scenarios, drawing upon insights from Vygotsky's Sociocultural Theory and other social theories. The aim is to reveal how community, classroom, and peer dynamics affect EFL settings.	Assessed through Presentations, Projects, and Assignments.
2.4	Formulate EFL teaching strategies that are informed by contemporary research in SLA.	S5	Assign students the task of formulating EFL teaching strategies influenced by contemporary SLA research. This is followed by a peer-reviewed seminar, where each student will discuss and refine their strategies.	Assessed through the Progress Test and Final Exam.



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.5	Identify future trends in SLA research and predict their potential impact on EFL teaching methodologies.	S5	Facilitate a round-table discussion on emerging trends in SLA research and their anticipated impact on EFL methodologies. Participants will be asked to make informed predictions based on their understanding of current literature.	Assessed through the Final Exam.
3.0	Values, autonomy, and responsibility			
3.1	Exhibit respect for divergent viewpoints in the field of language acquisition, acknowledging scholarly differences and controversies.	V1	Create a forum for debate and discussion where students can express and confront divergent viewpoints in SLA research, thus nurturing a respectful academic environment.	Assessed through all assessment activities, with an emphasis during the Final Exam.
3.2	Foster a collaborative environment for trainee teachers to engage in data collection and analysis related to SLA.	V3	Inculcate a collaborative ethos by forming 'research clusters' within the class. These clusters will simulate the process of data collection and analysis related to SLA, fostering a cooperative spirit.	Assessed through Presentations, Projects, and Assignments.
3.3	Cultivate self-confidence and autonomy in EFL educators through a nuanced understanding of SLA research and its practical applications.	V4	Institute a series of reflective journaling exercises designed to cultivate self-confidence and autonomy in EFL educators. These journals will serve as a repository of students' evolving understanding of SLA research and its implications for their future teaching.	Assessed through continuous assessment activities and the Final Exam.



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
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C. Course Content:

No	List of Topics	Contact Hours
1.	Course Introduction: <ul style="list-style-type: none"> Contextualizing Second Language Acquisition within the Field of TEFL. Objectives, Importance, and Challenges in Studying SLA for EFL Educators 	3
2.	First Language Acquisition Theories: <ul style="list-style-type: none"> Historical Overview of First Language Acquisition Research. Major Theoretical Frameworks and Their Implications for Second Language Learning. 	6
3.	Introduction to Second Language Acquisition: <ul style="list-style-type: none"> Differences and Similarities between First and Second Language Acquisition. The Scope of SLA Research and Its Relevance to EFL Teaching. 	4.5
4.	Linguistic Aspects of SLA: <ul style="list-style-type: none"> The Role of Universal Grammar and Linguistic Theory in SLA. Interlanguage, Fossilization, and Error Analysis in EFL Learning. The Influence of the First Language (L1) on Second Language (L2) Acquisition. 	9
5.	Psychological Dimensions of SLA: <ul style="list-style-type: none"> Cognitive Mechanisms Underlying SLA: Memory, Attention, and Learning Processes. Affective Factors: Motivation, Attitude, Anxiety, and Their Influence on EFL Learning. Strategies and Techniques EFL Learners Employ: From Metacognitive to Socioaffective. 	7.5
6.	Social Contexts of SLA: <ul style="list-style-type: none"> The Role of Social Interaction in Language Learning: Vygotsky's Sociocultural Theory and Beyond. Influence of Cultural Dynamics, Identity, and Power Relations on EFL Learning. Community, Classroom, and Peer Dynamics in EFL Settings. 	9
7.	Practical Implications for EFL Teaching:	6





	<ul style="list-style-type: none"> • Tailoring EFL Instruction Based on SLA Insights: Challenges and Opportunities. • Best Practices for EFL Educators: From Curriculum Design to Classroom Interaction. • Future Trends in SLA and Their Potential Impact on EFL Teaching. 	
Total		45

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Progress test	6	25%
2.	Presentations, projects, and assignments.	Continuous assessment	25%
3.	Final Exam	11/13	50%

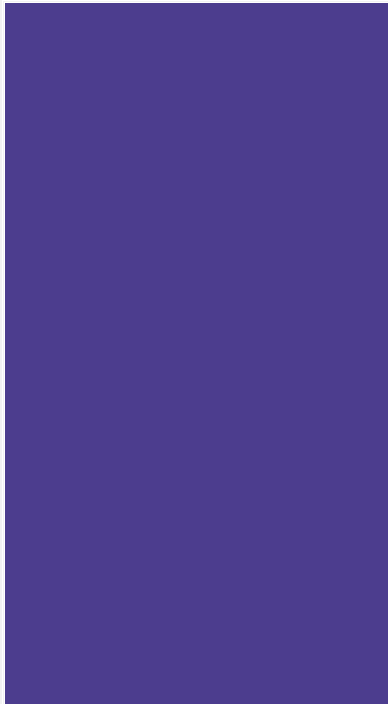
*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities:

1. References and Learning Resources:

Essential References	<p>Gass, S. & Selinker, L. (2008) <i>Second Language Acquisition: An Introductory Course</i>. New Jersey: Lawrence Erlbaum</p> <p>Lightbown, P.M. & Spada, N. (2013). <i>How Languages are Learned</i>. Oxford: Oxford Univeristy Press.</p> <p>Ortega, L. (2009). <i>Understanding Second Language Acquisition</i>. New York and London: Routledge.</p> <p>Saville-Troike, M. & Barto, K. (2017). <i>Introducing Second Language Acquisition</i>. Cambridge: Cambridge University Press.</p>
Supportive References	<p>Ellis, R. (1994). <i>The study of Second Language Acquisition</i>. Oxford: Oxford univeristy press.</p> <p>Larsen-Freeman, D. & Long, M.H. (1991). <i>An introduction to Second Language Acquisition Research</i>. London: Longman.</p> <p>Ritchie, W.C. & Bhatia, T.K. (1996). <i>Handbook of Second Language Acquisition</i>. San Diego: Academic Press.</p>
Electronic Materials	<p>1. Applied Linguistics Journal</p>





- A peer-reviewed journal that covers various aspects of second language acquisition theories and practices.
- [Website](#)
- 2. **Linguistic Society of America's Resource Hub**
 - Offers a range of articles, position papers, and other resources on linguistics, including second language acquisition.
 - [Website](#)
- 3. **TESOL Quarterly Journal**
 - Publishes articles in the field of English language teaching and learning, with several issues dedicated to second language acquisition.
 - [Website](#)
- 4. **The Second Language Acquisition Lab at CUNY**
 - Provides access to various research papers, data sets, and other scholarly works on second language acquisition.
 - [Website](#)



1. **"Theories in Second Language Acquisition: An Introduction" by Bill VanPatten and Jessica Williams**
 - A seminal textbook that provides an overview of major theories in the field.
2. **"Input, Interaction, and the Second Language Learner" by Susan M. Gass**
 - Focuses on the role of input and interaction in second language acquisition, offering empirical research and theoretical insights.
3. **"Second Language Learning Theories" by Rosamond Mitchell and Florence Myles**
 - A comprehensive guide that covers various theories of second language acquisition, aimed at both researchers and practitioners.
4. **"The Study of Second Language Acquisition" by Rod Ellis**
 - Provides a detailed look into the psychological and social processes that contribute to second language acquisition.



2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, specialized labs, multimedia rooms, study areas.
Technology equipment (Projector, smart board, software)	Projectors, smart boards, subject-specific software, audio-visual devices.
Other equipment (Depending on the nature of the specialty)	Textbooks, reference materials, subject-specific learning resources, supplementary materials.

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course instructor, peer educators, and student feedback.	Classroom observation, teaching evaluations, and student surveys.
Effectiveness of students' assessment	Course instructor and external reviewers.	Analysis of assessment tools (e.g., exams, assignments), rubric evaluations, and external review of student work.
Quality of learning resources	Course instructor, students, and curriculum committee.	Resource review, student feedback, and comparison with industry standards.
The extent to which CLOs have been achieved	Course instructor, students, and program administrators.	Student performance analysis, course evaluations, and student reflections or self-assessments.
Other	-	-

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	4-27/3/46
DATE	SEPTEMBER 30, 2024

