



Course Specification

— (Postgraduate)

Course Title: Second Language Acquisition

Course Code:

Program: Master of Arts in Applied Linguistics

Department : Department of English

College: Faculty of Languages and Translation

Institution: Northern Border University

Version: 1

Last Revision Date: May 13, 2024



Table of Contents

A. <u>Course Identification</u>	
B. <u>Course Objectives and Learning Outcomes</u>	3
<u>1. Course Description</u>	3
<u>2. Course Main Objective</u>	3
<u>3. Course Learning Outcomes</u>	3
C. <u>Course Content</u>	4
D. <u>Teaching and Assessment</u>	4
<u>1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods</u>	4
<u>2. Assessment Tasks for Students</u>	4
E. <u>Student Academic Counseling and Support</u>	5
F. <u>Learning Resources and Facilities</u>	5
<u>1. Learning Resources</u>	5
<u>2. Educational and research Facilities and Equipment Required</u>	5
G. <u>Course Quality Evaluation</u>	5
H. <u>Specification Approval Data</u>	6



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 Year

4. Course General Description:

This course introduces learners to the theories of first and second language acquisition. Learners will come to know about the various stages involved in L1 acquisition. It also provides learners with a clear picture regarding how learners develop competence in L1. Students also learn how competence in L2 is developed and how it is different from L1 acquisition. Further, it sheds light on the factors that impact L2 acquisition. Learners will also be introduced to certain issues in L2 learning and acquisition.

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

NA

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

N/A

7. Course Main Objective(s):

The main objective of this course is to equip students with a comprehensive understanding of second language acquisition (SLA) theories, including their historical evolution and recent developments, key concepts such as input, interaction, output, and crosslinguistic influences, and the ability to analyze and evaluate the cognitive, affective, and socio-cultural factors impacting language development.

. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		



No	Mode of Instruction	Contact Hours	Percentage
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 CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Demonstrate a comprehensive understanding of second language acquisition theories, including their historical evolution, recent developments, and the similarities and distinctions among them.	K1, K2	Class/Group discussion, Case Studies, Concept Maps, investigation, Self-learning	Presentations, Written exams, reports, projects
1.2	Demonstrate comprehension of key concepts in SLA, including the role of input, interaction, and output, as well as crosslinguistic influences, enabling them to analyze and discuss the	K3	Class/Group discussion, Case Studies, Concept Maps, investigation, Self-learning	Presentations, Written exams, reports, projects



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	factors influencing language development.			
2.0	Skills			
2.1	Analyze the underlying principles and processes involved in second language learning/acquisition, elucidating their complexity and dynamics.	S3	Class/Group discussion, Case Studies, investigation, Self-learning, collaborative learning, Scientific research	Projects, Presentations, Reports, Case Study
2.2	Evaluate the various factors influencing second language learning/acquisition, including cognitive, affective, and socio-cultural dimensions, to comprehend their multifaceted impact on language development.	S1, S4	Class/Group discussion, Case Studies, , investigation, Self-learning, collaborative learning, Scientific research	Projects, Presentations, Reports, Case Study
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate a commitment to integrity and ethical conduct in exploring and applying second language acquisition theories and practices, upholding professional standards in academic inquiry and research.	V1	Class/Group discussion,	Discussion
3.2	Embrace lifelong learning and professional development in the field of applied linguistics, collaborating with peers	V4	Class/Group discussion,	Discussion



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	and professionals to enhance language learning practices and promote their value within Saudi society.			

C. Course Content:

No	List of Topics	Contact Hours
1.	Introduction to Course and SLA Foundations & Main Concepts <ul style="list-style-type: none"> • Definition of Second Language Acquisition (SLA) • Importance of SLA in contemporary society • Basic terminology and concepts in SLA 	3
2.	Historical Overview of Second Language Acquisition & Differences Between L1 and L2 Acquisition <ul style="list-style-type: none"> • Historical development of SLA as a field of study • Contrasting features of first language (L1) and second language (L2) acquisition • Key differences in learning processes between L1 and L2 	6
3.	Early SLA Theories: Behaviorism, Innatism, Universal Grammar <ul style="list-style-type: none"> • Behaviorist theories in SLA • Innatist perspectives, • Universal Grammar • Discussion on how these theories shaped early understandings of SLA 	9
4.	Functional Approaches to SLA <ul style="list-style-type: none"> • Explanation of functionalist perspectives in SLA • Emphasis on language as a tool for communication and social interaction 	3





	<ul style="list-style-type: none"> Examples of how functional approaches influence language learning methodologies 	
5.	<p>Input, Interaction, and Output for SLA</p> <ul style="list-style-type: none"> Explanation of the role of input (exposure to language), interaction (social engagement in language use), and output (production of language) in SLA Discussion on how these factors contribute to language development 	3
6.	<p>Cognition and Cognitive Theories of SLA</p> <ul style="list-style-type: none"> Overview of cognitive theories in SLA, including information processing models Exploration of how cognitive processes such as memory, attention, and problem-solving influence language learning Examination of cognitive approaches to language instruction 	3
7.	<p>Developmental Sequences in Second Language Learning</p> <ul style="list-style-type: none"> Introduction to the concept of developmental sequences in SLA Examination of how learners progress through predictable stages in their language development Implications of developmental sequences for language teaching and curriculum design 	3
8.	<p>Crosslinguistic Influences</p> <ul style="list-style-type: none"> Definition crosslinguistic influences and their significance in SLA. The role of prior language knowledge in shaping second language acquisition. Effect of L1 Knowledge on L2 Acquisition 	3
9.	<p>Age and SAL</p> <ul style="list-style-type: none"> Exploration of the influence of age on SLA 	3
10.	<p>motivation, aptitude, and SAL</p> <ul style="list-style-type: none"> The role of motivation and aptitude in SLA 	3
11.	<p>Other Individual differences in second language learning</p> <ul style="list-style-type: none"> The influence of other non-language factors such as personality, anxiety, learning styles, and learning strategies in second language learning. 	3





	<ul style="list-style-type: none"> research evidence, and pedagogical implications related to individual differences in SLA 	
12.	Research Directions and Future Considerations	3
		45

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment	15	60%
2.	Presentation	Week 3 – 10	20%
4.	Final Exam	Ongoing	20%
	Total		100%

*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. M., Behney, J., & Plonsky, L. (2020). <i>Second language acquisition: An introductory course</i> (5th ed.). Routledge.</p> <p>Lightbown, P. M., & Spada, N. (2021). <i>How languages are learned</i> (5th ed.). Oxford University Press.</p>
Supportive materials	<p>Loewen, S. (2015). <i>Introduction to instructed second language acquisition</i>. New York: Routledge [electronic resource]</p> <p>Wong, W., & Barcroft, J. (2024). <i>The Routledge Handbook of Second Language Acquisition and Input Processing</i>. Routledge.</p> <p>Grabe, W., & Yamashita, J. (2022). <i>Reading in a Second Language: Moving from Theory to Practice (2nd ed.)</i>. Cambridge: Cambridge University Press.</p> <p>Ionin, T., & Montrul, S. (2023). <i>Second Language Acquisition: Introducing Intervention Research</i>. Cambridge: Cambridge University Press.</p>
Electronic Materials	<p>Language acquisition</p> <p>Studies in Second Language Acquisition</p> <p>Studies in Second Language Learning and Teaching</p> <p>http://linguistlist.org/ask-ling/lang-acq.cfm</p>





	https://www.britishcouncil.org/voices-magazine/can-we-learn-second-language-we-learned-our-fir https://learningcenter.unc.edu/tips-and-tools/learning-a-second-language/
Other Learning Materials	

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom, and a data projector.
Technology equipment (Projector, smart board, software)	Laptop.
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	Program leader, Students Direct	Direct
Effectiveness of students' assessment	Program leader, Students Direct	Direct
Quality of learning resources	Faculty, Program Leaders	Indirect
The extent to which CLOs have been achieved	Program Leaders; Peer Reviewer	Direct
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	Department of Languages and Translation Council
REFERENCE NO.	Session 23, 1445
DATE	14 May 2024

