



جامعة المجمعة
Majmaah University



Course Specifications



Institution:	Majma'ah University
Academic Department :	Department of English
Programme :	B.A in English
Course :	Eng 329-Language Acquisition
Course Coordinator :	Mahmoud Fawares
Programme Coordinator :	Dr. Salah Alfarwan
Course Specification Approved Date :	.../ ... / H <input type="checkbox"/>

A. Course Identification and General Information

1 - Course title :	Second Language Acquisition: The Interface between Theory & Practice .	Course Code: Eng 329
2. Credit hours :	(3) <input type="checkbox"/> <input type="checkbox"/>	
3 - Program(s) in which the course is offered:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4 – Course Language :	<input type="checkbox"/>	
5 - Name of faculty member responsible for the course:	Mahmoud Fawares	
6 - Level/year at which this course is offered :	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7 - Pre-requisites for this course (if any) :		





8 - Co-requisites for this course (if any) :

- **None**

9 - Location if not on main campus :

(Ramah campus)

10 - Mode of Instruction (mark all that apply)

A - Traditional classroom

What percentage?

B - Blended (traditional and online)

What percentage?

D - e-learning

What percentage?

E - Correspondence

What percentage?

F - Other

What percentage?

Comments :

B Objectives

What is the main purpose for this course?

Students will be able to get the knowledge of theories of first and second language acquisition and to be familiarize with contemporary approaches to the study of first language acquisition.

Briefly describe any plans for developing and improving the course that are being implemented:





1. Students are encouraged to consult the web to more about language acquisition.

C. Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Introduction	1	3
Introducing Language Acquisition	1	3
Theories of First Language Acquisition	1	3
Theories of First Language Acquisition	1	3
Stages of First Language Acquisition	1	3
Theories of Second Language Acquisition	1	3
Theories of Second Language Acquisition	1	3
Stages of Second Language Acquisition	1	3
Critical Period Hypothesis	1	3
Psychological Factors and language acquisition	1	3
Psychological Factors and language acquisition	1	3
Key Factors Influencing Successful Multilingualism	1	3
Revision	1	3

2. Course components (total contact hours and credits per semester):



<input type="checkbox"/>	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	39 <input type="checkbox"/>	None	none	none	none	39 <input type="checkbox"/>
Credit	3 <input type="checkbox"/>	None	none	none	none	3 <input type="checkbox"/>

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

3 hours per week

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

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	-This course is to familiarize students with the basic concepts and technical terms of language acquisition.	Lectures	Quizzes
1.2	-The course content provides students with solid	Class discussion	Class exercises



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	background knowledge about the main theories of first language acquisition as well as the main theories of second language acquisition		and writing assignments
1.3	-The course introduces some relevant research findings related to teaching/learning of English as a second or foreign language.	.....	Mid terms
1.4		.....	Final exam
2.0 Cognitive Skills			
2.1	1. Evaluate empirical research in Language Acquisition studies in diverse professional settings. 2. Conduct empirical research in Language Acquisition in different cultural settings	Lectures	Class participation
2.2		Presentation	Home assignments
2.3	.....	Individual meetings	Midterms
2.4	.....	.....	Final exam
2.5	.....	.....
2.6	.....	.....	.....
3.0 Interactional Skills & Responsibility			
3.1	-Students should be able to familiarize the basic topics of language acquisition.	. Lectures	class participation
3.2		.....	Midterm exam





	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
3.3	.....	.....	Final exams
3.4	.....	.....	Individual supervision hours
3.5	.....	.....	.....
3.6	.....	.....	.....
4.0	Communication, Information Technology, Numerical		
4.1	Description of the skills to be developed in this domain.		
4.2	.....	.....	.....
4.3	.....	.....	.....
4.4	.....	.....	.....
4.5	.....	.....	.....
4.6	.....	.....	.....
5.0	Psychomotor		
5.1	None	Conversations	Class discussion
5.2	.....	.....	.....
5.3	.....	.....	.....
5.4	.....	.....	.....
5.5	.....	.....	.....





	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
5.6

5. Schedule of Assessment Tasks for Students During the Semester:

	Assessment task	Week Due	Proportion of Total Assessment
1	1st midterm	Week9	20%
2	Class exercises, assignments and project	All a long	20%
3	Quizzes	Week 6	10%
4	Participation and attendance	All along	10%
5	Final exam	End of the semester	40%
6			
7			





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D. Student Academic Counseling and Support

Reachable via email or personal attendance.

E. Learning Resources

1. List Required Textbooks : Martin Hanak-Hammerl (2003) Second Language Acquisition: The Interface between Theory & Practice .

2. List Essential Reference: Badawi, Mohamed Farrag (2010). Key Issues in Language Acquisition .

3. List Recommended Textbooks and Reference: Longman Dictionary of Language Teaching and Applied Linguistics by Jack C. Richards

4. List Electronic Materials :

<http://www.merriam-webster.com/>

5. Other learning material :

-
-
-





F. Facilities Required

1. Accommodation <ul style="list-style-type: none">•••
2. Computing resources <ul style="list-style-type: none">•••
3. Other resources <ul style="list-style-type: none">•••

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching: <ul style="list-style-type: none">• Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class• End of term college evaluation of course by students (to be collected by the department)• End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.





2 Other Strategies for Evaluation of Teaching by the Program/Department

Instructor :

- Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.

3 Processes for Improvement of Teaching :

- Training sessions
- Workshops to facilitate the exchange of experiences amongst faculty members
- Regular meetings where problems are discussed and solutions given
- Discussion of challenges in the classroom with colleagues and supervisors
- Encouragement of faculty members to attend professional development conferences.
- Keep up to date with pedagogical theory and practice
- 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

- Check marking of a sample of examination papers either by a resident or visiting faculty member
- 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 :

- . Compare syllabus and course description with other universities (including those on the net)
- 2. Bi-annual meetings of faculty members to discuss improvement

Course Specification Approved

Department Official Meeting No (.....) Date ... / ... / H





Course's Coordinator

[

Department Head

Dr. Mahmoud Fawars [

Name Dr. Salah Alfarwan

Signature :

[**Signature :**

Date : .../ .../ H

[**Date :** .../ .../ H

