|  |  |  |
| --- | --- | --- |
| **Course Title:**  | LANGUAGE ACQUISITION |  |
| **Course Code:** | **1606-326** |  |
| **Program:** | **B.A.- ENGLISH LANGUAGE** |  |
| **Department:**  | **LANGUAGES AND TRANSLATION** |  |
| **College:** | **COLLEGE OF EDUCATION AND ARTS** |  |
| **Institution:** | **NORTHERN BORDER UNIVERSITY** |  |

Table of Contents

[A. Course Identification 3](#_Toc951372)

[6. Mode of Instruction (mark all that apply) 3](#_Toc951373)

[B. Course Objectives and Learning Outcomes 3](#_Toc951374)

[1. Course Description 3](#_Toc951375)

[2. Course Main Objective 3](#_Toc951376)

[3. Course Learning Outcomes 3](#_Toc951377)

[C. Course Content 4](#_Toc951378)

[D. Teaching and Assessment 4](#_Toc951379)

[1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods 4](#_Toc951380)

[2. Assessment Tasks for Students 4](#_Toc951381)

[E. Student Academic Counseling and Support 5](#_Toc951382)

[F. Learning Resources and Facilities 5](#_Toc951383)

[1.Learning Resources 5](#_Toc951384)

[2. Facilities Required 5](#_Toc951385)

[G. Course Quality Evaluation 5](#_Toc951386)

[H. Specification Approval Data 6](#_Toc951387)

# A. Course Identification

|  |  |
| --- | --- |
| **1. Credit hours:** |  |
| **2. Course type** |
| **a.** | University |  | College |  | Department | **X** | Others |  |  |
| **b.** | Required |  | Elective | **X** |  |
| **3. Level/year at which this course is offered:** |  **6** |
| **4. Pre-requisites for this course** (if any)**:****Introduction to Applied Linguistics (1605221)** |
| **5. Co-requisites for this course** (if any)**:** |
|  |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage**  |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 30 | 100 |
| **2** | **Blended**  |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning**  |  |  |
| **5** | **Other**  |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 30 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial**  |  |
| **4** | **Others** (specify) | 5 |
|  | **Total** |  |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description This module introduces students to the concepts of first and second language acquisition as well as language learning. It focuses on the various acquisition and learning theories and hypotheses, seen to be imperative not just to understand language acquisition and language learning but also related issues. It also makes students familiar with various stages of acquisition of L1 and L2, noting the role of factors affecting the acquisition process.  |
|  |
| 2. Course Main Objective 1. Define various aspects of first and second language acquisition and related hypotheses and theories; in addition to current issues associated with acquisition and learning as two distinct processes.
2. Differentiate between various stages of L1 and L2 acquisition contingent of gaining linguistic competence mostly in morphology, syntax, and phonology. Noting the role of various affecting factors notably transfer and Chomsky’s universal grammar.
3. Assess the difference between acquisition and learning in so far to be able to characterize the nature of the process involved in adults learning (to read in) a second language and children learning (to read in) their first language.
 |
|  |

## 3. Course Learning Outcomes

| **CLOs** | **Aligned****PLOs** |
| --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 |  Students will be able to describe the differences between major linguistic theories (nativist , behaviourist) of language acquisition. | K2 |
| 1.2 | Students will be able to identify specific stages of first and second language acquisition | K1 |
| 1.3 |  |  |
| 1... |  |  |
| **2** | **Skills :** |  |
| 2.1 | Students will be able to calculate the MLU in L1 development.  | S2 |
| 2.2 |  |  |
| 2.3 |  |  |
| 2... |  |  |
| **3** | **Values:** |  |
| 3.1 | Students will be able to critically analyze samples of first and second language acquisition.  | V1 |
| 3.2 |  |  |
| 3.3 |  |  |
| 3... |  |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | **Introduction to the course:**1. The course and the syllabus

Theories of language acquisition ( Behaviorist/ Chomsky) | 2 |
| 2 | **L1 Phonological development**1-Developing a phonemic inventory2-Speech production | 2 |
| 3 | **Critical Period Hypothesis**1-Lenneberg’s Hypothesis2-Wild child “ Gene” | 4 |
| 4 | **Stages of development**1-Stages of development2-Calculating MLU (mean length of utterance) | 2 |
| 5 | **Syntactic development**1-Principles and parameters2-Null-subject parameter3-Subjectless sentences | 2 |
| ... | **L2 development**1-Phonological development2-Grammatical Morpheme order | 2 |
|  | **L2 syntactic development**1-Interlanguage grammar2-Initial state of grammatical knowledge3-language transfer | 2 |
|  | **Developing L2 grammatical Knowledge**1-Accessing UG in L22-Parameter re-setting3-Ultimate attainment | 2 |
|  | **Bilingualism**1-Different types2-Benefits and recent research | 2 |
| **Total** | 10 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** |
| 1.1 |  Students will be able to describe the differences between major linguistic theories (nativist , behaviourist) of language acquisition. | LecturesWatching documentary videos  | QuizzesAssignments (Essays)End of module exam.Class Activities |
| 1.2 | Students will be able to identify specific stages of first and second language acquisition | Lectureswatching documentary videos  | QuizzesAssignments (Essays)End of module exam. |
| … |  |  |  |
| **2.0** | **Skills** |
| 2.1 |  Students will be able to calculate the MLU in L1 development.  | LecturesPractice Sessions | QuizzesEnd of module exam.AssignmentsClass Activities |
| 2.2 |  |  |  |
| … |  |  |  |
| **3.0** | **Values** |
| 3.1 | Students will be able to critically analyze samples of first and second language acquisition. | LecturesPracticing with different contexts | End of module examquizzesAssignments & presentations |
| 3.2 |  |  |  |
| … |  |  |  |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\***  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Quiz-1 (Written Test) | 4 | 15 |
| **2** | Quiz-2 (Presentation) | 8 | 10 |
| **3** | Miderm (Written Test)  | 6-7 | 30 |
| **4** | Assignments (essays) | 10 | 5 |
| **5** | FINAL EXAMINATION (written test) | 11After  | 40 |
| **6** | TOTAL |  | 100 |
| **7** |  |  |  |
| **8** |  |  |  |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

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| --- |
| Language and Translation Dept. takes pride in its culture of academic availability to students. This is one of the keys to its distinctive model of excellent education. Here are some regulations and current practices in relation to the required availability of Faculty academics for student consultations:1. Consultation hours are spread over more than one day and may not be scheduled during University common meeting times **(E.g Tuesday from 10:30-12:30).**
2. Consultation hours are posted on the staff member’s office door.
3. The course teacher is available for synchronous consultations with students each week for at least 50% of their total weekly teaching time.

Additional consultations may be allowed during peak times of the term |
|  |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Lightbown, P., &amp; Spada, N. (2021). How Languages are Learned. 5th edn.Oxford: Oxford University Press. |
| **Essential References Materials** | Hummel, K. M. (2015). Introducing Second Language Acquisition:Perspectives and Practices. Chichester, UK: Wiley-Blackwell.o Gleason, J. B., &amp; Ratner, N. B. (2017). The Development of Language. 9thedn. Boston,MA: Pearson. |
| **Electronic Materials** | Genie: The Secret of the Wild Child<https://www.dailymotion.com/playlist/x54r5z>  |
| **Other Learning Materials** |  |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**(Classrooms, laboratories, demonstration rooms/labs, etc.) | Classroom |
| **Technology Resources** (AV, data show, Smart Board, software, etc.) | Data show |
| **Other Resources** (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | ---None |

# G. Course Quality Evaluation

| **Evaluation****Areas/Issues**  | **Evaluators**  | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Students  | 1. End of term Exams (direct)
2. End of term college evaluation of course by students ( to be collected by the department). (indirect)

End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better. (indirect)  |
| Strategies for Evaluation of Teaching by the Program/Department Instructor | Peer Reviewers (Staff) | Peer observation to benefit from colleagues’ objective feedback and suggestions for improvement (indirect).  |
| Processes for Improvement of Teaching | Quality committee members | 1. End of term Exams (direct)
2. Teacher’s Portfolio (indirect)
3. Bi-annual meetings of faculty members to discuss improvement (indirect)

Regular departmental meetings where problems are discussed and solutions given (indirect) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | **Council of the Department of Languages and Translation** |
| **Reference No.** | **Session 29/1443** |
| **Date** | **June 14th 2022** |