Course Outline (Higher Education)

School:	School of Education
Course Title:	LANGUAGE ACQUISITION
Course ID:	HENAE6010
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	091521

Description of the Course:

This course provides students with an understanding of the major theories of language acquisition, the developmental milestones in first and second language development and research-based best practice for supporting the language needs of diverse learners. Students in this course will learn about the differences and similarities between first and second language acquisition, the major theories of language acquisition, developmental benchmarks and communicative milestones, and the differences between adults and children learning a second language. Socio-cultural and cognitive approaches to language acquisition will be covered.

Topics include the acquisition of grammar, vocabulary, phonology and phonetics, semantics and pragmatics, and the development of reading and writing in a second language (in particular academic writing). Students will also be able to read current research, use research to inform practice, and differentiate instruction for language learners with different needs and language backgrounds. They will be able to interpret professional practice documents relating to language acquisition, such as the curriculum documents, including but not limited to the Australian Curriculum, the Victorian EAL Developmental Continuum, the Communication Milestones of Speech Pathology Australia. Students will gain an understanding of the various developmental stages in language acquisition across the lifespan, and learn about language drawing on fields such as linguistics, sociology, education, speech pathology, audiology, and psychology.

Grade Scheme:	Graded (HD, D, C, P, MF, F, XF)
Placement Component:	No
Supplementary Assessment:	Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a

final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	**6**	**7**	**8**	**9**	**10**
Introductory	☐	☐	☐	✔	☐	☐
Intermediate	☐	☐	☐	☐	☐	☐
Advanced	☐	☐	☐	☐	☐	☐

Learning Outcomes:

(On successful completion of the course the students are expected to be able to):

Knowledge:

K1. Examine the major theories of second and first language acquisition

K2. Recognize the difference between first and second language acquisition and its effects on learning and teaching

K3. Investigate the social and cognitive aspects of learning a second language

K4. Identify the typical/atypical communicative milestones in child language development

Skills:

S1. Analyse and evaluate language learning theories to inform professional practices

S2. Differentiate pedagogy for diverse learners, e.g. English as an additional language or dialect, specific language impairment.

S3. Implement language acquisition research using evidence-based research

Application of knowledge and skills:

A1. Read current research in language acquisition

A2. Recognize the difference between first and second language acquisition and its effects on learning and teaching

A3. Benchmark language development against communication milestones

Course Content:

This course will cover the following topics:

Topics may include:
- Concepts of first and second language acquisition
- History of language acquisition theory
- TESOL best-practices
- Communication across the lifespan
- Typical/atypical communication milestones
- How to read qualitative and quantitative research papers in language acquisition research
- Social, cultural and cognitive approaches to language development
- Specific theories and pedagogical practices related to the acquisition of grammar, vocabulary, phonetics, phonology and pragmatics

Values:

V1. Appreciate how English language proficiency can support participation in Australian society

V2. Appreciate that language learning is a highly complex, individual and personal experience

V3. Value difference, diversity and non-English speaking language backgrounds

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](LT1228) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2 S1, S2 A1, A2	AT1 AT2 AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	N/A	N/A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, S1, S2, A1, A2	AT1, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, S1, S2, A1, A2	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, S2	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3 S1 A1, A2	Forum discussion posts related to weekly course content	Portfolio	10-20%
K1, K2, K4 S1, S2 A1, A2,	Essay: On a topic in the field of Language Acquisition and Development	Written task	50-60%
K1, K2, K3 S1, S3 A1, A2	Summary and analysis of a current Research Paper in Language Acquisition and Development	Oral Presentation	30-40%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)