



ORIGINAL COURSE IMPLEMENTATION DATE: January 2004
 REVISED COURSE IMPLEMENTATION DATE: May 2025
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: LING 202	Number of Credits: 3 Course credit policy (105)										
Course Full Title: Language Acquisition Course Short Title: Language Acquisition											
Faculty: Faculty of Humanities	Department (or program if no department): Modern Languages										
Calendar Description: Explores theoretical principles of child, bi/multilingual, and second language acquisition. Students engage in discussions, case studies, and hands-on activities to analyze factors shaping language acquisition: age, environment, cognition, social context, motivation, and attitudes. Emphasis on real-world applications.											
Prerequisites (or NONE):	LING 101.										
Corequisites (if applicable, or NONE):	None.										
Pre/corequisites (if applicable, or NONE):	None.										
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: None Cross-listed with: None Equivalent course(s): None <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 36										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>	Lecture/seminar	30	Tutorials/workshops	15					Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	30										
Tutorials/workshops	15										
Total hours	45										
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>										
Department approval	Date of meeting: April 19, 2024										
Faculty Council approval	Date of meeting: May 31, 2024										
Undergraduate Education Committee (UEC) approval	Date of meeting: September 27, 2024										

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Analyze theoretical principles of child, bi/multilingual, and second language acquisition.
2. Evaluate factors influencing language acquisition: age, environment, cognition, social context, motivation, and attitudes.
3. Apply knowledge of language acquisition theories to real-world scenarios.
4. Compare and contrast language acquisition processes across different contexts.
5. Create strategies for effective language instruction based on the understanding of language acquisition principles.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Holistic assessment:	10%	Quizzes/tests:	30%	%
Assignments:	20%	Project:	40%	%

Details:

Holistic assessment: learning contribution reflective self-evaluation (10%)

Assignments: micro-themes + 1-3 min. video or infographic (20%)

Quizzes: 5x6%

Final project: outline (10%), research project delivered via essay, video essay, or podcast (25%), summary (5%)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Students will engage in various modes of learning, such as presentations, lectures, guest speakers, hands-on activities, digital media, collaborative and self-directed work. This class sometimes employs a "flipped classroom" teaching method with group work, exercises, and workshops.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Meisel, J.	<i>First and Second Language Acquisition</i>	2012
2. Textbook	Ibbotson, P.	<i>Language Acquisition</i>	2022
3. Textbook	Lightbrown & Spada	<i>How Languages are Learned</i>	2021
4. Online resource	Stó:lō Upriver Halq'eméylem language program websites	www.Stoloshxweli.org , www.FirstVoices.com	

Course Content and Topics

- Biological bases of language development
 - Exploring the human language faculty
- First language acquisition
 - Universal grammar and the language acquisition device
 - Principles and parameters
 - Theories of first language acquisition
 - Milestones of first language development
 - Phonological, syntactic, and lexical development
 - The role of social interaction and input
 - Critical period hypothesis
 - Incomplete language acquisition
 - Heritage language acquisition
 - Language development in special populations
- Second language learning, teaching and bilingualism
 - Theories of second language acquisition
 - Second language acquisition process
 - Phonological, syntactic and lexical development
 - Interlanguage grammars
 - External factors affecting second language acquisition
 - Bilingualism and bilingual education
 - Individual differences
 - L2 learning and the sociocultural dimension
- Similarities and differences between first and second language acquisition