



Course Specification

(Postgraduate Programs)

Course Title: Language Pedagogy and Curriculum Development

Course Code: 6526 ENG-3

Program: Master of Arts in Applied Linguistics

Department: English Department

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: September 28, 2024



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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 2/ 1st. year)

4. Course General Description:

This course provides an in-depth exploration of the principles and practices involved in designing, developing, and evaluating effective language curricula. Learners will engage in the systematic planning of language instruction, including the formulation of educational goals, the selection of relevant content, and the design of instructional strategies and assessment methods. Emphasizing both theory and practical application, the course covers key methodologies for language teaching, various pedagogical approaches, and strategies for fostering language acquisition in diverse learning environments. Through a focus on curriculum design, implementation, and evaluation, learners will develop the skills to create language programs that meet the diverse needs of learners and enhance their linguistic proficiency. By the end of the course, learners will be equipped with the tools to critically assess and adapt language instruction to optimize learning outcomes in varied educational contexts.

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

6521 ENG-3 (Concepts in Applied Linguistics)

6. Pre-requirements for this course (if any): **N/A**

7. Course Main Objective(s):

The main objective of this course is to foster learners' ability to align content and language pedagogy standards to design effective lesson plans across students' varied levels of language proficiency, specifically aiming to:

- Equip educators with the skills to systematically plan, design, and evaluate language curricula that align with pedagogical standards and educational goals, addressing the diverse linguistic needs of learners.
- Enable learners to align language pedagogy with content standards, creating coherence between instructional strategies, learning objectives, and assessment methods that support language acquisition.
- Develop the ability to create differentiated lesson plans adaptable to students' varied levels of language proficiency, utilizing diverse instructional techniques to accommodate different learning styles and cultural backgrounds.
- Emphasize practical, real-world, communicative language use in lesson planning, encouraging educators to design activities that allow students to apply language skills in authentic, meaningful contexts.





- Train learners to develop effective assessment tools and provide constructive feedback that enhances students' language proficiency and builds their confidence in language use.
- Equip learners with the tools to create inclusive and supportive language learning environments that promote student engagement, motivation, and long-term language development.
- Develop learners' ability to critically evaluate and adapt language instruction programs based on research and learner outcomes, ensuring the continuous improvement of teaching methods and curriculum design.

2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|--|---------------|------------|
| 1 | Traditional classroom | | |
| 2 | E-learning | | |
| 3 | Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning | 36 9 | 80% 20% |
| 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 PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|--|---------------------|
| 1.0 | Knowledge and understanding | | | |
| 1.1 | Demonstrate an advanced understanding of a range of pedagogical approaches | K1 | • lectures and theoretical discussions | case study analysis |



| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|---|---------------------------------------|--|---|
| | and critically evaluate their effectiveness in addressing the diverse linguistic, cognitive, and cultural needs of language learners across different proficiency levels. | | <ul style="list-style-type: none"> • case studies and examples • group discussions and peer learning • workshops and practical simulations • guest lectures | <ul style="list-style-type: none"> • lesson plan design • oral presentations and article critique Exams |
| 1.2 | Master the interconnections between curriculum design, instructional strategies, and learner outcomes, demonstrating the ability to critically analyze and synthesize how diverse pedagogical approaches influence language acquisition and proficiency development across varied learner demographics. | K1 & K2 | <ul style="list-style-type: none"> • interactive lectures and theoretical exploration • case-based learning and real-world application • group discussions and peer feedback • curriculum design workshops | <ul style="list-style-type: none"> -exams • curriculum design project • case study evaluations • lesson plan presentations |
| 1.3 | Gain a thorough and advanced understanding of the core principles and theoretical frameworks in language pedagogy and curriculum development, demonstrating the ability to critically evaluate methodologies and standards that shape effective language instruction. | K3 | <ul style="list-style-type: none"> • lectures and theoretical framework exploration • case study analysis and application • group discussions and peer review • curriculum evaluation workshops • reflective journaling and critical thinking exercises | <ul style="list-style-type: none"> • exams case study reviews • curriculum analysis projects • oral presentations on pedagogical theories |
| 2.0 | Skills | | | |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|--|--|
| 2.1 | Cultivate advanced skills in designing and delivering dynamic, interactive, and communicative language lessons that foster active learner participation, enhance language proficiency, and promote meaningful real-world application of language skills. | S1 | <ul style="list-style-type: none"> • interactive workshops and lesson design exercises • simulations and role-playing activities • group work and collaborative lesson planning • peer teaching and feedback sessions • observations and video analysis of language classrooms | <ul style="list-style-type: none"> • exams • lesson plan design and implementation • peer teaching evaluations • classroom simulations and role-play assessments • exams • reflective journals or portfolios on teaching practices • oral presentations on lesson design strategies |
| 2.2 | Apply advanced pedagogical theories in designing innovative, learner-centered language curricula that optimize instructional effectiveness and actively enhance learner engagement and language acquisition outcomes in diverse classroom settings. | S2 | <ul style="list-style-type: none"> • case studies and analysis of innovative curricula • workshops on learner-centered curriculum design • group discussions and collaborative curriculum planning • practical simulations of classroom scenarios • reflective journals and self-assessment | <ul style="list-style-type: none"> • exams • curriculum design projects • case study evaluations • presentation on innovative curriculum design • peer and instructor feedback on curriculum proposals |



| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------------|--|---------------------------------------|---|---|
| 2.3 | Evaluate the effectiveness of language curricula through data-driven analysis and learner feedback, making informed and strategic adjustments to enhance instructional quality and better meet the evolving needs of students. | S3 | <ul style="list-style-type: none"> • data analysis workshops • case studies on curriculum evaluation • group discussions on learner feedback interpretation • practical sessions on curriculum adjustments | <ul style="list-style-type: none"> • exams • data-driven curriculum evaluation reports • case study analysis of curriculum effectiveness • curriculum improvement proposals • oral presentations on strategic curriculum adjustments |
| 3.0 | Values, autonomy, and responsibility | | | |
| 3.1 | Exemplify a strong commitment to ethical teaching practices and professional standards, fostering an inclusive and respectful learning environment that prioritizes the welfare, dignity, and diverse needs of all students. | V1 | <ul style="list-style-type: none"> • case studies on ethical dilemmas in teaching • group discussions on professional standards and ethics • role-playing scenarios on inclusive teaching practices • reflective journals on ethical decision-making • workshops on creating inclusive learning environments | <ul style="list-style-type: none"> • case study analysis on ethical teaching practices • reflective journals on professional standards and inclusivity |
| 3.2 | Commit to continuous professional development by actively seeking opportunities to enhance | V2 | <ul style="list-style-type: none"> • workshops on professional development planning | <ul style="list-style-type: none"> • professional development plans and goals • |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|--|---|
| | teaching practices, staying informed about current research in language pedagogy, and reflecting on one's own teaching to promote lifelong learning and growth as an educator. | | <ul style="list-style-type: none"> • research seminars on current trends in language pedagogy • reflective journals on personal teaching practices • group discussions on lifelong learning strategies • | <ul style="list-style-type: none"> • reflective portfolios on teaching growth and self-improvement • presentations on strategies for lifelong learning • |
| 3.3 | Embrace cultural diversity in the language classroom by promoting inclusivity, respect, and sensitivity towards learners' linguistic and cultural backgrounds, fostering an environment that values and supports diverse perspectives. | V3 | <ul style="list-style-type: none"> • case studies on culturally responsive teaching • group discussions on promoting inclusivity and respect • workshops on designing culturally inclusive lessons • role-playing scenarios to address cultural sensitivity • | <ul style="list-style-type: none"> • case study analysis on inclusive teaching practices • lesson plans incorporating cultural diversity • oral presentations on strategies for fostering cultural sensitivity |

C. Course Content:

| No | List of Topics | Contact Hours |
|----|--|---------------|
| 1. | Language Curriculum Design: An Overview and Approaches | 3 |
| 2. | Environment analysis and Needs Analysis | 3 |
| 3. | Principles, Goals, Content and Sequencing | 3 |
| 4. | Format and Presentation | 3 |
| 5. | Evaluation, Monitoring and Assessment | 6 |
| 6. | Adopting and Adapting an Existing Course Book | 3 |
| 7. | Developments in Language Teaching Research | 6 |





| | | |
|--------------|---|-----------|
| 8. | Focus on the Teacher | 3 |
| 9. | Focus on the Learner | 3 |
| 10. | Investigating the Performance of Tasks | 6 |
| 11. | Interaction and L2 Learning in the Classroom | 3 |
| 12. | Instruction, Individual Differences and L2 Learning | 3 |
| Total | | 45 |

D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|----|--|--------------------------------|--------------------------------------|
| 1. | Midterm Exam | 8 | 20 |
| 2. | Phased curriculum design project (including assignments on needs analysis, learning goals, principles, content selection, instructional strategies, assessment tools, and curriculum evaluation) | Continuous Assessment | 30 |
| 3. | Article presentation and critique | Continuous Assessment | 10 |
| 5. | Final Exam | 15 | 40 |

*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>Macalister, J., & Nation, I. P. (2019). <i>Language curriculum design</i>. Routledge. https://doi.org/10.4324/9780429203763</p> <p>Ellis, R. (2012). <i>Language teaching research and language pedagogy</i>. John Wiley & Sons. https://t.ly/zdobA</p> |
| Supportive References | <p>Eckstein, G., Evans, N. W., Hartshorn, K. J., & McMurry, B. L. (2022). <i>Curriculum development for intensive English programs: A contextualized framework for language program design and implementation</i>. Routledge. https://doi.org/10.4324/9781003306122</p> <p>Mihai, F., & Purmensky, K. (2016). <i>Course design for TESOL: A guide to integrating curriculum and teaching</i>. University of Michigan Press.</p> |





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|---------------------------------|--|
| Electronic Materials | Indriana, P. (2024). Curriculum design and lesson planning. <i>Teaching English as a Foreign Language (TEFL)</i> , 46-60. https://t.ly/Gt3Hd |
| Other Learning Materials | Journal of Curriculum & Pedagogy https://www.tandfonline.com/journals/ujcp20 |

2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|---|---|
| facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | <ul style="list-style-type: none"> Classrooms equipped with audio-visual aids to facilitate lectures and presentations. Library facilities E-learning and virtual classrooms |
| Technology equipment (Projector, smart board, software) | <ul style="list-style-type: none"> Projector for displaying presentations and micro-teaching lessons Smart Board for engaging students in collaborative learning |
| Other equipment (Depending on the nature of the specialty) | |

F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
|--|---|--|
| Effectiveness of teaching | Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations. | Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys. |
| Effectiveness of students' assessment | Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback. | Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback. |
| Quality of learning resources | Reviewed by faculty and program leaders based on student feedback and peer reviews. | Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards. |
| The extent to which CLOs have been achieved | Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios. | Measured through student performance on course exams, quizzes, assignments, and projects is directly linked to specific CLOs, and indirect methods like student self-assessment and surveys. |





| Assessment Areas/Issues | Assessor | Assessment Methods |
|-------------------------|----------|--------------------|
| Other | | |

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

| | |
|---------------------------|----------------------------|
| COUNCIL /COMMITTEE | English Department Council |
| REFERENCE NO. | 1/5/46 |
| DATE | October 14, 2024 |

