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| Course Title: **Practicum** |
| Course Code: **6531 ENG-3** |
| Program: **Master of Arts in Applied Linguistics** |
| Department: **Department of English Language** |
| College: **College of Languages and Translation** |
| Institution: **King Khalid University** |
| Field Experience Version Number: 1 |
| Last Revision Date: September 28, 2024 |

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# **A. Field Experience Details:**

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| 1. Credit hours: ( 3 Hours ). | | |
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| 2. Level/year at which Field Experience is offered: (3rd /2 ). | | |
|  | | |
| 3. Time allocated for Field Experience activities | | |
| 12 Weeks | ( 24 )Days | (120) Hours |
| 4. Corequisite (or prerequisites, if any) to join Field Experience | | |
| 6521 ENG-3 Concepts in Applied Linguistics | | |
| 5. Mode of delivery | | |
| In-person/onsite | hybrid (onsite/online) | Online |

# **B.** **Field Experience Course Learning Outcomes (CLOs), Training Activities and Assessment Methods**

| **Code** | **Learning Outcomes** | **Aligned PLO Code** | **Training Activities** | **Assessment Methods** | **Assessment Responsibility** |
| --- | --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | | |
| 1.1 | Develop suitable pedagogical decisions based on a current repertoire of language teaching approaches and methods which are suitable for TESOL contexts (i.e. age, setting, location, and learner background). | K1 | * Lectures   Assigned lesson plan sessions | The teacher’s practicum experiences are comprehensively documented in the portfolio, which also include materials from the practicum, lesson plans, practice teaching sessions report, entirely finished observation tasks, practicum preparation activities. | Associate Assessor Teacher |
| 1.2 | Identify and come up with solutions for particular language-related issues that English language learners at various proficiency levels might run across. | K1 | * In class demos * Case studies   Group discussions | The Associate Teacher (AT) develops a formative checklist tool to create an action plan that will help the Teacher Candidate (TC) advances through practicum. | Associate Assessor Teacher |
| 1.3 | Plan and implement knowledge and skills required by the teaching and training profession. | K2 | * Various class demos | Midway during the practice teaching block, the associate teacher must complete the Formative Assessment, which consists of a checklist. Along with identifying areas that need more work, the formative assessment can also be utilized to inform the teacher candidate's professional growth/ maturity. | Associate Assessor Teacher |
| … |  |  |  |  |  |
| **2.0** | **Skills** | | | | |
| 2.1 | Analyze and resolve work-related issues based on knowledge of international systems and parallels between educational approaches. | S1 | * Workshops | The designation of "meeting expectations" ought to be incorporated as a fundamental result of the practice teaching, given that a higher proportion of teaching is anticipated during the latter part of the training placement. | Teacher in charge & Associate Assessor Teacher |
| 2.2 | Analyze teaching strategies that effectively support the learning process and examine instructional techniques to accommodate variety such as learning variances, learner exceptionality, and special needs considerations. | S2 | * Train students on how learner and professional feedback is used to guide adjustment of teaching strategies. * demos and trainings   Peer feedback sessions. | The AT assesses the performances of the TCs during their trainings to test their abilities of using different teaching methods and strategies which meets the learners’ needs. | Associate Assessor Teacher |
| 2.3 | Utilize all receptive and productive English language skills at an advanced level with fluency and accuracy to facilitate productive daily and academic communication. | S1 | - Apply training sessions  - Peer monitoring. | - The AT monitors the TC awareness in integrating objectives, methods and appropriate assessment techniques in the daily lesson plan to teach the 4 basic language skills. | Associate Assessor Teacher |
| … |  |  |  |  |  |
| **3.0** | **Values, autonomy, and responsibility** | | | | |
| 3.1 | Demonstrate, in learning situations, awareness of individual, multi (cultural, and psycho-social diversity and be able to adjust to various local contexts. | V1 | * Examine problems and make conclusions based on professional, ethical, and legal standards. * Ethical standards   Reflective discussions | Set a summative assessment method to measure results that have predictive values on each teaching stage among teacher candidate (TC). | Associate AssessorTeacher & Principal of school. |
| 3.2 | Foster a climate of positivity in the classroom by encouraging creativity, empathy, collaboration, and equity. | V2 | * Use instructional tactics and concepts in a local educational or training center. * Group projects with   Peer assessments | The Associate Teacher (AT) develops with the teacher candidate (TC) an appropriate and direct collaborative relationships within the school community. | Associate Assessor |
| 3.3 | Relate curriculum development to the local community's needs, policies, and plans to approach language and language-related challenges that arise from global English contexts from a critical and intercultural standpoint. | V3 | * Independent research tasks   Supervised study | Assessing the work ethics with others to address diversity and equity, and adjusts the institution with improvement plan(s). | Associate Assessor Teacher & Principal of school. |
|  |  |  |  |  |  |

\*Assessment methods (i.e., practical test, field report, oral test, presentation, group project, essay, etc.).

# **C. Field Experience Administration**

**1. Field Experience Flowchart for Responsibility**

Including units, departments, and committees responsible for field experience identifying by the interrelations.

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| Teaching staff in Applied Linguistics and Assistant Professors with CELTA, TESOL, and TEFL Certificates.  Field Assessors.  Teaching Supervisor from Education Academy.  Vice- dean of Academic Affairs. |

**2. Distribution of Responsibilities for Field Experience Activities**

| **Activities** | **Department or College** | **Teaching Staff** | **Student** | **Training**  **Organization** | **Field**  **Supervisor** |
| --- | --- | --- | --- | --- | --- |
| Selection of a field experience site | Postgraduate site | Follow up students during their trainings | Number of students should not exceed 12 Students. | Main Campus/ Primary, Secondary Schools | The field supervisor should hold at least an experience of 10 years in different schools and a Certificate in Teaching English |
| Selection of supervisory staff | Teaching Staff with a bold teaching experience | TEFL / TESOL Experienced teachers | - | Main Campus/ Primary, Secondary Schools | The field supervisor should hold at least an experience of 10 years in different schools and a Certificate in Teaching English |
| Provision of the required equipment | College administartion | Field Assessor | Students Needs | Main Campus and Scools | Teaching Staff |
| Provision of learning resources | College Library | Providing Learning Resources. | - | **-** | Deaprtment and College |
| Ensuring the safety of the site | College/ Department | - | - | Main Campus/ Training Schools | Associate Teacher/ and School Principals. |
| Commuting to and from the field experience site | College and University Facilities Deanship | - | - | School Principal | **-** |
| Provision of support and guidance | College and department | Field Trainer | - | Department and College Facilities Unit | Field Experts |
| Implementation of training activities  (duties, reports, projects ...) | Graduate Program Vice dean at the College | Evaluation Forms  -Questionnaires to assess the field training | - | Department and College Facilities Unit | Expert Assessors**.** |
| Follow up on student training activities | Teaching Staff | Field Assessor | - | Associate teachers | Expert Assessors |
| Monitoring attendance and leave | Teaching Staff/ Registrar | Teaching Staff | - | Department /school | Field Assessor |
| Assessment of learning outcomes | Program Quality Units | Teaching Staff | - | Department /school | Field Assessor/  Expert Assessors |
| Evaluating the Quality of Field Experience | Training Unit/ School Supervisor | Teaching Staff | Provide feddback regarding their teaching Practices | Schools and Training Sites | Field Assessor. |
| Others (specify) |  |  |  |  |  |

**3. Field Experience Location Requirements**

| **Suggested Field Experience Locations** | **General Requirements\*** | **Special Requirements\*\*** |
| --- | --- | --- |
| Training Centers | Equipped Schools | Labs, and Technological Facilities |
|  |  |  |

\* E.g., Provides information technology, equipment, laboratories, halls, housing, learning sources, clinics … etc.

\*\* E.g., Criteria of the institution offering the training or those related to the specialization, such as safety standards, dealing with patients in medical specialties … etc.

**4. Decision-Making Procedures for Identifying Appropriate Locations for Field Experience**

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| --- |
| Coordinating with Education Administration at Assir Region Training Centers. |

**5. Safety and Risk Management**

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| --- | --- | --- |
| **Potential Risks** | **Safety Actions** | **Risk Management Procedures** |
| Expulsion of training centers without compelling reasons. | Contract an agreement with food caterers, and hospitals. | Select food carterers Agency and hospitals with a prior agreement. |
| Minor / Major injuries or accidents during the training sessions. | Contract a prior agreement with the departments in charge like hospitals, safety units at the university. | Sign an agreement with the Training Centers Safety Units and Hospitals. |
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# **D. Training Quality Evaluation**

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Effectiveness of teaching Practice | Associate Teacher/ Teaching Field Experts | Observations: Pass/ Fail |
| Classroom Management | Associate Teacher/ Teaching Field Experts | Observations: Pass/ Fail |
| Achieving Course Learning Outcomes | Associate Teacher/ Teaching Field Experts | Observations: Pass/ Fail/ |
| Teaching- learning Portfolios | Associate Teacher/ Teaching Field Experts | Portfolios: Pass/ Fail |
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|  |  |  |
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**Evaluation areas** (e.g., Effectiveness of Training and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

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

**Assessment Methods** (Direct, Indirect)

# **E. Specification Approval Data**

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| --- | --- |
| **Council /Committee** | **English Department Council** |
| **Reference No.** | **1/5/46** |
| **Date** | **October 14, 2024** |

