Assessment Plan for Measuring the PLOs of the Master of Arts in Teaching English as a Foreign Language for the years 1443-1444 AH

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PROGRAM PROFILE

Program Title	Master of Arts in Teaching English as a Foreign Language (MATEFL)		
Department	English Department		
College	College of Languages and Translation		
Duration	2 years		
Program Teaching Locations	Student Number		Total
	Females	Males	
	8	1	9

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The learning outcomes measurement committee was formed as follows:

Table 1: Formation of the Committee for Measuring Learning Outcomes

	Name	Role
1	Dr. Eman Alzaanin	Development, Quality, and Academic Plans Unit Chair
2	Dr. Dina Ali	MATEFL Coordinator
3	Ms. Irin Sultana	MATEFL Committee Member

Tasks of the committee for measuring the MATEFL program learning outcomes (PLOs) for 1444.

- Review the program's learning outcomes matrix and align program learning outcomes with course content and select specific courses to measure the achievement of these outcomes.

- Develop a timeline for measuring the learning outcomes of the MATEFL program over two years, with two to three outcomes assessed per semester.

- Determine the assessment methods for each learning outcome, as outlined in the course specifications, ensuring consistency with the program's overall objectives.

- Set performance indicators for each outcome according to specific standards, which include:

  1. Aligning the indicator value with the nature of the master's level, where admission is based on stringent criteria that ensure the excellence of enrolled students.

  2. Requirements for pursuing a PhD mandate that students achieve a minimum grade of "Very Good" in their master's degree.

To measure the learning outcomes for the batch of students who started in 1443AH and graduated in 1444 over four semesters, the process would typically follow a structured approach, as outlined below:

1. **Establish the Learning Outcomes and Assessment Plan**

- The learning outcomes for each course and level must be identified, which are generally aligned with the PLOs defined at the start of the program.

- In 1443, the first and second level courses would focus on foundational knowledge and skills. These include introductory concepts and core subjects of the program, typically knowledge and understanding of English language structures and pedagogical methods, as seen in the MATEFL program.

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2. **Design and Administer Assessments in 1443**

- For the first and second semesters (1443), learning outcomes were assessed in courses focused on basic and intermediate levels. These included advanced grammar, phonetics, academic writing, and early TEFL courses.

- Assessments for these courses included written exams, research projects, case studies, presentations, and role-playing exercises that evaluated foundational knowledge and initial skills (e.g., K1: critical analysis of English structures, K2: pedagogical theories).

- **Evaluate the Outcomes of 1443**

   The results for the first year were evaluated based on students' performance in these courses. Target performance indicators were set for knowledge and skills acquisition, with a focus on the mastery of basic TEFL knowledge and understanding.

- Tools such as peer feedback, reflective journals, and formative assessments ensured a continuous review of progress. For instance, K1 learning outcome aimed for an 85% target, assessing students' ability to articulate a comprehensive understanding of language components.

3. **Transition to Advanced Learning in 1444**

- In the second year (1444), the focus shifted to more advanced levels (third and fourth semesters). The learning outcomes now covered more complex areas such as curriculum design, language assessment, teaching methods, and research capabilities.

- Specific courses like classroom discourse analysis, curriculum design, and research methods/research project aimed to integrate theory and practice. The learning outcomes S5 (research), S3 (lesson planning), and S4 (adaptive teaching) were targeted to ensure students developed both research and advanced practical teaching skills.

4. **Advanced Assessments in 1444**

- The measurement for advanced courses involved more comprehensive and applied assessments such as independent research projects, microteaching, lesson observation, and curriculum development.

- For example, students had to demonstrate their ability to conduct and critique TEFL research (S5) and innovate in lesson planning and curriculum development (S3), as seen in course assessment plans.

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5. **Final Evaluation and Outcome Comparison**

- At the end of the program (1444), the results from both years were compiled and analysed to determine if the students met the learning outcome targets. The program's committee reviewed whether the established targets, such as achieving a minimum of 85% in both foundational knowledge (e.g., K1, K2, K3) and advanced skills (e.g., S1, S2, S3, S5) and vales (V1, V2, V3) were met.

- The results from the final evaluation were used to assess the overall success of the program, ensuring that students were adequately prepared for real-world TEFL contexts, as evidenced by meeting or exceeding performance targets for knowledge, skills, and values.

Measurement Plan Timeline for the first batch of graduates who successfully completed the programme in 1444 AH

Course Code	Course Title	Level	Academic Year
6201 TEFL-3	Advanced English Grammar	1	1443
6202 TEFL-3	Academic Reading and Writing	1	1443
6203 TEFL-3	Speech Workshop Seminar	1	1443
6410 TEFL-3	Phonetics and Phonology	1	1443
6501 TEFL-3	Teaching English to Young Learners	2	1443
6502 TEFL-3	Teaching English as a Foreign Language	2	1443
6503 TEFL-3	Second Language Acquisition	2	1443
6504 TEFL-3	Language Assessment	2	1443
6505 TEFL-3	Teaching English for Special Purposes	3	1444
6506 TEFL-3	Curriculum Design and Materials Development	3	1444
6507 TEFL-3	Technology for Teaching and Learning English	3	1444

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6508 TEFL-3	Research Methods in English Language Teaching	3	1444
6509 TEFL-3	Classroom Discourse Analysis	4	1444
6510 TEFL-3	Practicum	4	1444
6511 TEFL-3	Project	4	1444

Program learning Outcomes Mapping Matrix:

Program Learning Outcomes: *	
Knowledge and Understanding:	
K1 (1.1)	Articulate a comprehensive understanding of the English language by critically analyzing its structural, semantic, and pragmatic components.
K2 (1.2)	Explain and contrast major pedagogical theories, approaches, and methodologies used in TEFL tailored to English for general purposes, specific purposes, and for young learners.
K3 (1.3)	Describe and evaluate the major theories, models, and stages of language acquisition, highlighting their implications in TEFL contexts.
Skills:	
S1 (2.1)	Critically analyse language needs and proficiency of learners, devising specific strategies and targeted interventions to enhance their English acquisition processes.
S2 (2.2)	Implement rigorous and varied assessment techniques, providing constructive feedback to foster students' continual growth in English proficiency.
S3 (2.3)	Utilize contemporary language teaching methodologies to innovatively plan lessons, design engaging activities, and critically evaluate the effectiveness of curricula and instructional resources.
S4 (2.4)	Foster active learner engagement by implementing adaptive teaching strategies grounded in contemporary, research-based pedagogical principles
S5 (2.5)	Conduct and critique research in the field of TEFL, demonstrating the ability to identify areas of inquiry, synthesize literature, and contribute to the advancement of the discipline.

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Values, Autonomy, and Responsibility:

V1 (3.1)	Uphold the highest standards of professionalism and academic integrity, fostering an environment of mutual respect with students, peers, and administrators.
V2 (3.2)	Uphold and promote the highest ethical standards of the educational community and institution, setting a benchmark through one's actions and interactions.
V3 (3.3)	Foster a collaborative educational environment, prioritizing empathy and open communication with peers, students, and their families.
V4 (3.4)	Demonstrate a commitment to continuous professional development, staying updated with global advancements in the TEFL field, seeking opportunities for self-evaluation and lifelong learning.

Course code & No.	Program Learning Outcomes											
	Knowledge and understanding			Skills					Values, Autonomy, and Responsibility			
	K1	K2	K3	S1	S2	S3	S4	S5	V1	V2	V3	V4
6201TEFL-3 Advanced English Grammar	M			I					I	I	I	I
6202TEFL-3 Academic Reading and Writing	M							P	P	P	I	I
6203TEFL-3 Speech Workshop Seminar	M								I	P	P	P
6410TEFL-3 Phonetics and Phonology	M								P	P	I	P
6501TEFL-3 Teaching English to Young Learners		M	M	P		M	P		P	P	M	P
6502TEFL-3 Teaching English as a Foreign Language		M		M		M	P		P	P	P	M

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Course code & No.	Program Learning Outcomes											
	Knowledge and understanding			Skills					Values, Autonomy, and Responsibility			
	K1	K2	K3	S1	S2	S3	S4	S5	V1	V2	V3	V4
6503TEFL-3 Second Language Acquisition		M	M	M				P	P	P	M	M
6504TEFL-3 Language Assessment		M		M					P	M	M	P
6505TEFL-3 Teaching English for Special Purposes		M		M	P	M	P		M	M	I	P
6506TEFL-3 Curriculum Design and Materials Development				M	P	M	P		M	M	P	M
6507TEFL-3 Technology for Teaching and Learning English		M				M	P		M	M	P	I
6508TEFL-3 Research Methods in English Language Teaching								M	M	M	M	M
6509TEFL-3 Classroom Discourse Analysis		M		M	M	P	P	M	M	P	P	P
6510TEFL-3 Practicum		M		M	M	M	M		M	M	M	M
6511TEFL-3 Project								M	M	M	M	M

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MATEFL's PLOs Measurement Plan for 1444 AH

Mapping Matrix Aligning the Learning Outcomes to the Teaching Strategies and to the Assessment Methods

Learning Outcomes	Teaching Strategies	Assessment Methods
K1: Articulate a comprehensive understanding of the English language by critically analyzing its structural, semantic, and pragmatic components.	• Advanced linguistic courses focusing on linguistic theory and real-world application. • Case study analysis of linguistic phenomena. • Research-based projects on language structures. • Peer-led discussions on specific linguistic topics.	• Written exams assessing knowledge of English structures. • Case study analysis reports. • Research papers on language components. • Class presentations explaining structural, semantic, and pragmatic aspects.
K2: Explain and contrast major pedagogical theories, approaches, and methodologies used in TEFL, tailored to English for general purposes, specific purposes, and for young learners.	• Comparative studies of pedagogical theories using real-life examples. • Practical application workshops for different teaching methods. • Microteaching sessions with feedback.	• Reflective journals comparing different teaching approaches. • Curriculum development projects tailored to specific TEFL contexts. • Microteaching sessions with peer and instructor feedback. • Oral exams discussing pedagogical theories.

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Learning Outcomes	Teaching Strategies	Assessment Methods
	• Collaborative learning through group projects on theory application.	
K3: Describe and evaluate the major theories, models, and stages of language acquisition, highlighting their implications in TEFL contexts.	• Interactive thematic modules on language acquisition. • Case study analysis of learners' language development. • Group discussions and debates on language acquisition models. • Research assignments investigating specific acquisition stages.	• Critical essays evaluating language acquisition models. • Case studies of learner language progress with recommendations. • Research-based presentations on language acquisition theories. • Group debates on real-world implications of language acquisition models.
S1: Critically analyze language needs and proficiency of learners, devising specific strategies and targeted interventions to enhance their English acquisition processes.	• Workshops on diagnostic assessment methods. • Case studies focused on learner needs analysis. • Strategy development exercises based on diagnostic data. • Role-play scenarios that simulate student needs and interventions.	• Case study analysis with tailored intervention strategies. • Practical diagnostic assessments with real or simulated learners. • Intervention plans developed for individual learner profiles. • Role-play assessments to test intervention strategies in practice.
S2: Implement rigorous and varied assessment techniques, providing constructive feedback to foster students' continual growth in English proficiency.	• Training sessions on varied assessment techniques (formative, summative).	• Curriculum-based assessment projects, where students design language tests.

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Learning Outcomes	Teaching Strategies	Assessment Methods
	• Peer feedback workshops for practical experience. • Sessions on designing effective assessment tools. • Evaluation of real-world language assessment methods.	• Peer and self-assessment exercises. • Case study-based assessments of real learner data. • Formative and summative feedback exercises with simulated learners.
S3: Utilize contemporary language teaching methodologies to innovatively plan lessons, design engaging activities, and critically evaluate the effectiveness of curricula and instructional resources.	• Seminars on contemporary TEFL methodologies. • Lesson planning workshops with peer reviews. • Critical evaluation of existing teaching resources and curricula. • Case studies focused on instructional design.	• Curriculum development projects, including lesson plans, activities, and resources. • Peer-reviewed microteaching sessions. • Lesson observation assessments and feedback. • Evaluation projects critiquing current curricula and suggesting improvements.
S4: Foster active learner engagement by implementing adaptive teaching strategies grounded in contemporary, research-based pedagogical principles.	• Workshops on adaptive and differentiated teaching techniques. • Research-based discussions on learner engagement strategies. • Real-world practicum experiences to test adaptive teaching methods.	• Practicum teaching with real-world feedback on engagement strategies. • Classroom case studies analyzing learner engagement. • Reflection papers on adaptive teaching experiences.

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Learning Outcomes	Teaching Strategies	Assessment Methods
	• Interactive lectures on active learning and student-centred approaches.	• Simulation-based assessments where students implement engagement strategies.
S5: Conduct and critique research in the field of TEFL, demonstrating the ability to identify areas of inquiry, synthesize literature, and contribute to the advancement of the discipline.	• Research methodology courses with a focus on TEFL. • Literature review workshops. • Research design seminars guiding students through the research process. • Research colloquia for presenting findings and receiving feedback.	• Independent research projects, including literature review, data analysis, and findings. • Research paper submissions. • Peer-reviewed research critiques. • Conference-style presentations on original research.
V1: Uphold the highest standards of professionalism and academic integrity, fostering an environment of mutual respect with students, peers, and administrators.	• Workshops on professionalism and ethics in education. • Case studies of ethical dilemmas in the classroom. • Role-play exercises simulating real-world professional challenges. • Peer discussions on maintaining professional standards.	• Reflective journals on professional growth and ethical decision-making. • Case studies involving ethical scenarios, with group analysis. • Self and peer evaluations of professional conduct. • Professionalism assessment during practicum experiences.
V2: Uphold and promote the highest ethical standards of the educational community and institution, setting a benchmark through one's actions and interactions.	• Case study analysis • role-playing • reflective journals	• Reflective journals • Case study analysis • Role-playing evaluations

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Learning Outcomes	Teaching Strategies	Assessment Methods
	- ethics workshops - group discussions - mentorship and observation - collaborative projects - peer review and feedback - debates on ethical issues - institutional policy analysis - scenario-based learning - self-assessment exercises	- Peer assessments - Self-assessments - Ethical debates - Presentations on institutional policies - Portfolio assessments - Mentor or supervisor feedback
V3: Foster a collaborative educational environment, prioritizing empathy and open communication with peers, students, and their families.	- Group projects - Peer teaching - Collaborative learning activities - Role-playing for empathy building - Open dialogue and communication workshops - Family involvement activities - Reflective group discussions - Conflict resolution role-playing - Active listening exercises - Community building activities - Cross-cultural communication training	- Peer feedback - Role-playing exercises - Reflective journals - Collaborative presentations - Parent/family interaction simulations - Self-assessment of collaborative skills - Observation and feedback from mentors or supervisors - Conflict resolution exercises - Classroom discussions

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Learning Outcomes	Teaching Strategies	Assessment Methods
	• Group self-assessment and reflection	
V4: Uphold and promote the highest ethical standards of the educational community and institution, setting a benchmark through one's actions and interactions.	• Case study analysis • Role-playing ethical scenarios • Reflective journals on ethical practices • Ethics seminars and workshops • Group discussions on ethical issues • Mentorship and observation of ethical behaviour • Collaborative ethical projects • Peer review and ethical feedback • Debates on professional ethics • Analysis of institutional ethical policies • Scenario-based ethical decision making • Self-assessment of ethical conduct	• Reflective journals • Case study analysis • Role-playing ethical scenarios • Peer assessments • Self-assessments • Ethical debates • Presentations on institutional policies • Portfolio assessments • Mentor or supervisor feedback • Ethical decision-making simulations

MATEFL PLOs Measurement Plans & Results (Please check the Excel sheet for this data)

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Courses / Learning Outcomes

Code	Learning Outcome	6201 TEFL-3 Advanced English Grammar	6202 TEFL-3 Academic Reading and Writing	6203 TEFL-3 Speech Workshop Seminar	6410 TEFL-3 Phonetics and Phonology	6501 TEFL-3 Teaching English to Young Learners	6502 TEFL-3 Teaching English as a Foreign Language	6503 TEFL-3 Second Language Acquisition	6504 TEFL-3 Language Assessment	6505 TEFL-3 Teaching English for Special Purposes	6506 TEFL-3 Curriculum Design and Materials Development	6507 TEFL-3 Technology for Teaching and Learning English	6508 TEFL-3 Research Methods in English Language Teaching	6509 TEFL-3 Classroom Discourse Analysis	6510 TEFL-3 Practicum	6511 TEFL-3 Project	Target value
	Average grade	88.77%	85.30%	85.11%	87.22%	87.12%	89.87%	87.37%	90.00%	85.37%	94.50%	88.00%	89.62%	92.87%		96.12%	
Knowledge and Understanding:																	
K1 (1.1)	Articulate a comprehensive understanding of the English language by critically analyzing its structural, semantic, and pragmatic components.	22%	21%	21%	22%												85%
K2 (1.2)	Explain and contrast major pedagogical theories, approaches, and methodologies used in TEFL tailored to English for general purposes, specific purposes, and for young learners.					13%	13%	13%	9%	13%		13%		14%			85%
K3 (1.3)	Describe and evaluate the major theories, models, and stages of language acquisition, highlighting their implications in TEFL contexts.					44%		44%									85%
	Knowledge and Understanding Average																85%
Skills:																	
S1	Critically analyze language needs and proficiency of learners, devising specific strategies and targeted interventions to enhance their English acquisition processes.	7%				7%	13%	12%	13%	12%	13%			13%			85%
S2	Implement rigorous and varied assessment techniques, providing constructive feedback to foster students' continual growth in English proficiency.										26%	28%		37%			85%
S3	Utilize contemporary language teaching methodologies to innovatively plan lessons, design engaging activities, and critically evaluate the effectiveness of curricula and instructional resources..					9%	13%			13%	19%	18%		19%			85%
S4	Foster active learner engagement by implementing adaptive teaching strategies grounded in contemporary, research-based pedagogical principles					13%	13%			13%	14%	13%		23%			85%
S5	Conduct and critique research in the field of TEFL, demonstrating the ability to identify areas of inquiry, synthesize literature, and contribute to the advancement of the discipline.		9%						9%				22%	9%		43%	85%
	Skills Average																85%
Values, Autonomy, and Responsibility:																	
V1	Uphold the highest standards of professionalism and academic integrity, fostering an environment of mutual respect with students, peers, and	4%	4%	4%	4%	4%	4%	4%	5%	9%	9%	9%	9%	9%		10%	85%
V2	Uphold and promote the highest ethical standards of the educational community and institution, setting a benchmark through one's actions and	4%	4%	4%	4%	4%	4%	4%	5%	9%	9%	9%	9%	9%		10%	85%
V3	Foster a collaborative educational environment, prioritizing empathy and open communication with peers, students, and their families.	4%	4%	4%	4%	4%	4%	4%	5%	9%	9%	9%	9%	9%		10%	85%
V4	Demonstrate a commitment to continuous professional development, staying updated with global advancements in the TEFL field, seeking opportunities for self-evaluation and lifelong learning.	4%	4%	4%	4%	4%	4%	4%	5%	9%	9%	9%	9%	9%		10%	85%
	Values, Autonomy, and Responsibility Average																85%
	Courses Weightings	4%	4%	4%	4%	10%	7%	9%	4%	10%	10%	7%	5%	14%		8%	92%