Kingdom of Saudi Arabia
Ministry of Education
King Khalid University
Faculty of Languages and Translation
English Department

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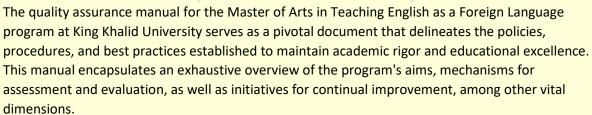جامعة الملك خالد
كلية اللغات والترجمة
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Program Quality Assurance Manual

Master of Arts in Teaching English as a Foreign Language program at King Khalid University

Introduction

The quality assurance manual for the Master of Arts in Teaching English as a Foreign Language program at King Khalid University serves as a pivotal document that delineates the policies, procedures, and best practices established to maintain academic rigor and educational excellence. This manual encapsulates an exhaustive overview of the program's aims, mechanisms for assessment and evaluation, as well as initiatives for continual improvement, among other vital dimensions.

Teaching English as a Foreign Language is a field requiring multifaceted competencies, including linguistic proficiency, pedagogical knowledge, and cultural awareness. Accordingly, the Master of Arts in Teaching English as a Foreign Language program at King Khalid University is structured to furnish students with an amalgamation of theoretical understanding and practical acumen essential for professional success in EFL education. Taught by a faculty comprising seasoned experts, the program integrates robust academic coursework with empirical training.

To ensure that the Master of Arts in Teaching English as a Foreign Language program not only meets but also exceeds its delineated objectives and equips its learners with a superlative educational experience, an intricate quality assurance framework is deployed. This framework is engineered to perpetually scrutinize the program's efficacy and introduce enhancements wherever warranted, with the overarching objective of maximizing student learning outcomes and professional development.

This quality assurance manual serves as an exhaustive repository of information covering all facets of the program. It includes specifics about curriculum design, evaluation mechanisms, and initiatives aimed at continuous improvement. Designed as a cornerstone reference for students, educators, and other invested parties, the manual promotes transparency, instills accountability, and vouchsafes that the program continually delivers education of the highest calibre.

By offering an extensive outline of the program's administrative and academic structures, this manual is instrumental in safeguarding the ongoing success and scalability of the Master of Arts in Teaching English as a Foreign Language program at King Khalid University. Its detailed depiction of

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policies, procedures, and best practices serves as a beacon for academic integrity, thereby ensuring that the program remains at the forefront of delivering a superior educational experience to its students.

Program Organization and Administration

At the forefront of the program organization is the Vice Dean of Postgraduate Studies and Research, who is responsible for overseeing the program's academic and administrative operations. The Vice Dean works closely with the Chair of the English Department, who is responsible for ensuring the program aligns with the department's objectives and curriculum standards.

The Program Coordinator plays a crucial role in the administration of the program, serving as the primary point of contact for students and coordinating program-related activities and initiatives. The Program Coordinator works closely with the faculty to ensure students receive high-quality instruction and support.
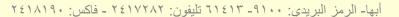
The faculty for the program is comprised of experienced and knowledgeable scholars and professionals who are experts in their field. The faculty works closely with students, providing guidance and support throughout the program and ensuring that students receive a comprehensive education that prepares them for success in the field.

In addition to the academic departments and faculties, the program also has an advisory committee, made up of industry professionals and experts, that provides valuable input and recommendations on the program's content and goals. The committee plays a critical role in ensuring that the program remains relevant and responsive to the changing needs of the industry.

Overall, the program's organization and administration is designed to provide students with the resources, support, and guidance they need to succeed in the program and achieve their academic and professional goals.

Faculty and Staff

The program is staffed by a team of highly qualified faculty and staff who are dedicated to providing students with a rich and engaging learning experience. The faculty and staff have diverse backgrounds and expertise, and they are committed to maintaining high standards of quality in the program.

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Curriculum and Instruction

The program curriculum is meticulously crafted to offer students an encompassing education in the pedagogical and linguistic aspects of teaching English as a foreign language. The curriculum features obligatory courses that are systematically sequenced across four semesters, encapsulating subjects such as advanced grammar, academic literacy, language acquisition, and educational technology, among others. Helmed by expert faculty, each course endeavors to instill both theoretical understanding and applied competencies.

For instance, the course "Advanced English Grammar" (6201TEFL-3) equips students with an in-depth understanding of complex syntactic and morphological structures. In "Academic Reading and Writing" (6202TEFL-3), students master the intricacies of scholarly discourse and textual analysis. The course "Speech Workshop Seminar" (6203TEFL-3) aims to sharpen oral presentation skills, while "Phonetics and Phonology" (6410TEFL-3) explores the sound systems integral to language learning and teaching.

The second semester transitions into more specialized avenues. "Teaching English to Young Learners" (6501TEFL-3) focuses on the unique challenges and methodologies pertinent to instructing children. "Teaching English as a Foreign Language" (6502TEFL-3) provides a broad overview of EFL teaching techniques, and "Second Language Acquisition" (6503TEFL-3) delves into the psychological and social aspects of language learning. "Language Assessment" (6504TEFL-3) educates students on creating and evaluating various forms of language tests.

By the third semester, students venture into niche domains such as "Teaching English for Special Purposes" (6505TEFL-3) and "Curriculum Design and Materials Development" (6506TEFL-3). They also learn about harnessing technology for educational goals in "Technology for Teaching and Learning English" (6507TEFL-3). The course on "Research Methods in English Language Teaching" (6508TEFL-3) prepares them for empirical inquiry by imparting knowledge on research design, data collection, and analysis.
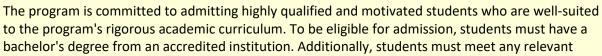
The culminating semester incorporates "Classroom Discourse Analysis" (6509TEFL-3), providing students the tools to understand interactions within educational settings. It also includes a "Practicum" (6510TEFL-3) for hands-on teaching experience, and a "Project" (6511TEFL-3), which serves as a capstone that allows students to showcase their cumulative learning.

Each course is deliberately structured to build upon the last, enabling students to garner a nuanced and layered comprehension of the field. The curriculum undergoes regular scrutiny and updates to ensure alignment with the evolving landscape of EFL pedagogy. Through this rigorously designed curriculum, students are fortified with the requisite knowledge and skills to excel in their professional roles within the EFL sector.

Student Admissions and Retention

The program is committed to admitting highly qualified and motivated students who are well-suited to the program's rigorous academic curriculum. To be eligible for admission, students must have a bachelor's degree from an accredited institution. Additionally, students must meet any relevant

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prerequisites for the program and may be required to take entrance exams or submit writing samples.

The admission process is designed to be transparent and accessible, with a clear and straightforward application procedure. Applications are reviewed by a committee of program faculty, who assess each applicant's academic background and qualifications. The committee takes into account a variety of factors, including grades, test scores, writing samples, and relevant work experience.

Once admitted, students receive ongoing support and guidance to help them succeed in the program. The program has a strong retention rate, and students are provided with a range of services and support, including advising, tutoring, and career services. Additionally, the program has established policies and procedures to ensure that students receive regular feedback on their progress and receive the support they need to meet their academic goals. Through these efforts, the program strives to provide students with the tools and resources they need to succeed both academically and professionally.

General Assessment and Evaluation

The program places a high emphasis on continuous assessment and evaluation of student learning outcomes. The program is committed to using a variety of assessment methods to accurately measure student progress and provide meaningful feedback to help students reach their full potential.

One of the key elements of the assessment and evaluation process in the program is the use of course learning outcomes. Each course within the program is designed to help students achieve specific learning outcomes that align with the program's overall goals and objectives. These learning outcomes are then assessed through various methods such as exams, assignments, projects, and other assessments.
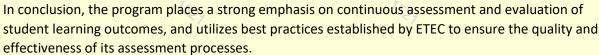
In order to ensure the quality and effectiveness of the assessment process, the program implements best practices established by the Education and Training Evaluation Commission (ETEC) in Saudi Arabia. One such best practice is the utilization of course learning outcomes achievement data from course reports to calculate program learning outcomes on an annual basis. This helps to ensure that the program is consistently meeting its goals and objectives, and that students are making the necessary progress towards achieving their learning outcomes.

In addition to the use of course learning outcomes, the program also uses a variety of other assessment methods, including formative assessments and summative assessments. Formative assessments are used throughout the program to provide students with ongoing feedback and help instructors identify areas for improvement. Summative assessments are used at the end of a course or program to evaluate students' overall mastery of the material and their progress towards achieving their learning outcomes.

The program is also committed to continuous improvement, and regularly assesses and evaluates its assessment and evaluation processes to identify areas for improvement. Feedback from students,

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instructors, and other stakeholders is considered and used to guide program development and ensure that the program is meeting the needs of its constituents.

In conclusion, the program places a strong emphasis on continuous assessment and evaluation of student learning outcomes, and utilizes best practices established by ETEC to ensure the quality and effectiveness of its assessment processes.

Specific Assessment and Evaluation

The mathematical component of the assessment and evaluation process in the program is centered around the use of data analysis and statistical methods. This allows the program to objectively measure student progress and accurately determine if students are meeting the program's learning outcomes.
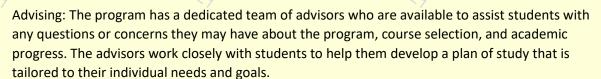
One common method used in the program is the calculation of program learning outcomes using achievement data from course reports. This data is analyzed using statistical methods, such as descriptive statistics and inferential statistics, to determine the average and range of student performance. This information is then compared to program learning outcomes to determine if students are meeting the desired outcomes, and to identify areas where the program may need to make adjustments to better meet student needs.

In summary, the program leverages mathematical methods and data analysis to objectively measure student progress and make evidence-based decisions that support student success. This approach ensures that the program is meeting the needs of its constituents and contributing to the advancement of the field of Teaching English as a Foreign Language.

Student Services and Support

The program recognizes the importance of providing a supportive environment for its students, and as such, offers a range of services and support to help them succeed academically and professionally. These services include advising, tutoring, counseling, and career services.

Advising: The program has a dedicated team of advisors who are available to assist students with any questions or concerns they may have about the program, course selection, and academic progress. The advisors work closely with students to help them develop a plan of study that is tailored to their individual needs and goals.

Tutoring: The program offers free tutoring services to students who need extra support in certain courses. The tutors are experienced professionals who have a deep understanding of the course material and can provide students with personalized guidance and feedback.

Counseling: The program provides counseling services to students who need support with personal or academic-related issues. The counseling services are confidential and provided by professionals who have expertise in the areas of student support and well-being.

Career Services: The program offers career services to help students prepare for the job market and make informed decisions about their current or future careers. This includes assistance with resume writing, job search strategies, and networking opportunities.

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Overall, these services and support are designed to create a supportive environment that empowers students to reach their full potential and achieve their academic and professional goals.

Resources and Facilities

The program has a comprehensive range of resources and facilities to support student learning and academic success, including classrooms, libraries, and technology resources. These resources are designed to provide students with the necessary tools and support needed to achieve their academic goals.

Classrooms: The program's classrooms are designed to provide a comfortable and supportive learning environment, with up-to-date technology and resources to enhance the learning experience.

Libraries: The program has access to a comprehensive library with a wide range of materials, including books, journals, and online resources, to support student research and academic pursuits.

Technology Resources: The program is equipped with the latest technology resources, including high-speed internet access and multimedia capabilities, to support online learning and collaboration.

In addition, the program is affiliated with the Saudi Digital Library, which provides students with access to a wide range of digital resources, including online journals, databases, and e-books, to support their academic pursuits. The Saudi Digital Library is a valuable resource for students, providing them with access to the latest research and information.

Continuous Improvement

The program is dedicated to ensuring the highest standards of quality in its curriculum and instruction. The program takes a proactive approach to continuous improvement, and it is committed to regularly evaluating its performance and making necessary changes to align with the evolving needs of students, industry, and society.

One of the best practices of continuous improvement, as per ETEC guidelines, is closing the loop, which involves regular monitoring and assessment of program outcomes and taking appropriate actions based on the findings. This process helps to identify areas for improvement, align program objectives with changing needs, and ensure that students receive a high-quality education.

In the program, closing the loop is achieved through a combination of program assessment and evaluations, which includes both formative and summative assessments. Formative assessments are used to measure student progress throughout the program and provide instructors with the information they need to provide constructive feedback to help students improve their performance. Summative assessments, on the other hand, are used to evaluate the overall effectiveness of the program and to measure the achievement of program learning outcomes.

To close the loop in the program, program assessments are conducted on an annual basis. These assessments are used to evaluate the program's alignment with the mission, goals, and objectives,

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as well as to measure student progress and achievement. The program assessments also help identify areas for improvement and inform the development of action plans to address any gaps.

One of the best practices of program assessment is the use of course learning outcomes achievement from course reports to calculate program learning outcomes. In the program, this approach is used to measure student progress and the achievement of program learning outcomes. The results of these assessments are used to inform ongoing program development and improvement efforts.

Another important component of closing the loop in the program is the collection and analysis of feedback from stakeholders, including students, alumni, industry partners, and faculty. This feedback provides valuable insight into the effectiveness of the program and helps to identify areas for improvement.

In the program, stakeholder feedback is collected through various means, including surveys, focus groups, and open forums. The results of these assessments are analyzed, and appropriate actions are taken to address any areas for improvement.

Finally, ongoing program development is a key component of the program's continuous improvement efforts. This involves regularly reviewing and updating the program's curriculum and instruction to ensure that it is aligned with the changing needs of students, industry, and society.

In conclusion, the program is committed to ensuring the highest standards of quality in its curriculum and instruction. The program's continuous improvement efforts, including regular assessments, feedback from stakeholders, and ongoing program development, help to ensure that students receive a high-quality education and are well-prepared for successful careers in the field.