Program Specification

▬ (Postgraduate Programs)

Program Name:	**Master of Arts in Teaching English as a Foreign Language**
Program Code (per the Saudi Standard Classification of Educational Levels and Specializations):	**39340**
Qualification Level:	7
Department:	Department of English
College:	College of Languages and Translation
Institution:	King Khalid University
Program Specification:	New ☐ updated* ☒
Last Review Date:	November 8, 2024

*Attach the previous version of the Program Specification.

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A. Program Identification and General Information:

1. Program's Main Location:

The program is offered at the graduate campus located off King Abdullah Road.

2. Branches Offering the Program (if any):

N/A

3. System of Study:

☐ Coursework & Thesis ☐ ✔ Coursework

4. Mode of Study:

✔ ☐ On Campus ☐ Distance Education ☐ Other ………………(specify)

5. Partnerships with other parties (if any) and the nature of each:

- **Partnership Arrangement:** We have established collaborative partnerships with similar programs within the Kingdom of Saudi Arabia.

- **Type of Partnership:** The partnership is focused on the mutual sharing of Key Performance Indicators (KPIs) and best practices in the domain of English language instruction and program coordination.

- **Duration of Partnership:** The partnership is ongoing, with periodic reviews to assess the efficacy of the collaboration and to make data-informed adjustments as needed.

6. Professions/jobs for which students are qualified:

English Language Instructor: Qualified to teach English at various educational levels, including primary, secondary, and tertiary institutions.

Curriculum Developer: Equipped with the skills to design and implement English language curriculum in educational settings.

Educational Consultant: Prepared to offer expert advice on English language program development, educational policy, and instructional strategies.

EFL Program Coordinator: Capable of overseeing and managing English as a Foreign Language programs within educational institutions.

Teacher Trainer: Skilled in training teachers for effective EFL instruction through workshops, in-service training sessions, and ongoing professional development initiatives.

Researcher in Applied Linguistics or TEFL/TESOL: Graduates of the Master of Arts in Teaching English as a Foreign Language (TEFL) program are rigorously trained to conduct empirical research in both TEFL and TESOL domains. They are equipped with the requisite skills to contribute significantly to the existing body of knowledge in Applied Linguistics, TEFL, and TESOL. While TEFL focuses specifically on teaching methodologies and curriculum design tailored for non-native English-speaking environments, TESOL

encompasses a broader range of contexts that include both native and non-native English speakers. This dual focus provides our graduates with the versatility to engage in impactful research across various linguistic and educational settings, thereby elevating the standards and practices within these interconnected fields.

Language Assessment Specialist: Qualified to design, administer, and analyze assessments that evaluate English language skills.

Corporate English Trainer: Equipped to develop and conduct English language training programs in corporate settings.

Educational Technology Specialist: Prepared to integrate technology effectively into the English language teaching and learning processes.

Tourism Communication Specialist: Given the strong foundation in language and culture, graduates can serve as communication facilitators in the tourism industry, ensuring effective intercultural exchanges and service delivery.

Public Relations Officer in Multinational Corporations: The linguistic proficiency and cultural awareness acquired make graduates ideal candidates for public relations roles, particularly in multinational settings where diverse language skills are beneficial.

Cultural Liaison in Government Services: Graduates can work as cultural liaisons in governmental agencies, where their understanding of language and culture is critical for effective international relations or community engagement.

Translation and Localization Expert: The in-depth knowledge of English language nuances equips graduates for roles in translating and localizing content for global audiences.

International Human Resources Specialist: Proficient in both language and intercultural communication, graduates are well-suited for HR roles in international companies, focusing on talent acquisition and staff development across diverse linguistic backgrounds.

Policy Analyst in Language Education: The research skills honed during the program are highly transferable to roles that require analyzing and influencing language education policies, whether in government or non-profit sectors.

Community Outreach Coordinator: Especially within diverse communities, the skillset is valuable for roles that involve community organization and communication, particularly when multiple languages and cultural perspectives are involved.

7. Relevant occupational/ Professional sectors:

Educational Institutions: This sector encompasses roles such as English Language Instructor, Curriculum Developer, EFL Program Coordinator, and Teacher Trainer. The emphasis here is on the design, implementation, and management of English language programs.

Academic Research: Specialized in both TEFL and TESOL, graduates are positioned for contributions in empirical research, underpinning advancements in Applied Linguistics, TEFL, and TESOL.

Educational Consulting Firms: The expertise in educational policy and instructional strategies qualifies graduates for roles as Educational Consultants.

Assessment and Evaluation Services: Language Assessment Specialists find avenues in organizations that design, administer, and analyze language assessments.

Corporate Sector: Corporate English Trainers and Public Relations Officers are especially relevant in multinational corporations where language skills are critical assets.

Educational Technology Companies: As Educational Technology Specialists, graduates can help integrate technology into language teaching and learning processes.

Tourism and Hospitality: Tourism Communication Specialists operate within this sector, acting as facilitators for effective intercultural communication and service delivery.

Government Agencies: Cultural Liaisons and Policy Analysts in Language Education can find roles in various governmental departments that require an understanding of language and culture for effective international relations and educational policy development.

Translation and Localization Services: Given the linguistic proficiency, graduates can work in translating and localizing content for a global audience.

Human Resources: Particularly in international companies, graduates fit well as International Human Resources Specialists.

Community Services and Non-Profit Organizations: Skills acquired can be applied in roles like Community Outreach Coordinator where an understanding of multiple languages and cultures is beneficial.

Public Relations Agencies: Expertise in language and culture qualifies graduates for public relations roles, especially in settings requiring a nuanced understanding of linguistic and cultural dynamics.

8. Major Tracks/Pathways (if any):		
Major track/pathway	**Credit hours** (For each track)	**Professions/jobs** (For each track)
The Master of Arts in Teaching English as a Foreign Language program does not offer distinct major tracks or pathways. It is a comprehensive program that consists of 42 credits, delivered over the span of four semesters, equating to two academic years. However, the program does provide students with a pivotal decision point in the fourth semester, offering two avenues for completion: **1. 6510TEFL-3 Practicum:** This option entails a hands-on teaching experience, under supervision, allowing students to apply acquired pedagogical skills in a real-world educational setting. Opting for the Practicum route lends practical applicability to theoretical learning and is especially valuable for those intending to pursue teaching or instructional roles upon graduation. **2. 6511TEFL-3 Project:** In contrast, this option focuses on academic research and project development. Students are expected to undertake an extensive research project that contributes to the body of knowledge in either TEFL or TESOL. This choice is particularly advantageous for those considering academic research or a Ph.D. as their next steps. The implications of these choices are significant as they guide the student's career trajectory. For example, the Practicum route can be beneficial for satisfying certain accreditation criteria that emphasize practical teaching experience. On the other hand, the Project route may be seen as preparatory work for higher-level academic research and could be beneficial for students considering further academic pursuits.	**42 credits**	

9. Exit Points/Awarded Degree (if any):	
Exit points/Awarded degree	Credit hours
1. Exit Points: The program is structured with a distinct exit point at the completion of the fourth semester, following the successful culmination of either the Practicum or the Project. There are no	42 credit hours

intermediate exit points, as the program is designed to be a cohesive, integrated educational experience.	
2. Awarded Degree: Upon successful completion of all 42 credit hours, inclusive of the chosen route for the fourth semester—Practicum (6510TEFL-3) or Project (6511TEFL-3)—students are awarded the degree of Master of Arts in Teaching English as a Foreign Language (TEFL).	42 credit hours
3. The credit hour distribution is as follows: • General Coursework: 39 credit hours • Fourth Semester Option: • **Practicum (6510TEFL-3): 3 credit hours** • **Project (6511TEFL-3): 3 credit hours**	42 credit hours
10. Total credit hours: (42)	

B. Mission, Goals, and Program Learning Outcomes

1. Program Mission:

Committed to advancing both emerging and seasoned English language educators, the Master of Arts in Teaching English as a Foreign Language (MA in TEFL) program endeavors to rigorously implement innovative pedagogical strategies, state-of-the-art language assessment methods, and comprehensive research techniques. We aim to meet and exceed the dynamic educational needs for proficient English language teaching within the Saudi Arabian context and beyond. Integral to our mission is conducting relevant and creative research that fulfills current global and local demands and offering community service in the concerned fields.

2. Program Goals:

This program aims to achieve the following objectives:

1.To deepen students' understanding of both the English language and TEFL pedagogical theories, thereby enabling critical analysis of language structures, semantics, and pragmatics, as well as providing a robust comprehension of pedagogical theories and methodologies.

2. To equip students with the critical understanding and practical skills necessary for assessing language needs, stages of language acquisition, and for implementing comprehensive and constructive assessment techniques

3. To train students in employing contemporary methodologies for curriculum design, lesson planning, and activity development, while also focusing on adaptive, research-based strategies that prioritize learner engagement.

4. To instill in students a commitment to the highest standards of professional conduct, ethical behavior, and collaborative work environments, emphasizing mutual respect, empathy, and open communication with all educational stakeholders.

5. To cultivate research aptitudes and a commitment to continuous professional development, thereby encouraging scholarly contribution and setting the foundation for lifelong learning and growth in the field of TEFL.

3. 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 analyze 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.
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.

C. Curriculum:

1. Curriculum Structure:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Course	Required	13	39	93%
	Electives **Option 1:** Project **Option 2:** Practicum	1	3	7%
Graduation Project (if any)				
Thesis (if any)				
Field Experience(if any)				
Others (.....)				
Total		14	42	100%

2. Program Courses:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	6201TEFL-3	Advanced English Grammar	Required	-	3	Program
	6202TEFL-3	Academic Reading and Writing	Required	-	3	Program
	6203TEFL-3	Speech Workshop Seminar	Required	-	3	Program
	6410TEFL-3	Phonetics and Phonology	Required	-	3	Program
Level 2	6501TEFL-3	Teaching English to Young Learners	Required	-	3	Program
	6502TEFL-3	Teaching English as a Foreign Language	Required	-	3	Program
	6503TEFL-3	Second Language Acquisition	Required	-	3	Program
	6504TEFL-3	Language Assessment	Required	-	3	Program
Level 3	6505TEFL-3	Teaching English for Special Purposes	Required	-	3	Program

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	6506TEFL-3	Curriculum Design and Materials Development	Required	-	3	Program
	6507TEFL-3	Technology for Teaching and Learning English	Required	-	3	Program
	6508TEFL-3	Research Methods in English Language Teaching	Required	-	3	Program
Level 4	6509TEFL-3	Classroom Discourse Analysis	Required	-	3	Program
	6510TEFL-3	Practicum	Elective	-	3	Program
	6511TEFL-3	Project	Elective	-	3	Program

* Include additional levels (for three semesters option or if needed).
** Add a table for the courses of each track (if any)

3. Course Specifications:

[Click Here](#)

4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with the program's courses according to the desired performance levels.
(I = Introduced, P = Practiced, M = Mastered).

Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	---	S1	S2	S3	---	V1	V2	---
6201TEFL-3 Advanced English Grammar	M			I					I	I	I
6202TEFL-3 Academic Reading and Writing	M					P	P	P			I

Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	---	S1	S2	S3	---	V1	V2	---
6203TEFL-3 Speech Workshop Seminar	M								I	P	P
6410TEFL-3 Phonetics and Phonology	M								P	P	I
6501TEFL-3 Teaching English to Young Learners		M	M	P		M	P		P	P	M
6502TEFL-3 Teaching English as a Foreign Language		M		M		M	P		P	P	P
6503TEFL-3 Second Language Acquisition		M	M	M				P	P	P	M
6504TEFL-3 Language Assessment		M		M					P	M	M
6505TEFL-3 Teaching English for Special Purposes		M		M	P	M	P		M	M	I
6506TEFL-3 Curriculum Design and Materials Development				M	P	M	P		M	M	P
6507TEFL-3 Technology for Teaching and Learning English		M				M	P		M	M	P
6508TEFL-3 Research Methods in English Language Teaching								M	M	M	M

Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	---	S1	S2	S3	---	V1	V2	---
6509TEFL-3 Classroom Discourse Analysis		M		M	M	P	P	M	M	P	P
6510TEFL-3 Practicum		M		M	M	M	M		M	M	M
6511TEFL-3 Project								M	M	M	M

5. Teaching and learning strategies applied to achieve program learning outcomes:

Knowledge and Understanding:

K1 (1.1) Articulate a Comprehensive Understanding of the English Language

Teaching Strategies:

1. **Advanced Linguistic Courses:** We integrate advanced courses focusing on the structural, semantic, and pragmatic components of the English language. These courses employ a combination of theoretical and applied linguistics, enabling students to analyze language structures critically.
2. **Case Studies and Analysis:** Regular case studies are utilized for students to critically evaluate different aspects of the English language in real-world contexts.
3. **Research Projects:** Students undertake research projects that require them to delve deeply into linguistic theories and their practical applications.

Learning Strategies:

1. **Peer Review Sessions:** These sessions encourage collaborative learning and critical analysis among students.
2. **Independent Research:** Students are encouraged to independently explore various linguistic theories and their relevance in current language usage.

K2 (1.2) Explain and Contrast Major Pedagogical Theories

Teaching Strategies:

1. **Comparative Studies:** We focus on comparative analysis of different TEFL pedagogical theories, approaches, and methodologies. This involves examining case studies and real-life examples of English teaching for various purposes.
2. **Practical Application Workshops:** Workshops are conducted where students can practice and compare different teaching methodologies.
3. **Collaborative Learning:** Group projects are assigned to foster collaborative learning, where students can share and contrast their understanding of various pedagogical approaches.

Learning Strategies:

1. **Teaching Practicum:** Students are given opportunities to teach in controlled environments, applying different methodologies to understand their practical implications.
2. **Reflective Journals:** Keeping reflective journals where students articulate and contrast their experiences and understanding of different teaching methodologies.
3. **Peer Feedback Sessions:** These sessions facilitate peer-to-peer learning and understanding of diverse educational perspectives.

K3 (1.3) Describe and Evaluate Major Theories of Language Acquisition

Teaching Strategies:

1. **Thematic Modules:** Modules focusing on the major theories, models, and stages of language acquisition are integrated into the curriculum. These modules are designed to critically analyze each theory's relevance in TEFL contexts.
2. **Interactive Lectures and Discussions:** Engaging lectures followed by discussions encourage students to evaluate and debate various language acquisition theories.
3. **Case Study Analysis:** Analysis of case studies from diverse linguistic backgrounds to understand the practical implications of these theories.

Learning Strategies:
1. **Critical Essays:** Students are required to write essays critically evaluating different language acquisition theories.
2. **Research Assignments:** Assignments that prompt students to explore and present on specific language acquisition models or stages.
3. **Peer-led Seminars:** These seminars allow students to present and discuss their findings and perspectives on language acquisition theories.

Skills:

S1 (2.1) Critically Analyze Language Needs and Proficiency of Learners
Teaching Strategies:
1. **Diagnostic Assessment Training:** Providing training on conducting and interpreting various diagnostic assessments to understand learners' language needs and proficiency levels.
2. **Case Study Analysis:** Analyzing case studies to identify specific challenges and needs of diverse learners.
3. **Workshops on Strategy Development:** Conducting workshops focused on developing targeted strategies for enhancing English acquisition.

Learning Strategies:
1. **Practical Assignments:** Students undertake assignments that involve creating tailored intervention plans for hypothetical learners.
2. **Peer Learning:** Encouraging peer-to-peer feedback on strategy development exercises.
3. **Simulation Exercises:** Engaging in role-playing or simulation exercises to apply theoretical knowledge in practical scenarios.

S2 (2.2) Implement Rigorous and Varied Assessment Techniques
Teaching Strategies:
1. **Training in Assessment Design:** Instruction in creating and implementing a variety of assessment tools.
2. **Feedback Mechanisms:** Teaching effective methods for providing constructive feedback.

3. **Evaluation Workshops:** Workshops focused on the practical aspects of assessment and feedback provision.

Learning Strategies:

1. **Peer Assessment Exercises:** Involving students in assessing each other's work to practice giving constructive feedback.

2. **Real-world Assessment Projects:** Assignments where students design and pilot assessment tools in simulated TEFL contexts.

3. **Reflective Practice:** Encouraging reflective writing on the process and impact of different assessment techniques.

S3 (2.3) Utilize Contemporary Language Teaching Methodologies

Teaching Strategies:

1. **Methodology Seminars:** Detailed seminars on various contemporary language teaching methodologies.

2. **Curriculum Design Projects:** Guiding students in the design of innovative lesson plans and activities.

3. **Critical Evaluation Exercises:** Exercises focused on evaluating the effectiveness of curricula and teaching resources.

Learning Strategies:

1. **Microteaching Sessions:** Opportunities for students to practice teaching using different methodologies.

2. **Group Projects:** Collaborative projects to design and critique lesson plans and teaching materials.

3. **Interactive Workshops:** Workshops to apply and critically assess different teaching methodologies.

S4 (2.4) Foster Active Learner Engagement

Teaching Strategies:

1. **Instruction in Adaptive Teaching:** Courses on adaptive teaching strategies and how to apply them in diverse learning environments.

2. **Engagement Techniques Workshops:** Workshops to explore and practice various learner engagement techniques.

3. **Research-Based Pedagogy Seminars:** Seminars focusing on contemporary, research-based pedagogical principles.

Learning Strategies:

1. **Teaching Practicum:** Practical teaching experiences in varied settings to apply adaptive teaching strategies.

2. **Peer Discussion Groups:** Facilitating discussions on effective engagement strategies.

3. **Case Studies:** Analyzing case studies to understand and develop effective engagement strategies.

S5 (2.5) Conduct and Critique Research in TEFL

Teaching Strategies:

1. **Research Methodology Courses:** Comprehensive courses in research methods specific to TEFL.
2. **Literature Review Workshops:** Workshops on conducting and synthesizing literature reviews in the field.
3. **Research Design Seminars:** Seminars guiding the process of identifying research questions and designing studies.

Learning Strategies:

1. **Independent Research Projects:** Students undertake independent research projects in their areas of interest.
2. **Peer Review Exercises:** Engaging in peer review processes to critique and refine research approaches.
3. **Research Colloquia:** Participation in colloquia to present research findings and engage in scholarly discussions.

Values, Autonomy, and Responsibility:

V1 (3.1) Uphold the Highest Standards of Professionalism and Academic Integrity

Teaching Strategies:

1. **Ethics and Professionalism Workshops:** Conducting workshops that emphasize the importance of academic integrity and professionalism in educational settings.
2. **Role-Playing Scenarios:** Utilizing role-playing exercises to simulate real-world situations where students must practice professionalism and integrity.
3. **Discussion on Case Studies:** Analyzing case studies that highlight the importance of mutual respect in various educational contexts.

Learning Strategies:

1. **Peer-to-Peer Accountability:** Encouraging a culture of peer-to-peer accountability where students hold each other to high ethical standards.
2. **Reflective Journals:** Maintaining reflective journals where students record and reflect on their professional conduct and decision-making processes.
3. **Professional Conduct Assessments:** Regular self-assessments and feedback sessions focusing on professional conduct.

V2 (3.2) Uphold and Promote the Highest Ethical Standards

Teaching Strategies:

1. **Seminars on Educational Ethics:** Seminars that focus on the ethical standards of the educational community and the responsibilities of educators.

2. **Guest Lectures from Ethical Leaders:** Inviting leaders in the field of education to discuss the importance of ethical conduct.

3. **Ethical Dilemma Discussions:** Facilitating discussions around hypothetical ethical dilemmas in education.

Learning Strategies:

1. **Ethics in Action Projects:** Engaging students in projects where they must apply ethical standards to real or simulated scenarios.

2. **Personal Ethical Statement Development:** Guiding students in developing their own ethical statements as educators.

3. **Peer Review on Ethical Practices:** Involving students in peer reviews focused on ethical considerations and practices.

V3 (3.3) Foster a Collaborative Educational Environment

Teaching Strategies:

1. **Collaboration Skill Workshops:** Workshops aimed at developing collaboration and communication skills.

2. **Interpersonal Communication Seminars:** Seminars focusing on empathetic and effective communication techniques.

3. **Community Engagement Initiatives:** Initiatives that involve working with local educational communities to foster collaboration.

Learning Strategies:

1. **Group Projects:** Assigning group projects that require collaborative efforts and effective communication among peers.

2. **Role-Playing Communication Scenarios:** Role-playing exercises that simulate interactions with students and their families.

3. **Feedback and Reflection Sessions:** Regular sessions for students to reflect on and discuss their collaborative experiences.

V4 (3.4) Demonstrate Commitment to Continuous Professional Development

Teaching Strategies:

1. **Professional Development Seminars:** Regular seminars on current trends and advancements in the TEFL field.

2. **Career Planning Workshops:** Workshops focused on long-term career planning and professional growth.

3. **Self-Evaluation Techniques:** Teaching self-evaluation techniques that aid in identifying areas for professional development.

Learning Strategies:

1. **Individual Development Plans:** Assisting students in creating individual development plans that outline their professional growth goals.

2. **Participation in Conferences and Workshops:** Encouraging students to participate in external conferences and workshops relevant to TEFL.

Lifelong Learning Portfolios: Maintaining portfolios that document ongoing professional development and learning experiences.

6. Assessment Methods for program learning outcomes:

The MATEFL program employs a structured and systematic approach to assess Program Learning Outcomes (PLOs) across all student batches. The assessment methods are carefully aligned with the learning outcomes to ensure that students achieve the desired competencies in knowledge, skills, and professional values.

Overview of Assessment Methods:

- **Knowledge and Understanding (K1, K2, K3):**
    - **Written Examinations and Quizzes:** Evaluate students' grasp of linguistic theories and pedagogical concepts.
    - **Research Papers and Essays:** Assess critical analysis and understanding of language structures and acquisition models.
    - **Presentations and Seminars:** Allow students to articulate their knowledge and engage in scholarly discourse.

- **Skills (S1, S2, S3, S4, S5):**
    - **Practical Assignments:** Include lesson planning, curriculum design, and development of teaching materials.
    - **Microteaching Sessions:** Provide hands-on teaching experience with feedback from instructors and peers.
    - **Research Projects:** Enable students to conduct original research, fostering analytical and investigative skills.
    - **Practicum Experiences:** Offer real-world teaching practice to apply learned methodologies and strategies.

- **Values, Autonomy, and Responsibility (V1, V2, V3, V4):**
    - **Reflective Journals:** Encourage self-evaluation and awareness of professional growth.
    - **Peer and Self-Assessments:** Promote accountability and recognition of ethical standards.
    - **Role-Playing and Group Activities:** Develop collaboration, empathy, and communication skills.
    - **Mentorship and Feedback:** Support continuous professional development through guidance from experienced educators.

Implementation Across Student Batches:

- **Consistent Application:** The assessment methods are consistently applied to all batches (e.g., 1443-1444 AH, 1444-1445 AH, 1445-1446 AH), ensuring a standardized evaluation of learning outcomes.

- **Progressive Development:** Assessments are designed to match the students' progression through the program, starting with foundational knowledge in the early semesters and advancing to complex skills and professional values in later semesters.
- **Alignment with Courses:** Each course includes specific assessments that target relevant PLOs, integrating theoretical knowledge with practical application.

Key Features:

- **Diverse Assessment Techniques:** A combination of formative and summative assessments caters to different learning styles and provides a comprehensive evaluation of student performance.
- **Focus on Real-World Application:** Practical assessments like the practicum and research projects prepare students for professional roles in TEFL by simulating real teaching and research scenarios.
- **Continuous Feedback:** Regular feedback from instructors and peers helps students identify areas for improvement and fosters a culture of ongoing learning.

By utilizing these targeted assessment methods, the MATEFL program effectively measures and supports student achievement of the program learning outcomes without overwhelming them with excessive detail, ensuring graduates are well-prepared for their professional careers in English language teaching.

D. Thesis and Its Requirements (if any):

1. Registration of the thesis:

While the program does not mandate the completion of a thesis, it does offer two optional electives in the final semester, from which students can choose. The courses are as follows:

- **6510TEFL-3 Practicum**
- **6511TEFL-3 Project**

For those opting for the "6511TEFL-3 Project," specific regulations, responsibilities, and procedures for scientific guidance can be located in the course specification document.

2. Scientific Supervision:

Our Master of Arts in Teaching English as a Foreign Language program is fundamentally coursework-based and does not necessitate a thesis component. Therefore, the traditional framework of 'Scientific Supervision' is not applicable to our general program structure.

Exception - 6511TEFL-3 Project Course:

For students who elect to enroll in the "6511TEFL-3 Project" course, a specialized system of scientific supervision is implemented to maintain academic rigor.

Regulations for the Selection of the Scientific Supervisor:

- In this context, the course instructor serves as the scientific supervisor and follows a prescribed "Research Project Guide," which is provided to students at the onset of the course.

Responsibilities of the Scientific Supervisor:

- The course instructor, acting as the scientific supervisor, is responsible for guiding the students according to the established research guide, ensuring that the project aligns with academic standards.

Procedures/Mechanisms for Scientific Supervision:

- The supervision process is guided by the Research Project Guide, and students are evaluated based on a comprehensive rubric that outlines the expected criteria in detail.

Through this structured approach, we ensure that the elective project course maintains a scholarly rigor comparable to the standards generally expected in thesis-based programs.

3. Thesis Defense/Examination:

Given the flexible nature of our Master of Arts in Teaching English as a Foreign Language program, the completion of a thesis is not a mandatory requirement. However, students are provided with the opportunity to opt for project-based learning through one of two elective courses in the final semester:

- **6510TEFL-3 Practicum**
- **6511TEFL-3 Project**

For Those Opting for 6511TEFL-3 Project:

1. **Selection of Defense/Examination Committee:**
    - While a traditional defense committee may not be applicable, the program's leadership team oversees the evaluation of projects, ensuring a robust and impartial assessment.
2. **Requirements to Proceed for Project Defense:**
    - The eligibility criteria, prerequisites, and necessary preparations for the defense of the project are outlined in the course specification document.
3. **Procedures for Defense and Approval:**
    - Students are required to present their projects to the program's leadership team. The specific evaluation criteria and procedures are detailed in the course specification document.
4. **Criteria for Evaluation:**

- Evaluation is based on predefined rubrics that encompass research methodology, content relevance, presentation skills, and contribution to the field of TEFL.

H. Student Admission and Support:

1. Student Admission Requirements:

To be eligible for enrollment into the Master of Arts in Teaching English as a Foreign Language program at King Khalid University, candidates are required to initially submit a proper application in accordance with the instructions listed in the Application Procedure Guide.

Subsequently, candidates must fulfill the prerequisites stipulated in both the Unified Regulations for Postgraduate Studies in Saudi Universities and the guidelines set forth by King Khalid University's Deanship of Postgraduate Studies.

For applicants seeking admission to the fee-based Master of Arts in Teaching English as a Foreign Language program, specific admission criteria have been established in conjunction with the general admission prerequisites. Firstly, the candidate must possess a Bachelor's degree in the field of English Language, having obtained a minimum classification of "Good." Moreover, it is requisite that the candidate secure no less than a 60% score on the General Aptitude Test for University Graduates. Additionally, a minimum score of 90 on the STEP English language test is required, or its equivalence as determined by the Deanship of Postgraduate Studies.

For admission to any fee-based Master's programs, general requirements stipulate that applicants must hold a university degree with a minimum grade classification of "Good," either from a Saudi Arabian institution or another institution recognized as accredited. Degree equivalency documentation from the Ministry of Education is obligatory. Applicants are further required to be in good health and of reputable moral standing. Evaluation based on competitive selection criteria will be applied. English language test scores from unaccredited or private institutions will not be considered valid. Furthermore, the General Aptitude Test scores have a validity of five years, and English language test scores are valid for two years for TOEFL and IELTS and three years for STEP. Tuition fees are a non-negotiable requirement and do not include supplementary courses, retake courses, or additional semesters beyond the standard program duration.

It should be noted that the university retains the discretion to suspend admissions to any program should the minimum required enrolment not be met. Specific faculties and academic departments may also have unique criteria delineated for each respective program.

2. Guidance and Orientation Programs for New Students:

In alignment with the program's commitment to academic rigor and specialized pedagogical training, the orientation and guidance initiatives for new students entering the Master of Arts in Teaching English as a Foreign Language program are designed to go beyond standard institutional offerings. The following outlines the unique aspects of the program's guidance and orientation mechanisms:

1. **Dedicated WhatsApp Groups**: Unlike generic orientation groups, the program utilizes specialized WhatsApp groups comprising both students and faculty. These digital platforms serve as real-time information and resource centers, designed to offer immediate academic support and foster a scholarly community. Specific aspects of the TEFL program, such as curriculum nuances and methodology, are discussed in detail, allowing for an enriched understanding of the program's focus areas.

2. **Curriculum Deep Dives**: The program offers specialized orientation sessions that provide in-depth exploration into the academic and pedagogical principles underlying TEFL. These are conducted through a mix of lectures, workshops, and interactive discussions and are intended to prepare students for the intellectual challenges posed by the specialized coursework.

3. **Cultural Sensitivity Training**: Given the international scope of TEFL, the program includes tailored sessions on cultural sensitivity and inclusivity. These sessions aim to equip students with the skills needed to navigate diverse teaching environments, ensuring a globally adaptable skill set.

4. **Language Barriers and Communication**: Recognizing the unique linguistic challenges in TEFL, the program offers specialized seminars focused on overcoming language barriers in diverse teaching settings. These seminars incorporate advanced communication strategies, going beyond mere linguistic proficiency to include pedagogical effectiveness.

Exclusive E-Resources: In addition to general institutional resources, the program provides students with access to a curated virtual library consisting of specialized academic papers, research journals, and teaching resources in the realm of TEFL.

3. Student Counseling Services:

The Student Counseling Services for the Master of Arts in Teaching English as a Foreign Language program are specialized to address the particular needs of its students, thereby differentiating itself from the standard counseling services available at the institutional level.

1. **Academic Counseling**: Unique to this program is the presence of a Guidance Counselor who specializes in the field of applied linguistics or TEFL. This ensures that the academic counseling provided is not merely generic but tailored to the complexities and nuances specific to TEFL. The counselor helps students navigate the academic rigor of the program and offers specialized advice on course selection, research pathways, and pedagogical approaches within the TEFL context.

2. **Peer Mentorship**: Given that the majority of students are already employed, traditional professional counseling may not be as applicable. Instead, the program offers a peer mentorship initiative, wherein seasoned students in the program or alumni share their insights and experiences. This creates a platform for practical advice and professional development within the TEFL community, offering a unique form of guidance that complements traditional counseling services.

In summary, the Master of Arts in Teaching English as a Foreign Language program offers specialized academic counseling, led by an expert in applied linguistics or TEFL, and incorporates a peer mentorship component that is well-suited to the specific needs and employment status of its student body.

4. Special Support:

The Master of Arts in Teaching English as a Foreign Language program is committed to the success of all its students, addressing the unique needs of specific groups to ensure that they thrive academically and professionally. These initiatives are distinct from those generally offered at the institutional level.

1. **Low Achievers**: In alignment with the guidelines set by the Deanship of Admissions, the program takes proactive measures to support students who are identified as low achievers, defined as having a GPA below 3.5 on a 5.0 scale. These measures go beyond issuing warnings and provide targeted academic support to help improve performance.

2. **Disabled Students**: In cooperation with the Deanship of Student Affairs, the program ensures that disabled students have access to the necessary resources for their academic success. All it takes is a request, and a wide array of accommodations can be made, facilitating an inclusive educational environment.

By implementing these specialized support mechanisms, the program aims to cater to the specific needs of its diverse student body, thereby enhancing the overall educational experience within the Master of Arts in Teaching English as a Foreign Language program.

E. Faculty and Administrative Staff:

1. Needed Teaching and Administrative Staff:

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor	-	-	-	-	-	-
Associate Professor	TEFL/TESOL	Language Foundations and Young Learner Pedagogy	Proficient in a variety of formative and summative assessment techniques; adept in child-centered teaching strategies; peer-reviewed publications in applied pedagogy.	2	2	4
Assistant Professor	TEFL/TESOL	Curriculum Design, Research Methodologies, and Practicum Supervision	Expertise in designing TEFL curricula incorporating technology; familiarity with diverse research paradigms in TEFL; experience in mentoring or supervising fieldwork and projects.	2	2	4
Technicians and Laboratory Assistants	-	-	-	-	--	-
Administrative and Supportive Staff	-	-	-	-	-	-
Others (specify)	-	-	-	-	-	-

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources:

The program places a significant emphasis on offering a wide range of learning materials to ensure academic success. These include:

- **Textbook Availability**: All required textbooks for the course are readily available for purchase at the University Bookstore, offering convenience and accessibility for students.
- **Library Services**: The University Central Library houses an extensive collection of required textbooks and academic references, ensuring that students have ample access to essential reading material.
- **Digital Resources**: Through the University's Digital Library, students have access to a comprehensive collection of electronic sources, which include but are not limited to e-books, academic journals, and specialized databases.

Curriculum and Textbook Committee: A specialized committee is tasked with the ongoing evaluation of the curriculum's textbooks and references. Their responsibilities include:

a. Periodic assessment of current textbooks and references to ensure they meet academic standards.

b. Procuring literature from international publishers to provide a diversified and comprehensive set of resources.

c. Careful selection of textbooks and references to align with the specific academic goals of the program.

2. Facilities and Equipment:

The maintenance and quality of facilities are overseen by the college administrator, who ensures that all resources, especially those related to teaching and learning, are in optimal condition. Collaborative efforts are made with personnel responsible for maintenance and logistical supply (e.g., technicians, cleaners) to:

- Maintain a pristine learning environment in classrooms.
- Promptly address and resolve any technical issues that may arise.

Periodically upgrade equipment to ensure state-of-the-art teaching resources are available.

3. Procedures to ensure a healthy and safe learning environment:

In accordance with the safety measures established by King Khalid University, the program prioritizes the health and well-being of both teaching staff and students. Measures include:

- Disseminating pertinent information concerning health and safety protocols.

Cultivating a culture that encourages staff and students to report potential safety hazards proactively.

G. Program Quality Assurance:

1. Program Quality Assurance System:

Provide a link to the quality assurance manual.

Click Here

2. Program Quality Monitoring Procedures:

To uphold the academic standards of our Master of Arts in Teaching English as a Foreign Language program, we have instituted an exhaustive set of quality monitoring procedures, which align with recognized best practices in the field. These measures are periodically assessed and updated.

Key Procedures Include:

1. **Curriculum Review:** An annual review of the curriculum is performed to ensure its relevance and alignment with current research and developments in Teaching English as a Foreign Language.

2. **Leadership Team Review:** Faculty performance and teaching methods are reviewed by the program's leadership team, allowing for data-driven insights and constructive feedback.

3. **Student Evaluations:** Feedback from students is systematically collected at the end of each semester to help identify areas that may require refinement.

4. **Partnerships with Similar Programs:** We collaborate with similar academic programs at the domestic level, sharing Key Performance Indicators (KPIs), benchmarks, and best practices to ensure quality maintenance and continuous improvement.

5. **Assessment and Outcomes:** Clearly defined learning outcomes are set for the program, and both formative and summative assessments are utilized to measure their attainment.

6. **Alumni Feedback:** Valuable insights are gathered from our alumni through a WhatsApp group and other channels of communication, assisting us in making program adjustments based on real-world applicability.

7. **Ethical Practices:** Ethical considerations, particularly in the realms of research and student interactions, are continuously monitored to maintain the academic integrity of the program.

Through these targeted and specialized monitoring procedures, we aim to ensure that the program consistently delivers an educational experience of the highest caliber, meeting both the intellectual and professional needs of our students.

3. Procedures to Monitor Quality of Courses Taught by other Departments:

Given the specialized nature of our program, all courses, including electives such as "6510TEFL-3 Practicum" and "6511TEFL-3 Project," are exclusively taught by our own faculty. Consequently, there is no requirement to monitor the quality of courses administered by other departments as they do not directly pertain to our curriculum.

However, we maintain an ongoing commitment to ensuring academic excellence and are open to collaborative evaluations should cross-departmental initiatives or joint programs be introduced in the future.

4. Procedures adopted to ensure consistency between the program's sections (male and female sections, if any).

In adherence to our commitment to inclusivity and equity, the program is explicitly coeducational. Students from all genders learn together at the same time and in the same environment, thus eliminating the need for separate male and female sections.

Key Procedures Include:

1. **Faculty Training:** Educators are trained in inclusive teaching methodologies that cater to a diverse student body, thus promoting an equitable learning environment.
2. **Monitoring and Evaluation:** Ongoing audits and assessments are performed to ensure consistency in teaching practices and educational resources throughout the program.
3. **Feedback Mechanisms:** An open channel for student feedback is maintained to allow for ongoing program improvements and alignment with educational objectives.
4. **Accessibility:** All students have equal access to educational resources, including libraries and laboratories, ensuring a uniform learning experience.

Through these measures, the program aims to provide all students with a consistently high-quality and inclusive educational experience.

5. Assessment Plan for Program Learning Outcomes (PLOs):

43-44 (First Graduating Class)
44-45 (Second Graduating Class)

6. Program Evaluation Matrix:

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of Teaching	❖ Student feedback surveys ❖ Peer reviews ❖ Classroom observations	❖ Quantitative and qualitative analysis of survey data Peer review reports Observation checklists	End of each semester
PLOs (Program Learning Outcomes) Assessment	❖ Student assessments ❖ Faculty reports Alumni feedback	❖ Analysis of assessment results ❖ Faculty reviews of PLO achievements ❖ Surveys	Annually
Effectiveness of Assessment Methods and Practices	❖ Assessment results ❖ Faculty evaluations ❖ External audits	❖ Statistical analysis of student performance ❖ Faculty feedback on assessment methods External review	Every academic year
Learning Resources	Student and faculty surveys	❖ Usage analysis Student and faculty satisfaction surveys	Bi-annually
Effectiveness of Leadership	❖ Staff feedback ❖ Organizational performance metrics ❖ External reviews	❖ Leadership evaluation surveys ❖ Key Performance Indicator (KPI) tracking ❖ External assessment reports	Annually

7. Program KPIs:*

No.	KPIs Code	KPIs		Targeted Level	Measurement Methods	Measurement Time
1	KPI-PG-1	Students' Evaluation of Quality of learning experience in the Program	Average of overall rating of final year students for the quality of learning experience in the program.	Average rating of 3.75 or higher on a 5-point scale	End-of-semester surveys conducted anonymously	At the end of each academic semester
2	KPI-PG-2	Students' evaluation of the quality of the course	Average students' overall rating of the quality of courses in an annual survey.	Average rating of 3.75 or higher on a 5-point scale	End-of-semester surveys conducted anonymously	At the end of each academic semester
3	KPI-PG-3	Students' evaluation of the quality of academic supervision	Average students' overall rating of the quality of scientific supervision in an annual survey	Average rating of 3.75 or higher on a 5-point scale	End-of-semester surveys conducted anonymously	At the end of each academic semester
4	KPI-PG-4	Average time for students' graduation	Average time (in semesters) spent by students to graduate from the program.	4 Semesters	Academic Records and Data Analytics	Post first cohort graduation
5	KPI-PG-5	Rate of students dropping out of the program	Percentage of students who did not complete the program to the total number of students in the same cohort.	Less than 10%	Analysis of academic records to identify dropout rates	End of each academic year
6	KPI-PG-6	Employers' evaluation of the program graduates' competency	Average of the overall rating of employers for the competency of the program graduates in an annual survey.	Average rating of 4.0 or higher on a 5-point scale	Annual employer surveys.	Annually

No.	KPIs Code	KPIs		Targeted Level	Measurement Methods	Measurement Time
7	KPI-PG-7	Students' satisfaction with services provided	Average of students' satisfaction rate with the various services provided by the program (food, transportation, sports facilities, academic advising, ...) on a fivepoint scale in an annual survey.	Average rating of 3.75 or higher on a 5-point scale	End-of-semester surveys conducted anonymously	At the end of each academic semester
8	KPI-PG-8	Ratio of students to faculty members	The ratio of the total number of students to the total number of full-time and fulltime equivalent faculty members participating in the program	15:1 or lower	Review of records	At the beginning of each academic year
9	KPI-PG-9	Percentage of publications of faculty members	Percentage of faculty members participating in the program with at least one research publication during the year to total faculty members in the program.	At least 60%	Annual review of faculty publication records.	End of each calendar year
10	KPI-PG-10	Rate of published research per faculty member	The average number of refereed and/or published research per each faculty member participating in the program during the year.	At least one publication per faculty member per year	Academic publication records.	End of each calendar year

No.	KPIs Code	KPIs		Targeted Level	Measurement Methods	Measurement Time
			(Total number of refereed and/or published research to the total number of faculty members during the year)			
11	KPI-PG-11	Citations rate in refereed journals per faculty member	The average number of citations in refereed journals from published research (total number of citations in refereed journals from published research for faculty members to the total published research	An average of five citations per published article	Citation tracking via academic databases.	Annually, at the end of the calendar year
12	KPI-PG-12	Percentage of students' publication	Percentage of students who: a. published their research in refereed journals. b. presented papers at conferences. to the total number of students in the program during the year	At least 20%	Academic records and student surveys.	End of each academic year
13	KPI-PG-13	Number of patents, innovative products, and awards of excellence	Number of: a. Patents and innovative products b. National and international excellence awards obtained annually by the students	At least one patent, product, or award per academic year	Annual review of academic awards and patents.	End of each calendar year

No.	KPIs Code	KPIs		Targeted Level	Measurement Methods	Measurement Time
			and staff of the program			

H. Specification Approval Data:

Council / Committee	Department Council
Reference No.	1
Date	August 22, 2023