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| **Course Title**: Language Pedagogy |
| **Course Code**: **ENG3256-2** |
| **Program**: Bachelor of Arts in English |
| **Department**: **Department of English** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 2 |
| **Last Revision Date**: **13 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (2) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 5 – Year 3) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG3256-2 Language Pedagogy provides students with an in-depth exploration of the theories, principles, and practices essential for effective language teaching. This course delves into various language teaching methods and approaches, highlighting the cognitive, social, and psychological aspects of language learning. Students will engage with key concepts such as language acquisition versus language learning, individual learning styles, and the development of effective teaching strategies. Additionally, the course emphasizes the design and evaluation of teaching materials, lesson plans, and assessments tailored for diverse classroom contexts. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG2351-3 Introduction to Applied Linguistics | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objective of ENG3256-2 Language Pedagogy is to equip students with a comprehensive understanding of the various approaches and methods in language teaching. The course aims to foster the ability to recall and apply essential concepts in language acquisition, individual learning styles, and language learning strategies. Students will also develop the skills to design effective teaching materials and assessments, implement diverse teaching methods, and critically evaluate the effectiveness of syllabi and instructional strategies in EFL classrooms. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 30 | 100% |
| 2 | E-learning | - | - |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

**3. Contact Hours** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 30 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 30 |

# **B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods**

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Name different language teaching methods and approaches. | K1 | Systematically introduce and explain different language teaching methods and approaches by referring to textbook sections, ensuring that each method is clearly outlined and contextualized within the broader framework of language education throughout the semester. | Assignment 1 (10 marks) |
| 1.2 | Recall the definitions of language acquisition and language learning, and list their key differences. | K2 | Consistently reinforce the definitions of language acquisition and language learning by summarizing key concepts from the textbook during lectures, and regularly highlighting their differences to deepen students' understanding over the course of the semester. | Quiz 1 (10 marks) |
| 1.3 | Identify individual learning styles and language learning strategies, and their impact on language acquisition. | K3 | Regularly refer to textbook content that discusses individual learning styles and language learning strategies, integrating these insights into lecture explanations to help students understand their impact on language acquisition. | Midterm Exam (30 marks) |
| 1.4 | List principles for designing tests, lesson plans, and teaching materials in language education. | K4 | Continuously guide students through the principles of test and lesson plan design by systematically covering relevant textbook chapters, emphasizing the application of these principles in language education throughout the semester. | Final Exam (40 marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Integrate knowledge of cognitive, social, and psychological differences among individual learners to inform teaching strategies | S2 | Consistently highlight and integrate discussions of cognitive, social, and psychological differences among learners as outlined in the textbook, using these insights to inform and guide the presentation of teaching strategies throughout the course. | Microteaching Assignment (10 marks) |
| 2.2 | Implement theories and practices of various language teaching methods in diverse learning contexts | S5 | Systematically introduce and elaborate on various language teaching methods and practices by thoroughly explaining and contextualizing the theories presented in the textbook during lectures, ensuring that students can understand and later apply these methods in diverse contexts. | Final Exam (40 marks) |
| 2.3 | Develop and apply effective communication skills in language teaching | S6 | Continuously emphasize the development and application of effective communication skills by modeling best practices during lectures, drawing from examples and guidelines provided in the textbook to demonstrate clear and effective teaching communication. | Microteaching Assignment (10 marks) |
| 2.4 | Analyze and evaluate the effectiveness of syllabi and teaching materials in EFL classrooms | S7 | Guide the analysis and evaluation of syllabi and teaching materials by systematically working through relevant textbook content, explaining the criteria for effectiveness, and consistently applying these criteria in discussions and lectures throughout the semester. | Assignment 2 (10 marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate an appreciation for diverse language teaching methods and their impact on student learning by consistently valuing and considering multiple approaches during lesson planning and instructional decision-making | V1 | Incorporate regular discussions and reflective sessions where students are encouraged to consider and discuss various language teaching methods. Emphasize the importance of appreciating diverse approaches during these sessions. | Assess students by reviewing their lesson plans and instructional designs for the inclusion of multiple teaching methods. |
| 3.2 | Independently select and apply appropriate language teaching strategies tailored to the individual needs of learners, demonstrating the ability to make informed decisions without direct supervision | V2 | Encourage students to independently select and implement teaching strategies during in-class simulations and lesson planning exercises, guiding them to make informed decisions based on their understanding of learner needs. | Evaluate students by observing their ability to justify their chosen strategies in lesson plans and during class discussions. |
| 3.3 | Take responsibility for the continuous evaluation and refinement of syllabi and teaching materials to ensure their effectiveness in promoting language acquisition, based on ongoing observations and assessments | V3 | Engage students in ongoing review and refinement of syllabi and teaching materials, prompting them to regularly evaluate the effectiveness of these resources and make necessary adjustments. | Assess students by using rubrics or checklists to track their progress in refining syllabi and teaching materials. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | GRAMMAR TRANSLATION METHOD | 1 |
|  | DIRECT METHOD | 1 |
| **3.** | AUDIO-LINGUAL METHOD | 1 |
| **4.** | COMMUNITY LANGUAGE LEARNING | 1 |
| **5.** | TOTAL PHYSICAL RESPONSE | 1 |
| **6.** | COMMUNICATIVE LANGUAGE TEACHING | 2 |
| **7.** | THE POST-METHODS ERA | 2 |
| **8.** | TEACHERS' EYE CONTACT TO ATTRACT STUDENTS' ATTENTION | 2 |
| **9.** | GESTURES AND FACIAL EXPRESSIONS | 1 |
| **10.** | TEACHERS’ POSITION AND MOVEMENT OF IN THE CLASS, | 1 |
| **11.** | ATTENTION SPREAD IN THE CLASS | 1 |
| **12.** | USING THE VOICE AND TEACHER'S APPEARANCE | 2 |
| **13.** | LISTENING | 1 |
| **14.** | SPEAKING | 1 |
| **15.** | READING | 1 |
| **16.** | WRITING | 1 |
| **17.** | TESTING | 3 |
| **18.** | LESSON PLANNING | 3 |
| **19.** | MICRO-TEACHING | 4 |
| **Total** | | **30** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Quiz 1 (10 marks)**  **Aligned CLO: 1.2** Recall the definitions of language acquisition and language learning, and list their key differences. **Description:** This quiz will assess students' understanding of language acquisition versus language learning, including their ability to differentiate between the two. It will be conducted after students have been introduced to these concepts and have had some time to engage with the material. | Week 3 (following the initial introduction of language teaching methods) | 5% |
|  | **Assignment 1 (10 marks)**  **Aligned CLO:** 1.1 Name different language teaching methods and approaches.  **Description:**  Students will be required to summarize and compare different language teaching methods introduced in the first few weeks of the course, such as the Grammar Translation Method, Direct Method, and Audio-Lingual Method. This assignment will assess their understanding of these foundational approaches. | Week 5 (after covering several teaching methods) | 5% |
|  | **Midterm Exam**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time. Questions will encompass content beyond the mapped CLO to evaluate the practical application and synthesis of research methods concepts.**  **Aligned CLO** 1.3 Identify individual learning styles and language learning strategies, and their impact on language acquisition. **Description:** The midterm exam will take place in Week 7/8, covering the topics discussed up to that point. It will include both objective and subjective questions to assess students' understanding of different language teaching methods, as well as their ability to identify learning styles and strategies. | 7/8 | 30% |
| **4.** | **Microteaching Assignment (10 marks)**  **Aligned CLOs:** 2.1 Integrate knowledge of cognitive, social, and psychological differences among individual learners to inform teaching strategies; 2.3 Develop and apply effective communication skills in language teaching. **Description:** In this microteaching assignment, students will design and deliver a short teaching session using a specific language teaching method. They must consider the cognitive, social, and psychological differences among learners as they plan and execute the lesson. Additionally, students will demonstrate effective communication skills by ensuring their delivery is clear, engaging, and adapted to the diverse needs of the learners. Peer feedback and self-reflection will be used to assess their ability to integrate these considerations into practical teaching and to evaluate the effectiveness of their communication strategies. | Week 10 (after introducing topics on classroom management and student engagement) | 10% |
| **5.** | **Assignment 2 (10 marks)** **Aligned CLO** 2.4 Analyze and evaluate the effectiveness of syllabi and teaching materials in EFL classrooms. **Description:** Students will evaluate a given syllabus and set of teaching materials, focusing on how well they align with learning objectives and their adaptability to different teaching contexts. | Week 12 (after discussing lesson planning and materials design + communication strategies in teaching) | 10% |
| **6.** | **Final Exam**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course. Questions will span beyond the mapped CLO to assess the integration and implementation of research methods across various scenarios.**  **Aligned CLOs:** 1.4 List principles for designing tests, lesson plans, and teaching materials in language education; 2.2 Implement theories and practices of various language teaching methods in diverse learning contexts. **Description:** The final exam will assess students' ability to apply theories and practices covered throughout the course, including their implementation in diverse learning contexts. Students will be presented with case studies and scenarios where they must demonstrate their understanding of different teaching methods and effectively apply them. Additionally, the exam will evaluate students' knowledge of the principles for designing tests, lesson plans, and teaching materials in language education. Practical tasks will require students to create and critique educational resources, ensuring they are aligned with the principles discussed in class and tailored to meet specific learner needs. | Scheduled Date (Academia) | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Department of English. (2025). *Language pedagogy ENG3256-2* [Course packet]. King Khalid University. |
| **Essential References** | Abbott, Gerry and Wingard, Peter (1989) The Teaching of English as an International Language. A Practical Guide.  Collins: Glasgow and London  Brown, H. D. (2014). Principles of Language Learning and Teaching (5th ed.). Pearson. (ISBN: 978- 0131991286)  Hughes, Arthur (2003) Testing for Language Teachers  Cambridge: Cambridge University Press  Larsen-Freeman, D., & Anderson, M. (2011). Techniques & Principles in Language Teaching (3rd ed.). Oxford University Press. (ISBN: 978-0-19-442360-1)  McGrath, I. (2013). Teaching materials and the roles of EFL/ESL teachers: Practice and theory (1st ed.). Bloomsbury Academic. (ISBN: 9781441143693)  Nuttall, Christine (2006) Teaching Reading Skills in a Foreign Language. Practical Language Teaching. Heinemann. (Third Edition).  Richards, J. C. (2008). Teaching Listening and Speaking: From Theory to Practice. Cambridge University Press. Available online  Roger Gower and Steve Walters (1989) Teaching Practice Handbook. A reference book for EFL teachers in training. Heinemann |
| **Electronic Materials** | [http://www.eslgold.com](http://www.eslgold.com/)  [www.usalearns.org](http://www.usalearns.org)  [www.lessonwriter.com](http://www.lessonwriter.com)  [www.brainpop.com](http://www.brainpop.com)  [www.quia.com](http://www.quia.com)  [www.learnamericanenglishonline.com](http://www.learnamericanenglishonline.com) |
| **Other Learning Materials** | English Textbooks used at Saudi Intermediate and Secondary schools |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |