



Course Specification

(Bachelor)

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: February 11, 2026

Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	6
D. Students Assessment Activities	7
E. Learning Resources and Facilities	7
F. Assessment of Course Quality	Error! Bookmark not defined.
G. Specification Approval	Error! Bookmark not defined.



A. General information about the course:

1. Course Identification

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:

Language Pedagogy (ENG3256-2) provides an advanced introduction to the theoretical foundations and practical dimensions of language teaching, emphasizing major ELT methods and principles of language, teaching, testing, and assessment. The course examines major pedagogical theories, historical and contemporary teaching approaches, and the cognitive, social, and affective factors that shape language learning. Students will explore key distinctions between language learning and language acquisition, investigate individual learner differences, and evaluate how contextual variables influence pedagogical decision-making. Emphasis is placed on the development of principled teaching practices, including the design of instructional materials, lesson planning, classroom management techniques, and assessment tools suitable for diverse learner profiles and educational settings. Through analytical tasks and applied activities, students gain the professional competencies necessary to implement effective, learner-centered language instruction.

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 Language Pedagogy (ENG3256-2) course aims to:

- Develop students' comprehensive understanding of the major approaches, methods, and theoretical foundations of language teaching.
- Enable students to recall and apply essential concepts in language acquisition, individual learner differences, and language learning strategies.
- Build students' ability to design, adapt, and evaluate instructional materials and assessment tools diverse learning contexts.
- Equip students with the practical skills needed to implement a range of language teaching methodologies effectively in EFL classrooms.
- Foster students' capacity to critically analyze and assess syllabi, lesson plans, and instructional practices in relation to learning outcomes.

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
1.	Lectures	30
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	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	Identify the major approaches, methods, and theories in language teaching and their historical development	K1	- Lectures - Instructor explanation - Assigned readings	- Quiz - Midterm exam - Final exam
1.2	Explain key concepts in language acquisition, learner differences, and language learning strategies.	K2	- Interactive class discussion - Guided reading analysis - Concept explanation sessions	- Quiz - Midterm exam - Final exam
1.3	Describe the principles that guide instructional planning, material development, and	K3	- Demonstration of sample lesson plans - Instructor modelling - Case-study analysis	- Midterm Exam - Final Exam



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	classroom testing and assessment in EFL contexts.			
2.0	Skills			
2.1	Apply appropriate teaching methods and techniques to meet diverse learner needs in EFL classrooms	S1	- Guided micro-teaching tasks - modelling of teaching methods - classroom demonstrations	Microteaching Assignment
2.2	Design lesson plans, instructional materials, and assessment tools aligned with learning objectives.	S2	- Workshop tasks - hands-on material development - collaborative planning activities	- Final Exam - Project – Lesson Plan & Materials Design assignment
2.3	Critically evaluate teaching practices, syllabi, language assessment tools, and instructional materials in terms of effectiveness and learner outcomes	S3	- Case-study analysis - peer review activities - reflective discussion	Microteaching Assignment
3.0				
3.1	Demonstrate professionalism, reflective practice, and ethical responsibility in teaching and evaluation processes.	V1	- Reflective activities - professional conduct discussions - ethics dialogues	Professional Reflection Portfolio
3.2	Work collaboratively to plan and deliver effective instructional activities.	V2	- Group work - collaborative lesson planning - peer-supported tasks	Group Teaching Demonstration
3.3	Show commitment to continuous professional	V3	Self-evaluation exercises	Reflective Growth Log





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	development in language teaching.		- independent research tasks - reflective journals	

C. Course Content

No	List of Topics	Contact Hours
1.	- Historical Development of ELT Methods Former Methods in Teaching - Grammar Translation Method - The Direct Method - The Audio-Lingual Method - Community Language Learning - Total Physical Response (TPR)	8
2.	Communicative Approach	2
3.	Task-based Method	1
4.	Managing the Class	3
5.	Language Skill: Listening, Reading, Speaking, Writing Skills	3
6.	Principles of Language Testing and Assessment	5
7.	Feedback and Error Correction; Correction During Fluency Practice; Correction of Written Errors	3
8.	Lesson Plan (the main steps of planning a lesson; types of assignments)	5
Total		30



D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	Week 5	10%
2.	Midterm Exam	Week 8	30%
3	Microteaching Assignment	Week s 10-14	10%
4	Project – Lesson Plan & Materials Design assignment	Week 12	10%
5	Final Exam	Week 16-17	40%

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Brown, H. D. (2014). Principles of Language Learning and Teaching (5th ed.). Pearson. (ISBN: 978- 0131991286)
Essential References	Abbott, Gerry and Wingard, Peter (1989) The Teaching of English as an International Language. A Practical Guide. Collins: Glasgow and London 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
	www.usalearns.org
	www.lessonwriter.com
	www.brainpop.com
	www.quia.com
	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 accommodating 25–30 students • Adequate lighting and ventilation • Comfortable seating arrangements suitable for group discussion • Whiteboard and notice board
Technology equipment	• Computer and stable internet connection for instructor use • Data projector and screen • Audio speakers for multimedia presentations • (Optional) Smart board for interactive teaching
Other equipment	• Whiteboard markers and erasers • Portable microphone (if required) • Display or bulletin board for course announcements
Additional resources	• Access to the Saudi Digital Library (SDL) and online academic databases • (Optional) Language laboratory facilities for multimedia learning • (Optional) Audio equipment for listening to dramatic readings and literary adaptations • (Optional) Charging stations or designated tech-use areas for student devices

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.



Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

