Course Specification

— (Postgraduate Programs)

Course Title: Teaching English to Young Learners
Course Code: 6501TEFL-3
Program: Master of Arts in Teaching English as a Foreign Language
Department: Department of English
College: College of Languages and Translation
Institution: King Khalid University
Version: 4
Last Revision Date: September 30 , 2024

Table of Contents

A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

This course is designated 3 credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content.

2. Course type

A.	☐University	☐College	☒ Department	☐Track	
B.	☒ Required			☐Elective	

3. Level/year at which this course is offered: (Semester 2/Year 1)

4. Course General Description:

The course "Teaching English to Young Learners" provides a comprehensive examination of pedagogical approaches in instructing young learners in English as a Foreign Language (EFL). It integrates theoretical underpinnings from key educational theorists such as Piaget, Vygotsky, Chomsky, and Krashen, and couples these with practical applications. Through a variety of learning modalities—including lectures, readings, and discussions—candidates will engage deeply with the four core language skills: Listening, Speaking, Reading, and Writing. The course places particular emphasis on student-centered teaching and interactive language activities, equipping candidates with the skills to design age-appropriate lesson plans, assessment tools, and teaching materials that can be applied in simulated and real-world classroom settings.

5. Pre-requirements for this course (if any):

N/A

6. Pre-requirements for this course (if any):

N/A

7. Course Main Objective(s):

The primary objectives of this course are as follows:
- To foster a nuanced understanding of the distinct cognitive and linguistic characteristics of young EFL learners, across various age groups.
- To engage students in the application of theoretical frameworks in the creation of age- and level-appropriate lesson plans that align with TESOL standards.

- To empower candidates with advanced techniques for designing interactive language activities that facilitate the acquisition of listening, speaking, reading, and writing skills among young learners.
- To impart knowledge and skills for developing specialized resource materials tailored to the unique language learning needs of children.
- To instill values of professional discretion, ethical responsibility, and respect for children's rights, thereby promoting an instructional environment that upholds Human Rights principles and encourages both fair competition and solidarity among young learners.

By achieving these objectives, the course aims to cultivate educators who are not only adept at instructional methods but are also cognizant of the ethical and humanistic dimensions of teaching English to a younger demographic.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	34	75%
2	E-learning	11	25%
3	Hybrid • Traditional classroom • E-learning	-	-
4	Distance learning	-	-

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

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)……	-
	Total	45

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	Enumerate the distinct characteristics of young English as a Foreign	K3	Facilitate a critical discussion on the unique needs and	Assessed through Midterm Test and Final Exam.

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	Language learners across different age groups.		characteristics of young EFL learners across different age groups, encouraging students to draw from both theory and their educational experiences.	
1.2	Identify the core language skills essential for young learners: Listening, Speaking, Reading, and Writing.	K1	Use case-based learning to explore the core language skills of listening, speaking, reading, and writing, emphasizing their interconnectedness and their specialized requirements for young learners.	Assessed through Lesson Demonstrations, Presentations, and Discussions.
1.3	Recall key contributions of Piaget, Vygotsky, Chomsky, and Krashen to the understanding of young EFL learners.	K2	Assign teacher-trainees to present mini-lectures or conduct peer-led seminars on the theories of Piaget, Vygotsky, Chomsky, and Krashen and how they apply to the EFL context for young learners.	Assessed through Weekly Assignments and Final Exam.
2.0	**Skills**			
2.1	Apply advanced techniques in crafting lesson plans tailored to TESOL standard benchmarks and the needs of young learners.	S1	Conduct a workshop on crafting lesson plans according to TESOL benchmarks, inviting students to design and peer-review their own sample lesson plans tailored for young learners.	Assessed through Lesson Demonstrations, Presentations, and Discussions.
2.2	Demonstrate the ability to design and implement interactive language activities suitable for young minds.	S3	Use role-playing exercises to simulate a classroom environment, allowing students to demonstrate their ability to implement	Assessed through Lesson Demonstrations, Presentations, and Discussions

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			interactive language activities suitable for children.	
2.3	Employ pedagogical strategies to enhance listening and speaking skills among young learners.	S4	Host a simulated classroom setting where trainees can practice different pedagogical approaches for enhancing listening and speaking skills among hypothetical young learners.	Assessed through Weekly Assignments and Lesson Demonstrations.
2.4	Implement techniques for nurturing reading and writing skills in young EFL students.	S2	Introduce students to evidence-based strategies for nurturing reading and writing skills, asking them to implement these in mock classroom settings and then reflect on their efficacy.	Assessed through Weekly Assignments and Lesson Demonstrations.
2.5	Develop and utilize resource materials specifically designed for children's language learning needs.	S5	Assign a project that requires the design of child-friendly resource materials, which can then be critiqued and refined in class discussions.	Assessed through Lesson Demonstrations, Presentations, and Discussions.
3.0	**Values, autonomy, and responsibility**			
3.1	Uphold the respect for children's rights in line with Human Rights principles during instructional interactions.	V2	Stage ethical debates or dilemma discussions that force students to grapple with the complexities of upholding Human Rights principles in teaching young learners.	Assessed through observations during Lesson Demonstrations, Presentations, and Discussions.
3.2	Foster an environment that encourages fair competition and solidarity among young learners.	V3	Utilize group projects and collaborative teaching simulations to cultivate an environment of teamwork and mutual	Assessed through observations during Lesson Demonstrations, Presentations, and Discussions.

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			respect among students.	
3.3	Practice professional discretion and responsibility in the assessment and evaluation of young learners.	V1	Lead a seminar that explores the ethical dimensions of assessing young learners, emphasizing the balance between professional discretion and responsibility.	Assessed through observations during Lesson Demonstrations, Presentations, and Discussions.

C. Course Content:

No	List of Topics	Contact Hours
1.	**Understanding Young EFL Learners:** • Examining the Distinct Characteristics of Young English as a Foreign Language Learners Across Different Age Groups.	3
2.	**Introduction to Core Language Skills for Children:** • Delving into the Four Primary Language Skills: Listening, Speaking, Reading, and Writing. • Exploring the Modalities of Learning Tailored for Young Minds.	3
3.	**Language Development Amongst Children:** • Investigating First Language Development Patterns. • Unraveling the Dynamics of Second Language Acquisition in Children.	7.5
4.	**Laying the Theoretical Foundations:** • Analyzing Piaget's and Vygotsky's Contributions to Understanding Young Learners. • Exploring the Linguistic Theories of Chomsky and Krashen.	7.5
5.	**Nurturing a Language Environment:** • Creating a Conducive Language Learning Environment Inside and Outside the Classroom.	3
6.	**Promoting Language Awareness:** • Techniques and Strategies to Enhance Language Awareness Among Children.	3
7.	**Crafting Effective Lessons for Young Learners:** • Techniques for Lesson Planning in Alignment with TESOL Standard Benchmarks.	3
8.	**Engaging Language Activities for Children:**	3

	• Exploring and Implementing Interactive and Effective Language Activities Tailored for Young Minds.	
9.	**Strategies for Teaching Listening and Speaking:** • Advanced Techniques and Best Practices for Enhancing Listening and Speaking Skills.	3
10.	**Strategies for Teaching Reading and Writing:** • Pedagogical Approaches for Nurturing Reading and Writing Skills Among Young Learners.	3
11.	**Resource Development for Young Learner Classrooms:** • Designing, Developing, and Implementing Resource Materials Tailored for Children's Language Learning Needs.	6
	Total	**45**

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Weekly assignments**	weekly	10%
2.	**Midterm test**	7th week	25%
3.	**Lesson demonstration, presentations, discussions**	Continuous assessment	15%
4.	**Final exam**	13th week	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities:

1. References and Learning Resources:

Essential References	Nunan, D. (2011). Teaching English to Young Learners. Anaheim University Press. Anaheim, California Echevarria, J., Vogt, M., and Short, D. (2016). Making Content Comprehensible for English Learners: The SIOP Model (5th Edition). Boston: Allyn and Bacon. 4th Edition.
Supportive References	https://www.tandfonline.com/toc/rllj20/current *The Language Learning Journal* https://scholar.google.com/scholar?q=academic+articles+Language+learning&hl=en&as_sdt=0&as_vis=1&oi=scholart http://journals.sagepub.com/home/ltr Language Teaching Research

	"ESL Activities and Mini-Books for Every Classroom" by Kama Einhorn "Assessment and ESL: An Alternative Approach" by Barbara Law "ESL Teacher's Activities Kit" by Elizabeth Claire https://onlinelibrary.wiley.com/doi/abs/10.1111/0023-8333.00048 Vygotsky's Zone of Proximal Development and Krashen's i+1: Incommensurable Constructs; Incommensurable Theories by William E. Dunn. (2008).

Electronic Materials	1. **ScienceDirect Article on Language Learning Strategies**
	  • A valuable academic resource that explores the use of language learning strategies.
	  • Website
	2. **ESLbase Teaching Resources**
	  • Offers various teaching methodologies and classroom activities aimed at ESL teachers.
	  • Website
	3. **FluentU Educator Blog**
	  • Provides a plethora of practical resources and innovative teaching ideas specific to young learners.
	  • Website
	4. **Oxford Journals: ELT Journal**
	  • A quarterly publication for all those involved in the field of teaching English as a second or foreign language.
	  • Website

Other Learning Materials	1. **TESOL International Association**
	  • Your original link serves as a major platform for teachers, providing standards and best practices.
	  • Website
	2. **TESOL Standards**
	  • Essential guidelines and standards for teaching English as a second language.
	  • Website
	3. **Phonics Play Interactive Games**
	  • Interactive phonics games aimed at young learners for improving reading and writing skills.
	  • Website
	4. **"Pronunciation Games" by Mark Hancock**
	  • A book offering a collection of pronunciation practice activities for young English learners.

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, specialized labs, multimedia rooms, study areas.
Technology equipment (Projector, smart board, software)	Projectors, smart boards, subject-specific software, audio-visual devices.
Other equipment (Depending on the nature of the specialty)	Textbooks, reference materials, subject-specific learning resources, supplementary materials.

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course instructor, peer educators, and student feedback.	Classroom observation, teaching evaluations, and student surveys.
Effectiveness of students' assessment	Course instructor and external reviewers.	Analysis of assessment tools (e.g., exams, assignments), rubric evaluations, and external review of student work.
Quality of learning resources	Course instructor, students, and curriculum committee.	Resource review, student feedback, and comparison with industry standards.
The extent to which CLOs have been achieved	Course instructor, students, and program administrators.	Student performance analysis, course evaluations, and student reflections or self-assessments.
Other	-	-

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	4-27/3/46
DATE	SEPTEMBER 30, 2024