Course Specification
— (Postgraduate Programs)

Course Title: Teaching English as a Foreign Language
Course Code: 6502TEFL-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 as a Foreign Language" offers a holistic exploration of the pedagogical, cultural, and technological dimensions of English language teaching in diverse global contexts. It synthesizes theoretical foundations with practical applications, focused on the comprehensive development of the four main language skills—Listening, Speaking, Reading, and Writing. Special attention is accorded to classroom management strategies, assessment methodologies, and the integration of digital tools, all tailored to the specific needs and cultural sensitivities of EFL learners. Through lectures, case studies, and hands-on activities, candidates will acquire the capability to design culturally responsive EFL materials and employ differentiated instructional strategies for mixed-ability classes.

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 principal objectives of this course are as follows:
- To impart an understanding of the global landscape of Teaching English as a Foreign Language, covering both its objectives and inherent challenges.
- To enable candidates to apply state-of-the-art techniques and methodologies in teaching Listening, Speaking, Reading, and Writing within an EFL framework.

- To cultivate sensitivity to the psychological, cultural, and social factors that influence English language acquisition, and to incorporate this awareness into pedagogical practices.
- To develop expertise in classroom management strategies and assessment mechanisms that are both effective and culturally sensitive.
- To equip candidates with the skills to integrate digital tools and multimedia resources for a more engaging and effective EFL learning experience.
- To instill values of professional integrity, cultural respect, and ethical responsibility in all aspects of EFL teaching and assessment.

The course aims to produce educators who are not just technically proficient but are also culturally aware and ethically responsible, in alignment with both academic standards and the multifaceted needs of EFL learners globally.

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 objectives and challenges inherent to the Teaching English as a Foreign Language (TEFL) landscape in a global context.	K2	Facilitate a Socratic seminar that stimulates critical thought about the evolving objectives and challenges of TEFL in today's globalized world. This would provide a venue for students to engage in the complexity and nuances of TEFL within diverse settings.	Assessed through the Mid-term Test and Final Exam.
1.2	Identify the key techniques and approaches in teaching the four main language skills: Listening, Speaking, Reading, and Writing, within an EFL setting.	K1	Use a "flipped classroom" model for this segment. Prior to class, students read about the four major language skills. During the class, they discuss and critique different teaching techniques for Listening, Speaking, Reading, and Writing, sharing insights and posing questions.	Assessed through Lesson Plans Preparation and Oral Presentations.
1.3	Recognize the psychological, cultural, and social factors influencing English as a Foreign Language acquisition.	K3	Engage students in an in-depth discussion on the psychological, cultural, and social factors affecting EFL acquisition. Prepare a set of guiding questions to stimulate debate and critical thought on how these factors interplay with teaching strategies.	Assessed through Assignments, Participation, and the Final Exam.
2.0	Skills			
2.1	Apply methodologies for teaching Listening and	S3	Utilize case studies that depict a variety of	Assessed through Lesson Plans

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	Speaking in EFL, accounting for both the challenges and practical activities.		EFL classroom settings. Encourage students to identify the techniques for teaching Listening and Speaking, examining the efficacy and limitations in each case.	Preparation, Assignments, and Oral Presentations.
2.2	Design and implement Reading and Writing instruction tailored to EFL learners, ranging from literacy to fluency.	S1	Introduce the concept of "modular instructional design" where students can craft mini-lessons for Reading and Writing tailored to hypothetical EFL learners. Peer reviews would serve as a platform for constructive critique and refinement.	Assessed through Lesson Plans Preparation and Assignments.
2.3	Develop strategies for effective classroom management specific to the EFL context.	S4	Conduct a simulation of classroom scenarios where students can role-play as both teachers and students to practice classroom management techniques specific to EFL settings.	Assessed through Assignments, Participation, and Oral Presentations.
2.4	Execute assessment and evaluation mechanisms that are both effective and culturally sensitive.	S2	Lead a seminar on "cultural sensitivity in evaluation," discussing best practices for gauging student understanding without explicit assessments, focusing on culturally sensitive alternatives.	Assessed through Mid-term Test and Final Exam.
2.5	Utilize digital tools and multimedia resources to enhance the EFL learning experience.	S5	Employ an exploratory approach where students can interact with a range of digital tools and multimedia resources. Facilitate a	Assessed through Assignments and Oral Presentations.

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			debate on the pros and cons, ethical implications, and pedagogical suitability of these tools for EFL instruction.	
3.0	**Values, autonomy, and responsibility**			
3.1	Uphold professional integrity in both the execution and assessment of EFL pedagogy.	V1	Dedicate a session to discussing the code of ethics and professional guidelines within the TEFL field, using real-life examples to elucidate the concept of professional integrity.	Assessed through all assessment activities with particular emphasis during the Final Exam.
3.2	Exhibit respect for local customs and moralities, particularly in the use of the first language (L1) in the EFL classroom.	V2	Conduct a mock classroom situation where English is the foreign language to be learned. Utilize this to examine and discuss the appropriateness and sensitivity of using the first language (L1) in an EFL context.	Assessed through observations during Oral Presentations and continuous assessment.
3.3	Show appreciation for English cultural norms and ethics as they manifest in the target language (TL) use within the teaching environment.	V3	Facilitate a discussion on English cultural norms and ethical considerations in the teaching environment, utilizing scholarly articles and academic publications as the basis for a well-informed debate.	Assessed through Assignments, Participation, and Oral Presentations.

C. Course Content:

No	List of Topics	Contact Hours
1.	**Introduction to TEFL:** • The Global Context of English and Its Role as a Lingua Franca. • Importance of TEFL: Objectives and Challenges.	**3**

2.	**Methods and Approaches in TEFL:** • A Brief History and Evolution of TEFL Methods. • Comparison of Traditional and Modern Methods: Their Strengths, Limitations, and Best Use Cases.	6
3.	**Teaching the Four Language Skills in a TEFL Context:** • Listening and Speaking (3 hours): Techniques, Challenges, and Practical Activities. • Reading and Writing (5 hours): From Literacy to Fluency, Tailored for EFL Students.	9
4.	**Grammar and Vocabulary Instruction in EFL:** • Simplified Approaches for Complex Grammatical Structures. • Effective Strategies for Vocabulary Acquisition and Retention.	6
5.	**Understanding the EFL Learner:** • Psychological, Cultural, and Social Factors Influencing EFL Acquisition. • Catering to Diverse Learner Profiles and Needs in the EFL Classroom.	4.5
6.	**The Role and Dynamics of the EFL Teacher:** • Essential Qualities and Skills of an EFL Teacher. • Adapting to Different Teaching Environments: From Urban Schools to Rural Settings.	4.5
7.	**Classroom Management in the EFL Setting:** • Strategies for Effective EFL Classroom Management. • Navigating Common Classroom Challenges Unique to EFL.	3
8.	**Assessment and Evaluation in EFL:** • Tailoring Assessments for EFL Learners: From Formative Feedback to Summative Tests. • Grading and Providing Feedback in a Culturally Sensitive Manner.	3
9.	**Incorporating Technology in TEFL:** • Digital Tools and Platforms Beneficial for EFL Teaching. • Enhancing EFL Learning with Multimedia Resources.	3
10.	**Reflective Teaching and Professional Development in TEFL:** • Importance of Self-reflection and Peer Observations. • Pursuing Continuous Growth in the Field of TEFL.	3
Total		**45**

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Lesson plans preparation**	4th week	10%
2.	**Mid-term test**	7th week	20%
3.	**Assignments, participation**	Continuous assessment	10%
4.	**Oral presentations**	Continuous assessment	10%
5.	**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	Celce-Murcia, M., Brinton, D., Snow, M. (2014). *Teaching English as a Second or Foreign Language.* National Geographic Learning: Heinle Cengage Learning. Boston, MA Jensen, E. (2008*). Brain-Based Learning: The New Paradigm of Teaching*. 2nd Edition. Corwin Press. Thousand Oaks, CA.
Supportive References	https://www.tandfonline.com/toc/rllj20/current *The Language Learning Journal* https://www.simplypsychology.org/Zone-of-Proximal-Development.html The Zone of Proximal Development and Scaffolding By Saul McLeod, updated 2018 Lantoff, J. and Appel, G. (1994). *Vygotskian Approaches to Second Language Research*. Ablex Publishing Corporation. Norwood, New Jersey. http://www.sdkrashen.com/content/articles/2002_comprehension_and_rivals.pdf "The Comprehension Hypothesis and Its Rivals." Krashen, S. (2002).
Electronic Materials	1. **ERIC Database** • Provides access to a comprehensive collection of education-related research articles, including topics on TEFL. • Website 2. **Open Access Journals in Language Education** • A compilation of free, peer-reviewed journals focused on language education and teaching methodologies. • Website 3. **British Council's TeachingEnglish**

	• Offers articles, lesson plans, and teaching tips for those involved in TEFL. • Website 4. **Center for Applied Linguistics (CAL) Resources** • Houses research and best practices on language learning, language teaching, and assessment. • Website
Other Learning Materials	1. **"Principles of Language Learning and Teaching" by H. Douglas Brown** • A widely-used textbook that covers fundamental concepts in language acquisition and teaching methodology. 2. **"Techniques and Principles in Language Teaching" by Diane Larsen-Freeman and Marti Anderson** • Provides a thorough overview of the most prevalent teaching methodologies in TEFL. 3. **International English Language Testing System (IELTS) Guidelines** • Offers a set of guidelines and practice materials for the IELTS exam, useful for understanding the assessment of English language proficiency. • Website 4. **American Council on the Teaching of Foreign Languages (ACTFL) Standards** • Defines what it means to be a competent speaker of a foreign language and provides teaching guidelines. • Website

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