

Course Specification

(Postgraduate Programs)

Course Title: *Curriculum Design and Materials Development*

Course Code: *6506TEFL-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: *5*

Last Revision Date: *October 30, 2024*



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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 4/Year 2)

4. Course General Description

The course "Curriculum Design and Materials Development" offers a rigorous exploration into the theories, methodologies, and practical applications of curricular and material development within the realm of Teaching English as a Foreign Language (TEFL). With a focus on historical and modern perspectives, it facilitates an in-depth understanding of various approaches to curriculum design. The course integrates analytical components, enabling students to critically evaluate existing materials, syllabi, and curricula, particularly with sensitivity to the local Saudi context. It also fosters skills in lesson planning, test design, and assessment aligned with curriculum goals. Additionally, the course places a premium on stakeholder feedback and the ability to enact iterative revisions, encouraging a holistic and adaptive approach to curriculum and material development.

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

N/A

6. Co-requirements for this course (if any)

N/A

7. Course Main Objective(s)

The primary objectives of this course are as follows:

- To provide an enriched understanding of the theories and practices that inform curriculum design in ELT, incorporating historical and contemporary perspectives.



- To develop competencies in critically evaluating existing English Language Teaching (ELT) materials, syllabi, and curricula, with a particular focus on their relevance and applicability to the Saudi educational landscape.
- To cultivate skills in crafting and implementing measurable curriculum goals, lesson plans, and assessment methods that are in alignment with ELT standards and local educational needs.
- To enable students to integrate stakeholder feedback effectively into the curriculum and material development process for continuous quality improvement.
- To foster a professional and ethical approach to curriculum design, including the capacity for autonomous decision-making and the ability to align the curriculum with broader community needs, policies, and cultural considerations.

By achieving these objectives, the course aims to produce educators who are not only theoretically knowledgeable but also practically skilled in the art of curriculum design and materials development, especially within the Saudi educational context.

2. TEACHING MODE

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	38	85%
2	E-learning	7	15%
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 	-	-
4	Distance learning	-	-

3. CONTACT HOURS

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	Aligned PLO	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding			
1.1	Outline historical and contemporary perspectives on curriculum design, as well as distinguish between various approaches such as linear, interactive, outcome-based, and process-based.	K2	Commence with an exploration of historical and contemporary perspectives on curriculum design. Involve students in discussions comparing different approaches such as linear, interactive, outcome-based, and process-based. Use scholarly articles and guided Socratic dialogues to facilitate the discussion.	Assessed through Mid-term Test and Final Exam.
1.2	Recall the distinctions and interrelationships among curriculum, syllabus, and materials in the context of ELT.	K2, K3	Employ a Venn diagram or concept-mapping exercise to help students understand the interrelationships among curriculum, syllabus, and materials in the context of English Language Teaching (ELT). Follow this with a narrative-based discussion to deepen the understanding.	Assessed through Projects, Essays, Presentations, and Final Exam.
1.3	Identify techniques for assessing the learning environment, including stakeholder analysis and resource evaluation, as well as methods for ascertaining learner needs.	K3	Guide the class through simulated stakeholder analysis and resource evaluation exercises. The simulated activities serve to familiarize students with techniques for assessing the learning environment and learner needs.	Assessed through Projects, Essays, Presentations, and Term Paper.
2.0	Skills			
2.1	Develop measurable	S3, S5	Stage an interactive	Assessed



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	curriculum goals aligned with ELT standards and sequence content and materials logically and effectively.		workshop wherein students conceptualize and sequence a hypothetical ELT curriculum. The focus should be on developing measurable goals that align with ELT standards and on logically sequencing content and materials.	through Projects, Essays, Presentations, and Final Exam.
2.2	Critically analyze existing ELT textbooks for strengths, gaps, and cultural sensitivities, and design unit/chapter outlines that cater to diverse EFL learners.	S1, S5	Conduct a textbook critique session. Students will critically analyze existing ELT textbooks, paying attention to strengths, gaps, and cultural sensitivities. They will then design unit or chapter outlines that cater to a diverse EFL learning audience.	Assessed through Mid-term Test and Term Paper.
2.3	Create comprehensive lesson plans that integrate curriculum goals and employ principles of test design and assessment that align with curriculum objectives.	S3, S4	Hold a collaborative lesson-planning lab. Students will develop comprehensive lesson plans that integrate the curriculum goals. While the activity remains theoretical, it will equip them to create plans in line with curriculum objectives.	Assessed through Projects, Essays, Presentations, and Term Paper.
2.4	Collect and analyze feedback from multiple stakeholders, including learners and peers, for iterative course revisions and updates.	S1, S2	Engage the class in a simulated feedback collection and analysis activity. Utilize hypothetical scenarios wherein students must analyze comments from peers and students for the purpose of iterative course revisions and updates.	Assessed through Projects, Essays, Presentations, and Final Exam.



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
2.5	Engage in a hands-on session to create, adapt, and refine teaching materials, utilizing peer review for enhanced material quality.	S3, S5	Facilitate a hands-on session aimed at creating, adapting, and refining teaching materials. Peer reviews of these hypothetical materials will serve to enhance their quality.	Assessed through Projects, Essays, Presentations, and Term Paper.
3.0	Values, Autonomy, and Responsibility			
3.1	Demonstrate professionalism and ethical responsibility in curriculum design, material development, and assessment planning.	V1, V2	Host an ethical decision-making seminar that explores the responsibilities and ethical considerations involved in curriculum design, material development, and assessment planning.	Continuously assessed through all assessment activities, with an emphasis on the Term Paper and Final Exam.
3.2	Show the capacity to make informed revisions in curriculum and materials in alignment with stakeholder feedback.	V3, V4	Incorporate role-playing scenarios to simulate the experience of making informed revisions in curriculum and materials based on stakeholder feedback, emphasizing professionalism and responsibility.	Assessed through Projects, Essays, Presentations, and Final Exam.
3.3	Relate curriculum and material development to the broader community's needs, policies, and plans, with a focus on local contextual sensitivities.	V3, V4	Conclude the course with a capstone discussion connecting the practices of curriculum and material development to the broader community's needs. Use local case studies to underline the importance of context and policy in curriculum design.	Assessed through Final Exam, with a focus on local contextual sensitivities.



C. COURSE CONTENT

No	List of Topics	Contact Hours
1.	Introduction to Curriculum Design: <ul style="list-style-type: none"> Historical and Contemporary Perspectives on Curriculum Design. Various Approaches to Curriculum Design: Linear, Interactive, Outcome-based, and Process-based 	4.5
2.	Language Curriculum in the ELT Landscape: <ul style="list-style-type: none"> Relating Curriculum Design to ELT Approaches and Methods. Differences and Interrelationships among Curriculum, Syllabus, and Materials. 	4.5
3.	Environment Analysis and Catering to Learner Needs: <ul style="list-style-type: none"> Techniques for Assessing the Learning Environment: Stakeholder Analysis, Resource Evaluation. Identifying Learners' Lacks, Wants, and Necessities: From Surveys to Observations. 	4.5
4.	Designing Goals, Sequencing Content, and Materials: <ul style="list-style-type: none"> Setting Clear and Measurable Curriculum Goals Aligned with ELT Standards. Logical and Effective Sequencing of Content and Materials. 	7.5
5.	Analyzing Textbooks and Crafting Unit/Chapter Outlines: <ul style="list-style-type: none"> Critical Analysis of Existing ELT Textbooks: Strengths, Gaps, and Cultural Sensitivities. Designing Engaging and Relevant Units or Chapters for Diverse EFL Learners. 	6
6.	Lesson Planning and Test Design: <ul style="list-style-type: none"> Integrating Curriculum Goals into Detailed Lesson Plans. Principles of Test Design and Assessment Aligned with Curriculum Objectives. 	6
7.	Course Reflection and Iterative Revision: <ul style="list-style-type: none"> Techniques for Collecting Feedback: From Learners, Peers, and Other Stakeholders. Reflecting on Course Deliverables and Outcomes. Making Informed Decisions for Course Revisions and Updates. 	6
8.	Materials Development Workshop: <ul style="list-style-type: none"> Hands-on Session to Create, Adapt, and Refine Teaching Materials. Peer Review and Collaborative Feedback for Enhanced Material Quality. 	6





Total

45

D. STUDENTS ASSESSMENT ACTIVITIES

No	Assessment Activities	Assessment Timing (in week no)	Percentage of Total Assessment Score
1.	Projects / Essays/ Presentations	3-11	20%
2.	Mid-term Test	7	20%
3.	Term Paper	11	10%
4.	Final Exam	11-13	50%

E. LEARNING RESOURCES AND FACILITIES

1. REFERENCES AND LEARNING RESOURCES

Required Textbooks

Diamond, R.M. (1998). *Designing and Assessing Courses and Curricula: A Practical Guide*. San Fransisco: Jossey-Bass.

Ellis, R. (2012). *Language Teaching Research and Language Pedagogy*. London: Wiley-Blackwell.

Macalister, J. & Nation, I.S.P. (2010). *Language Curriculum Design*. London: Routledge.

McConnell, C., Conrad, B., & Uhrmacher, P. B. (2020). *Lesson planning with purpose: Five approaches to curriculum design*.

Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.

Tomlinson, B. ed. (2003). *Developing Materials for Language Teaching*. London: Continuum.

Wilkins, D. (1976). *Notional Syllabuses*. Oxford: Oxford University Press.

Essential References

Adaskou, K. et al. (1990). Design Decisions on the Cultural Content of a Secondary English Course for Morocco. *ELT Journal*, 44 (1), 3-





	<p>10.</p> <p>Brown, H. Douglas.(2001). <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i>.(2nd ed.). New York: Addison Wesley Longman, Inc.</p> <p>Long, M. & Ceiioks, G. (1992). Three Approaches to Task-Based Syllabus Design, <i>TESOL Quarterly</i>, 26 (1), 27-56.</p> <p>Rahman, M. M. & Alhaison, E. (2013). Teaching English in Saudi Arabia. <i>Academic Research International</i>, 4 (1), 112-118.</p> <p>Richards, J.C. (2013). Curriculum Approaches in Language Teaching: Forward, Central and Backward Design. <i>RELEC Journal</i>, 44 (1), 5-33.</p> <p>Shehdeh, F. (2010). Challenges of Teaching English in the Arab World: Why Can't EFL Programs Deliver as Expected? <i>Procedia Social and Behavioral Sciences</i>, 2, 3600-3604.</p> <p>Mickely, J. (2005). ESL Textbook Evaluation Checklist. <i>The Reading Matrix</i>, 5 (2), (n.p.)</p>
<p>Electronic Materials</p>	<ol style="list-style-type: none"> 1. International Journal of Educational Research <ul style="list-style-type: none"> • Publishes scholarly articles on curriculum theory, design, and development. • Website 2. The Curriculum Journal <ul style="list-style-type: none"> • Focuses on research and theories related to curriculum planning, development, and implementation. • Website 3. Educause Review <ul style="list-style-type: none"> • Provides articles, case studies, and reviews on educational technology and materials development. • Website 4. Open Educational Resources Commons <ul style="list-style-type: none"> • A platform offering free-to-use educational resources and curricula, valuable for understanding open-source materials development. • Website
<p>Other Learning Materials</p>	<ol style="list-style-type: none"> 1. "Curriculum Development in Language Teaching" by Jack C. Richards <ul style="list-style-type: none"> • Offers insights into the systematic development of language teaching curricula, useful for teachers in any educational





	<p>setting.</p> <ol style="list-style-type: none"> 2. "Understanding by Design" by Grant Wiggins and Jay McTighe <ul style="list-style-type: none"> • Focuses on the 'backward design' approach to curriculum development, starting from the desired results and working backward. 3. "Designing Language Courses: A Guide for Teachers" by Kathleen Graves <ul style="list-style-type: none"> • A step-by-step guide to course design, from needs analysis to assessment criteria. 4. "Materials Development in Language Teaching" edited by Brian Tomlinson <ul style="list-style-type: none"> • Addresses practical issues and principles in materials design for language teaching. 5. Association for Supervision and Curriculum Development (ASCD) Resources <ul style="list-style-type: none"> • Provides books, newsletters, and other resources focused on curriculum development and educational leadership. • Website
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2. EDUCATIONAL AND RESEARCH FACILITIES AND EQUIPMENT REQUIRED

Items	Resources
Facilities	Classrooms, specialized labs, multimedia rooms, study areas
Technology Equipment	Projectors, smart boards, subject-specific software, audio-visual devices
Other Equipment	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





Assessment Areas/Issues	Assessor	Assessment Methods
		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

G. SPECIFICATION APPROVAL DATA

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

