

Course Specification

(Postgraduate Programs)

Course Title: **Practicum**

Course Code: **6510TEFL-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**



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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 6/Year 2)

4. Course General Description:

The "Practicum" course serves as the capstone experience for the Master of Arts in Teaching English as a Foreign Language program. Designed to provide students with real-world teaching experience, the course facilitates the synthesis and application of pedagogical theories, methods, and techniques acquired throughout the program. Students will engage in both guided and independent classroom observations, lesson execution, and action research. Through a holistic approach that integrates technology and diverse assessment methods, the course cultivates advanced skills in classroom management, lesson planning, and student evaluation. Observational sheets and rubrics are employed for self-assessment and peer review, while a commitment to academic honesty, professionalism, and ethical conduct is emphasized throughout the practicum.

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

7304TEFL-4 Language Assessment

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

N/A

7. Course Main Objective(s):

The principal objectives of this course are:

- To foster an in-depth understanding and implementation of effective teaching practices, including classroom management, technology integration, and various assessment methodologies.



- To develop competencies in designing and executing comprehensive lesson plans that are learner-centered and aligned with best practices in TEFL.
- To enable students to conduct classroom observations and action research, utilizing non-judgmental and reflective techniques to assess and improve teaching quality.
- To enhance skills in crafting and evaluating observation sheets and rubrics, while also providing constructive feedback to peers and students.
- To instill a strong sense of ethical responsibility, academic honesty, and professionalism in all facets of teaching practice and collaborative work.

By fulfilling these objectives, the course aims to produce educators who are not only skilled in the art of teaching but also ethically aware and professionally responsible, thereby elevating the standards and outcomes of English language education.

2. Teaching Mode: (mark all that apply)

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

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

No	Activity	Contact Hours
1.	Lectures	-
2.	Laboratory/Studio	-
3.	Field	45
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	Recall the purpose, tools, and techniques associated with	K2	Initiate the course with a comprehensive orientation that	Assessed through Classroom Observations and



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	classroom observation, lesson planning, and action research.		enables students to understand the purpose, tools, and techniques associated with classroom observation, lesson planning, and action research. Offer guided readings from seminal works that set the theoretical framework.	encapsulated in the E-portfolio.
1.2	Summarize key best practices in classroom management, technology integration, and diverse assessment methods.	K3	Convene seminars focused on elucidating best practices in classroom management and technology integration. In these sessions, students will scrutinize case studies and examine pedagogical strategies, thus fortifying their theoretical grasp of classroom dynamics.	Evaluated through School Evaluations, which consider classroom management techniques.
1.3	Identify the principles and strategies for effective feedback and evaluation in the educational context.	K2	Conduct a series of interactive workshops that delve into the principles and strategies for effective feedback and evaluation within the educational landscape, particularly considering the complexity and nuance these processes require.	Addressed in E-portfolio under the Action Research section.
2.0	Skills			
2.1	Conduct guided and independent classroom observations, applying non-judgmental observation techniques and reflective practices.	S5	Through a carefully designed schedule, allow students to engage in both guided and independent classroom	Assessed primarily through Classroom Observations, accounting for a significant portion



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			observations. During these sessions, students will apply non-judgmental observation techniques and will be encouraged to keep reflective journals.	of the total assessment.
2.2	Craft comprehensive lesson plans that incorporate learner-centered activities, diverse assessment methods, and technology integration.	S3	Facilitate workshops where students can craft intricate lesson plans that cover essential dimensions, such as learner-centered activities and technology integration. Peer-to-peer feedback will be integrated to help refine these plans further.	Included in the E-portfolio and validated through School Evaluations.
2.3	Execute lessons both under supervision and independently, demonstrating classroom management skills and the use of diverse teaching methods.	S4	Under structured environments, students will execute lessons both under supervision and independently. These sessions aim to provide a practical platform for students to demonstrate and hone their classroom management skills and teaching methodologies.	Assessed through Classroom Observations and School Evaluations.
2.4	Apply action research principles to identify classroom challenges and propose solutions.	S5	Incorporate a series of symposiums aimed at enlightening students on the principles of action research. These will culminate in students identifying potential classroom challenges and theorizing actionable solutions without crossing the	Demonstrated in the E-portfolio under the Action Research section.



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			boundaries of assessments.	
2.5	Evaluate and refine observation sheets and rubrics, applying effective strategies for constructive feedback to peers and students.	S2	In structured group settings, encourage the evaluation and refinement of observation sheets and rubrics. Emphasize the value of constructive feedback, offering strategies to enhance its effectiveness when interacting with peers and students.	Evaluated through Classroom Observations and also evidenced in the E-portfolio.
3.0	Values, autonomy, and responsibility			
3.1	Adhere to ethical standards and academic honesty in all aspects of the practicum, including action research and classroom observations.	V1	Reinforce ethical standards and academic honesty through case studies and role-playing scenarios that mirror real-world classroom settings, thereby establishing a strong moral foundation for all aspects of the practicum.	Continuously assessed throughout all activities.
3.2	Demonstrate respect and professionalism towards students, colleagues, and administrative staff in both teaching practice and collaborative work.	V3	Dedicate specific training modules to inculcate respect and professionalism in dealing with students, colleagues, and administrative staff, providing a holistic understanding of educational ecosystems.	Observable during School Evaluations and Classroom Observations.
3.3	Take full responsibility for independent teaching sessions, and actively participate in team-based activities aimed at professional	V4	Establish an environment where students are empowered to take full responsibility for their independent teaching sessions.	Assessed through Classroom Observations and factored into School Evaluations.



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	development and classroom excellence.		Additionally, develop platforms for active participation in team-based activities aimed at continuous professional development and achieving classroom excellence.	

C. Course Content:

No	List of Topics	Contact Hours
1.	Pre-Observation Workshops: <ul style="list-style-type: none"> Introduction to Classroom Observation: Purpose, Tools, and Techniques. Emphasizing the Significance of Non-Judgmental Observation and Reflective Practice. 	4.5
2.	Guided Classroom Observations: <ul style="list-style-type: none"> Students Attend Classes Led by Experienced Teachers. Focus on Diverse Teaching Methods, Classroom Management, Use of Technology, and Student Interaction. Post-Observation Debrief and Discussion Sessions. 	4.5
3.	Lesson Planning Workshops: <ul style="list-style-type: none"> Crafting Detailed Lesson Plans: Setting Objectives, Structuring Content, and Incorporating Learner-Centered Activities. Incorporating Technology and Diverse Assessment Methods in Lesson Plans. 	4.5
4.	Supervised Teaching Practice: <ul style="list-style-type: none"> Students Prepare and Execute Lessons under the Guidance of Experienced Teachers or the Course Instructor. Immediate Feedback Sessions Post-Teaching: Strengths, Areas for Improvement, and Strategies for Enhancement. 	9
5.	Independent Teaching Sessions: <ul style="list-style-type: none"> Students Deliver Lessons Independently, Taking Full Responsibility for Classroom Procedures. Course Instructor Observes and Provides Constructive Feedback, Focusing on Continuous Improvement and Best Practices. 	7.5
6.	Technology Integration Workshop:	3





	<ul style="list-style-type: none"> Exploring Tools and Platforms Beneficial for Language Teaching. Hands-on Practice and Integration Techniques for the Classroom. 	
7.	Introduction to Action Research: <ul style="list-style-type: none"> Principles of Action Research in the EFL Classroom. Identifying Classroom Challenges and Designing Research to Address Them. 	3
8.	Evaluation and Feedback Workshops: <ul style="list-style-type: none"> Developing and Refining Observation Sheets and Rubrics. Effective Strategies for Giving Constructive Feedback to Peers and Students. 	3
9.	Collaborative Discussions and Group Work: <ul style="list-style-type: none"> Sharing Experiences, Challenges, and Success Stories. Emphasizing the Role of Teamwork in Professional Development and Classroom Excellence. 	3
10.	Practicum Course Reflection and Forward Path: <ul style="list-style-type: none"> Evaluating the Overall Practicum Experience. Setting Goals for Continuous Professional Development. 	3
Total		45

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	E-portfolio, Action research	9	20%
2.	School evaluation(s)	10	20%
3.	Classroom observation(s)	6 -10	60%

*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	<p>Practicum Guide</p> <p>Easthope, C., Maclean, R., & Easthope, G. (2017). <i>The practice of teaching: A sociology of education</i>. Routledge.</p> <p>Richards, J. C., & Farrell, T. S. (2011). <i>Practice teaching: A reflective approach</i>. Cambridge University Press.</p>
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<p>Supportive References</p>	<p>Publication Manual of the American Psychological Association (7th ed.), Washington, DC: American Psychological Association, 2001.</p>
<p>Electronic Materials</p>	<ol style="list-style-type: none"> 1. OER Commons <ul style="list-style-type: none"> • A public digital library of open educational resources, including lesson plans and activities for English teachers. • Website 2. ESL Galaxy <ul style="list-style-type: none"> • Offers free printable lesson plans, worksheets, and other materials for English teachers. • Website 3. TEFL.net <ul style="list-style-type: none"> • Provides free worksheets, lesson plans, and teaching tips. • Website 4. BBC Learning English <ul style="list-style-type: none"> • The BBC offers a comprehensive set of resources that teachers can incorporate into their lessons. • Website 5. American English <ul style="list-style-type: none"> • A U.S. Department of State site providing a range of free resources for English language teaching. • Website 6. MERLOT <ul style="list-style-type: none"> • Multimedia Educational Resource for Learning and Online Teaching offers a range of open-source teaching resources, including those for teaching English. • Website
<p>Other Learning Materials</p>	<ol style="list-style-type: none"> 1. Read Write Think Lesson Plans <ul style="list-style-type: none"> • Provides a plethora of lesson plans focusing on reading and writing aspects of English teaching. • Website 2. TeachingEnglish by the British Council <ul style="list-style-type: none"> • Offers lesson plans, teaching tips, and other resources for a variety of age groups and skill levels. • Website 3. Common Core State Standards Initiative <ul style="list-style-type: none"> • Provides English Language Arts Standards that can guide lesson planning. • Website 4. EFL Sensei Lesson Plans <ul style="list-style-type: none"> • Offers free downloadable EFL lesson plans for adult learners. • Website 5. UsingEnglish.com <ul style="list-style-type: none"> • Provides handouts, lesson plans, and worksheets for ESL/EFL teachers.





	<ul style="list-style-type: none"> • Website <p>6. Google for Education: Teacher Center</p> <ul style="list-style-type: none"> • Though not strictly for English, the platform provides free, online training for the classroom that can be adapted for English lesson planning. • Website
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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

