Course Specification
— (Postgraduate Programs)

Course Title: Project

Course Code: 6511TEFL-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 6/Year 2)

4. Course General Description:

The "Project" course is designed as a capstone experience for MA students in Teaching English as a Foreign Language. This course places students at the nexus of theoretical knowledge and practical application, guiding them through a rigorous, academic-style research process. It encompasses the full scope of research activities, from problem identification and literature review to research design, data collection, analysis, and findings interpretation. While adhering to academic rigor, the course centers on applied research skills, enriching students' expertise in critical analysis, ethical considerations, and effective communication.

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

7401TEFL-4 **Research Methods in Teaching English**

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

N/A

7. Course Main Objective(s):

The primary objectives of this course are:
- To synthesize acquired theoretical and methodological knowledge in TEFL through the undertaking of a comprehensive, academic-style research project.
- To cultivate advanced skills in literature analysis, research design, and proposal development, all within the structured framework of the course.
- To foster applied competencies in executing a well-defined research initiative, which includes data collection, analysis, and findings interpretation, thereby enriching the discourse in TEFL practices.

To instill the principles of academic integrity and ethical mindfulness, ensuring students remain aligned with scholarly standards throughout the research process.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	22.5	50%
2	E-learning	22.5	50%
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	Recognize the importance of research in the TEFL field and summarize the current and emerging major research themes.	K2	Commence with a series of seminars that provide a panoramic view of the field, helping students to recognize the importance of research in TEFL and to familiarize themselves with	Assessed through the Research Proposal, where students must situate their research within broader TEFL themes.

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			current and emerging research themes.	
1.2	Recall the characteristics of a strong research topic and the role of background knowledge in topic selection.	K1	Convene focused discussion groups where students analyze case studies of robust research topics. These sessions will underscore the role of background knowledge in topic selection and elucidate the characteristics of a compelling research subject.	Evaluated through the Research Proposal, focusing on the selection of a robust research topic.
1.3	Identify the various research methodologies, including qualitative, quantitative, and mixed-method approaches, and understand the key components of research designs.	K3	Conduct interactive workshops to familiarize students with various research methodologies, including qualitative, quantitative, and mixed-method approaches. Students will dissect sample research papers to understand key components of research designs.	Incorporated within both the Research Proposal and Research Project, where students must choose and justify methodologies.
2.0	**Skills**			
2.1	Formulate research topics and draft research questions and hypotheses that contribute to TEFL discourse and practice.	S5	Guide students in the art of formulating meaningful research topics and drafting compelling research questions and hypotheses through an iterative review process, effectively contributing to the body of knowledge in TEFL.	Directly assessed via the Research Proposal.
2.2	Execute a comprehensive literature review, employing advanced searching, annotating,	S5	Employ a series of masterclasses to equip students with the skills necessary for	Integral part of both the Research Proposal and Research Project.

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	and synthesizing techniques.		executing a comprehensive literature review. Techniques such as advanced searching, annotating, and synthesizing will be detailed and practiced.	
2.3	Craft a comprehensive TEFL research proposal, including each essential section, and demonstrate the ability to refine it through peer review processes.	S5	Organize scaffolded assignments and peer-review cycles where students craft and refine comprehensive TEFL research proposals. Special focus will be given to each essential section of the proposal to ensure depth and rigor.	Explicitly assessed in the Research Proposal.
2.4	Structure and write a theoretical research paper, adhering to academic standards in citation and referencing.	S1	Facilitate writing labs where students are taught the nuances of structuring and authoring a theoretical research paper. Emphasis will be placed on adhering to academic standards in citation and referencing.	Evaluated within the Research Project, with particular emphasis on academic standards.
2.5	Conduct project execution, including data collection and analysis, and effectively communicate research findings through oral presentations.	S2	Host a mock academic conference within the class where students practice communicating their research findings effectively through oral presentations. The conference will allow for questions, discussions, and feedback but will remain distinct from assessments.	Encompassed within the Research Project and validated through the Oral Examination.
3.0	Values, autonomy, and responsibility			

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
3.1	Adhere to academic honesty and ethical standards in the planning, execution, and reporting of research.	V1	Integrate explicit ethical training into the curriculum to ensure students adhere to academic honesty and ethical standards in the planning, execution, and reporting of research.	Assessable across all activities, but particularly scrutinized in the Research Project.
3.2	Exercise autonomy and critical thinking in formulating research questions, selecting methodologies, and interpreting data.	V4	Design activities that compel students to exercise autonomy and critical thinking in formulating research questions, selecting methodologies, and interpreting data.	Evident in both the Research Proposal and Research Project.
3.2	Demonstrate accountability in collaborative research activities, maintaining ethical standards in data collection and fieldwork.	V3	Facilitate small-group consultations where students are guided on maintaining ethical standards and accountability in collaborative research activities, including data collection and fieldwork.	Measured through the Oral Examination, where teamwork and ethics in research activities may be further explored.

C. Course Content:

No	List of Topics	Contact Hours
1.	**Introduction to TEFL Research:** • Overview of the Importance of Research in the EFL Field. • Current and Emerging Major Research Themes in TEFL.	**3**
2.	**Identifying and Formulating Research Topics:** • Exploration of Potential Research Areas and Topics in TEFL. • Characteristics of a Strong Research Topic. • The Role of Background Knowledge in Topic Selection.	**6**
3.	• **Literature Review Mastery:** • Comprehensive Techniques for Searching and Evaluating Relevant Literature. • Annotating, Organizing, and Synthesizing Literature.	**7.5**

	• Tools and Strategies for Efficient Note Taking and Note Making.	
4.	**Diving Deep into Research Methodologies:** • Detailed Exploration of Quantitative, Qualitative, and Mixed-Method Approaches. • Understanding Research Designs: Experimental vs. Non-experimental. • Crafting Hypotheses and Research Questions.	6
5.	**Crafting a Comprehensive TEFL Research Proposal:** • Delving into Essential Components: Introduction, Literature Review, Methodology, Expected Outcomes. • Practical Sessions on Drafting Each Section of the Proposal. • Peer Reviews and Iterative Refinement of Proposals.	6
6.	**Structuring and Writing a Theoretical Research Paper:** • In-depth Analysis of Each Section from Introduction to Conclusion. • Emphasizing Proper In-text Citation and Various Referencing Styles.	4.5
7.	**Hands-on Sessions on Writing Research:** • Workshops on Transforming Theoretical Knowledge into a Cohesive Research Document. • Interactive Sessions on Drafting, Revising, and Editing the Research Write-up.	6
8.	**Project Execution, Data Collection, and Analysis:** • Practical Approaches to Gathering Data and Information. • Techniques for Analyzing and Interpreting Research Data.	3
9.	**Oral Presentation Preparation and Delivery:** • Crafting Impactful Presentations to Showcase Research Findings. • Practical Tips and Best Practices for Oral Presentations in Academic Settings.	1.5
10.	**Feedback, Reflection, and Continuous Improvement:** • Structured Feedback Sessions Post-presentation. • Reflecting on the Entire Research Journey and Its Implications for Future Research.	1.5
Total		**45**

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Research Proposal**	5	25%
2.	**Research Project**	10	50%
3.	**Oral Examination**	11	25%

*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	Perry, F. (2005) *Research in Applied Linguistics: Becoming a Discerning Consumer*, Abingdon: Routledge. Groom, N. & Littlemore, J. (2011). *Doing Applied Linguistics: A Guide for Students*, London and New York: Routledge. Bitchener, John (2010) *Writing an Applied Linguistics Thesis or Dissertation*, Palgrave: Macmillan.
Supportive References	Publication Manual of the American Psychological Association (7th ed.), Washington, DC: American Psychological Association, 2001.
Electronic Materials	1. **Purdue OWL: Research and Citation Resources** • Comprehensive guidance on APA, MLA, and Chicago citation styles. • [Website] 2. **Google Scholar** • An essential search engine for academic papers, journals, theses, and patents. • [Website] 3. **CORE** • Provides millions of open-access research papers. • [Website] 4. **Zotero** • Free, open-source tool to help you collect, organize, cite, and share research. • [Website] 5. **Grammarly** • Free grammar checker and writing assistant (freemium model). • [Website]
Other Learning Materials	1. **Turabian's "A Manual for Writers" (Open Source Version)**

- Often considered the student version of The Chicago Manual of Style.
- PDF

2. **Thesis Writing Webinars**
   - Webinars or free online courses focused on thesis writing; look for those offered by accredited institutions.
   - Examples include webinars by APA, MLA, and university writing centers.

3. **Open Access Theses and Dissertations (OATD)**
   - Offers theses and dissertations from universities around the world.
   - Website

4. **EndNote 21 Basic**
   - A free web-based version of the citation management software.
   - Website

5. **Thesis and Dissertation Templates**
   - Many universities offer free thesis and dissertation templates that comply with their specific guidelines.
   - Example: MIT Thesis Template

6. **Online Writing Labs**
   - University-based online writing labs (OWLs) often offer free resources and tutoring.
   - Examples include OWLs at Purdue, UNC Chapel Hill, and the University of Wisconsin-Madison.

7. **Mendeley**
   - Free reference manager and academic social network that can help organize your research, collaborate with others online, and discover the latest research.
   - 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