Course Specification

— (Postgraduate Programs)

Course Title:	**Language Pedagogy and Curriculum Development**
Course Code:	**6526 ENG-3**
Program:	**Master of Arts in Applied Linguistics**
Department:	**English Department**
College:	**College of Languages and Translation**
Institution:	**King Khalid University**
Version:	**2**
Last Revision Date:	September 28, 2024

Table of Contents

A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

2. Course type

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

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

4. Course General Description:

This course provides an in-depth exploration of the principles and practices involved in designing, developing, and evaluating effective language curricula. Learners will engage in the systematic planning of language instruction, including the formulation of educational goals, the selection of relevant content, and the design of instructional strategies and assessment methods. Emphasizing both theory and practical application, the course covers key methodologies for language teaching, various pedagogical approaches, and strategies for fostering language acquisition in diverse learning environments. Through a focus on curriculum design, implementation, and evaluation, learners will develop the skills to create language programs that meet the diverse needs of learners and enhance their linguistic proficiency. By the end of the course, learners will be equipped with the tools to critically assess and adapt language instruction to optimize learning outcomes in varied educational contexts.

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

6521 ENG-3 (Concepts in Applied Linguistics)

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

7. Course Main Objective(s):

The main objective of this course is to foster learners' ability to align content and language pedagogy standards to design effective lesson plans across students' varied levels of language proficiency, specifically aiming to:

- Equip educators with the skills to systematically plan, design, and evaluate language curricula that align with pedagogical standards and educational goals, addressing the diverse linguistic needs of learners.
- Enable learners to align language pedagogy with content standards, creating coherence between instructional strategies, learning objectives, and assessment methods that support language acquisition.
- Develop the ability to create differentiated lesson plans adaptable to students' varied levels of language proficiency, utilizing diverse instructional techniques to accommodate different learning styles and cultural backgrounds.
- Emphasize practical, real-world, communicative language use in lesson planning, encouraging educators to design activities that allow students to apply language skills in authentic, meaningful contexts.

- Train learners to develop effective assessment tools and provide constructive feedback that enhances students' language proficiency and builds their confidence in language use.
- Equip learners with the tools to create inclusive and supportive language learning environments that promote student engagement, motivation, and long-term language development.
- Develop learners' ability to critically evaluate and adapt language instruction programs based on research and learner outcomes, ensuring the continuous improvement of teaching methods and curriculum design.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid • Traditional classroom • E-learning	36 9	80% 20%
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	Demonstrate an advanced understanding of a range of pedagogical approaches and critically evaluate their effectiveness in addressing the diverse linguistic,	K1	• lectures and theoretical discussions • case studies and examples	Midterm Exam Final Exam

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	cognitive, and cultural needs of language learners across different proficiency levels.		• group discussions and peer learning	
1.2	Master the interconnections between curriculum design, instructional strategies, and learner outcomes, demonstrating the ability to critically analyze and synthesize how diverse pedagogical approaches influence language acquisition and proficiency development across varied learner demographics.	K1 & K2	• interactive lectures and theoretical exploration • case-based learning and real-world application • group discussions and peer feedback	Case Study Presentation Reflective Essay on Instruction & Learner Factors
1.3	Gain a thorough and advanced understanding of the core principles and theoretical frameworks in language pedagogy and curriculum development, demonstrating the ability to critically evaluate methodologies and standards that shape effective language instruction.	K3	• lectures and theoretical framework exploration • case study analysis and application • group discussions and peer review • curriculum evaluation workshops • reflective journaling and critical thinking exercises	• curriculum analysis projects • oral presentations on pedagogical theories
2.0	**Skills**			
2.1	Cultivate advanced skills in designing and delivering dynamic, interactive, and communicative language lessons that foster active	S1	• interactive workshops and lesson design exercises	• curriculum analysis project

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	learner participation, enhance language proficiency, and promote meaningful real-world application of language skills.		• group work and collaborative lesson planning	
2.2	Apply advanced pedagogical theories in designing innovative, learner-centered language curricula that optimize instructional effectiveness and actively enhance learner engagement and language acquisition outcomes in diverse classroom settings.	S2	• case studies and analysis of innovative curricula • workshops on learner-cantered curriculum design • group discussions and collaborative curriculum planning • practical simulations of classroom scenarios • reflective journals and self-assessment	• curriculum design projects • case study evaluations Case Study Critique
2.3	Evaluate the effectiveness of language curricula through data-driven analysis and learner feedback, making informed and strategic adjustments to enhance instructional quality and better meet the evolving needs of students.	S3	• data analysis workshops • case studies on curriculum evaluation • group discussions on learner feedback interpretation • practical sessions on curriculum adjustments	• curriculum design project
3.0	**Values, autonomy, and responsibility**			
3.1	Exemplify a strong commitment to ethical teaching practices and	V1	• case studies on ethical dilemmas in teaching	• case study analysis

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	professional standards, fostering an inclusive and respectful learning environment that prioritizes the welfare, dignity, and diverse needs of all students.		• group discussions on professional standards and ethics • reflective journals on ethical decision-making	• reflective journals on professional standards and inclusivity
3.2	Commit to continuous professional development by actively seeking opportunities to enhance teaching practices, staying informed about current research in language pedagogy, and reflecting on one's own teaching to promote lifelong learning and growth as an educator.	V2	• research seminars on current trends in language pedagogy • reflective journals on personal teaching practices • group discussions on lifelong learning strategies	• case study analysis • reflective journals on professional standards and inclusivity
3.3	Embrace cultural diversity in the language classroom by promoting inclusivity, respect, and sensitivity towards learners' linguistic and cultural backgrounds, fostering an environment that values and supports diverse perspectives.	V3	• case studies on culturally responsive teaching • group discussions on promoting inclusivity and respect	• case study analysis • reflective journals on professional standards and inclusivity

C. Course Content:

No	List of Topics	Contact Hours
1.	Introduction to the course: Overview	3
2.	Focus on the Teacher Chapter 5 Ellis, R. (2012). Language teaching research and language pedagogy.	3
3.	Focus on the Learner	3

	Chapter 6 Ellis, R. (2012). Language teaching research and language pedagogy.	
4	Investigating the Performance of Tasks Chapter 7 Ellis, R. (2012). Language teaching research and language pedagogy.	3
5.	Interaction and L2 Learning in the Classroom Chapter 8 Ellis, R. (2012). Language teaching research and language pedagogy.	3
6.	Instruction, Individual Differences and L2 Learning Chapter 10 Ellis, R. (2012). Language teaching research and language pedagogy.	6
7.	Environment analysis Chapter 2 Macalister, J., & Nation, I. P. (2019). Language curriculum design.	3
8.	Needs analysis Chapter 3 Macalister, J., & Nation, I. P. (2019). Language curriculum design.	3
9.	Principles, Goals, Content and Sequencing Chapters 4 & 5 Macalister, J., & Nation, I. P. (2019). Language curriculum design.	6
10.	Format and presentation Chapter 6 Macalister, J., & Nation, I. P. (2019). Language curriculum design.	3
11.	Evaluation, Monitoring and Assessment Chapter 7 & 8 Macalister, J., & Nation, I. P. (2019). Language curriculum design.	6
12	Adopting and Adapting an Existing Course Book Chapter 11 Macalister, J., & Nation, I. P. (2019). Language curriculum design.	3
Total		**45**

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	8	20
2.	Phased curriculum design project (including assignments on needs analysis, principles, content selection, instructional strategies, reflective ressay and curriculum evaluation)	Continuous Assessment	30
3.	Article presentation and critique	Continuous Assessment	10
5.	Final Exam	15	40

*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	Macalister, J., & Nation, I. P. (2019). Language curriculum design. Routledge. https://doi.org/10.4324/9780429203763 Ellis, R. (2012). *Language teaching research and language pedagogy*. John Wiley & Sons. https://t.ly/zdobA
Supportive References	Eckstein, G., Evans, N. W., Hartshorn, K. J., & McMurry, B. L. (2022). *Curriculum development for intensive English programs: A contextualized framework for language program design and implementation*. Routledge. https://doi.org/10.4324/9781003306122 Mihai, F., & Purmensky, K. (2016). *Course design for TESOL: A guide to integrating curriculum and teaching*. University of Michigan Press.
Electronic Materials	Indriana, P. (2024). Curriculum design and lesson planning. *Teaching English as a Foreign Language (TEFL)*, 46-60. https://t.ly/Gt3Hd
Other Learning Materials	Journal of Curriculum & Pedagogy **https://www.tandfonline.com/journals/ujcp20**

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	• Classrooms equipped with audio-visual aids to facilitate lectures and presentations. • Library facilities • E-learning and virtual classrooms
Technology equipment (Projector, smart board, software)	• Projector for displaying presentations and micro-teaching lessons Smart Board for engaging students in collaborative learning
Other equipment (Depending on the nature of the specialty)	

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through student performance on course exams, quizzes, assignments, and projects is directly linked to specific CLOs, and indirect methods like student self-assessment and surveys.
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.	1/5/46
DATE	October 14, 2024