Course Specification
(Postgraduate Programs)

Course Title:	Second Language Teaching
Course Code:	7511 ENG-3
Program:	Doctor of Philosophy in Applied Linguistics
Department:	English Department
College:	College of Languages and Translation
Institution:	King Khalid University
Version:	1
Last Revision Date:	10 March 2025

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 3/Year 2)

4. Course General Description:

This Second Language Teaching course provides an in-depth exploration of second language (L2) teaching, focusing on theoretical frameworks and practical applications. It examines the impact of sociocultural, cognitive, and linguistic factors on language teaching. Students will engage with methodologies such as communicative language teaching (CLT), task-based learning (TBL), content-integrated instruction, and technology-enhanced language teaching. The course also addresses core aspects of language teaching, including grammar, pronunciation, writing, reading, oral skills, and English for Academic and Specific Purposes (EAP/ESP). Special attention is given to classroom interaction, corrective feedback strategies, teacher talk, and engagement techniques.

Students will engage with curriculum design and syllabus development, examining structural, functional, and task-based approaches. The course also explores material evaluation and adaptation for diverse learners, integrating digital tools and multimodal learning strategies. Finally, the course highlights research and innovation in second language teaching, bridging the research–practice gap through action research, reflective teaching, and interdisciplinary collaborations. The course integrates empirical research and case studies, preparing PhD students to contribute to innovations in L2 pedagogy and applied linguistics research.

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

7507 ENG-3 Language Assessment and Testing and 7501 ENG-3Advanced Topics in Applied Linguistics

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

7. Course Main Objective(s):

This Second Language Teaching course aims to:

1. Provide an advanced understanding of theories and research in second language teaching for PhD-level students in Applied Linguistics.
2. Develop skills in evaluating and applying effective language teaching methodologies.
3. Examine the role of learner characteristics, motivation, and multilingualism in language education.
4. Foster competence in designing curricula and instructional materials for diverse learning contexts.
5. Encourage research and innovation in L2 pedagogy, including technology-enhanced teaching.
6. Promote inclusive and culturally responsive teaching practices.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid		

No	Mode of Instruction	Contact Hours	Percentage
	● Traditional classroom	36	80%
	● E-learning	9	20%
4	Distance learning		

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

No	Activity	Contact Hours
1.	**Lectures**	36
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)Workshops**	9
	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 in-depth knowledge of key theories, models, and research in second language learning and teaching, critically evaluating their relevance and application in diverse educational contexts.	K1	- Concept-based instruction - Comparative analysis activities - Critical research reviews	Assignments/Reflection essays - Midterm exam - Final exam
1.2	Interpret the cognitive, sociocultural, and contextual factors that influence second language teaching, demonstrating a deep understanding of their interconnections.	K2	- Case study analysis - Interactive discussions and Socratic seminars - Multimodal learning activities	- Case studies/Research projects - Midterm exam - Final exam

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.3	Critically examine contemporary debates, innovations, and challenges in language education, to develop informed perspectives on effective teaching practices.	K1	- Debates and discussions - Project-based learning (PBL) - Reflective journals and teaching portfolios	Assignments/Reflection essays - Case studies/Research projects - Final exam
2.0	**Skills**			
2.1	Critically analyze and synthesize complex theoretical and empirical research in second language teaching, demonstrating the ability to apply these insights to pedagogical and policy-related contexts.	S1	- Research-based inquiry and data analysis - Systematic literature reviews - Comparative analysis of theoretical frameworks	Assignments - Midterm exam - Final exam
2.2	Design and evaluate innovative language teaching strategies and curriculum frameworks that align with contemporary theories and research in second language learning.	S2	- Task-based language teaching (TBLT) simulations - Project-based learning (PBL) for curriculum innovation - Digital and technology-enhanced language teaching development - Peer review and collaborative feedback on lesson plans - Evidence-based teaching methodology comparisons	Assignments - Midterm exam - Final exam

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			- Case study analysis of successful language programs	
2.3	Conduct independent, original research in second language teaching using appropriate qualitative, quantitative, or mixed-methods approaches, demonstrating advanced academic writing and scholarly communication skills.	S3	- Research methodology workshops - Hands-on data collection and analysis - Research proposal development and peer feedback - Structured writing retreats and peer review - Conference-style presentations and research dissemination	Case studies/Research projects Presentation
3.0	Values, autonomy, and responsibility			
3.1	Uphold ethical and responsible research practices in second language teaching by maintaining academic integrity, safeguarding participant rights, and critically addressing ethical dilemmas in instructional design and pedagogical innovation.	V1	- Ethics training and case-based discussions - Critical analysis of ethical dilemmas in language research - Research integrity and participant rights workshops - Application of ethical guidelines	Case Studies/Research Projects Assignments/Reflection essays

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			in research proposals - Peer review and ethical reflection in research projects	
3.2	Champion linguistic diversity and social equity in language education by promoting inclusive pedagogical practices, fostering culturally responsive teaching.	V2	- Inclusive pedagogy and culturally responsive teaching workshops - Critical analysis of language policies and their impact - Case studies on multilingual and marginalized communities - Community-based language education projects - Advocacy and policy proposal development for linguistic equity	Case Studies/Research Projects Assignments/Reflection essays
3.3	Demonstrate interdisciplinary leadership and collaboration by integrating research, theory and pedagogical expertise to drive innovation and	V3	- Interdisciplinary research and - collaboration workshops - Cross-disciplinary case studies and group projects	Case Studies/Research Projects Assignments/Reflection essays

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	informed decision-making in language teaching.		- Joint seminars with experts from applied linguistics, education, and psychology - Leadership and innovation in language education initiatives	

C. Course Content:

No	List of Topics	Contact Hours
1.	• Key concepts, definitions, and historical perspectives in L2 teaching • The interrelationship between language learning theories and instructional practices	3
2.	Language teaching approaches and methodologies • Evolution of language teaching methodologies: from Grammar-Translation to Post-Method Era • Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Content-Based Instruction (CBI) • Technology-enhanced language learning: CALL, MALL, AI, and adaptive learning in L2 instruction • The role of input, interaction, and output in language learning and teaching	9
3.	Teaching English Grammar	3
4.	Teaching English Pronunciation	3
5.	Teaching second language writing	3
6.	Teaching Second Language Reading	3
7.	Teaching Second Language Oral Skills	3
8.	Teaching English for Academic and Specific Purposes	3
9.	• Classroom interaction and pedagogical practices	6

	• Corrective feedback strategies: explicit vs. implicit feedback and their effects on learning • Classroom discourse analysis: teacher talk, interactional scaffolding, and engagement strategies • Developing teacher cognition and professional identity in multilingual classrooms	
10.	• Curriculum design and instructional material development • Syllabus design in language education: structural, functional, and task-based approaches • Materials evaluation and adaptation for diverse learners and multilingual contexts • Integrating digital tools and online learning platforms in L2 instruction • Multimodal and blended learning approaches in language teaching	3
11.	• Research and innovation in second language teaching • Bridging the research–practice gap: implementing empirical research in pedagogy • Action research and reflective teaching in second language education • Interdisciplinary collaborations in applied linguistics: psychology, education, and digital humanities	6
Total		**45**

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignments/reflection essays	Continuous assessment	15%
2.	Case studies /research projects	Continuous assessment	10%
3.	Midterm exam	7	25%
4.	Oral Presentation	11	10%
6.	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	Loewen, S., & Sato, M. (2024). *A practical guide to second language teaching and learning*. Cambridge University Press.

	Celce-Murcia, M., & Larsen-Freeman, D. (2015). *The Grammar Book: Form, Meaning, and Use for English Language Teachers* (3rd ed.). National Geographic Learning. Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching Pronunciation: A Course Book and Reference Guide* (2nd ed.). Cambridge University Press. Ellis, R. (2006). *Current Issues in the Teaching of Grammar: An SLA Perspective*. TESOL Quarterly, 40(1). Hyland, K. (2019). *Teaching and Researching Writing* (3rd ed.). Routledge. Ferris, D. R. (2014). *Treatment of Error in Second Language Student Writing* (2nd ed.). University of Michigan Press. Nation, I. S. P., & Macalister, J. (2020). *Language Curriculum Design* (2nd ed.). Routledge. Tomlinson, B. (Ed.). (2023). *Developing Materials for Language Teaching* (3rd ed.). Bloomsbury. Walsh, S. (2013). *Classroom Discourse and Teacher Development*. Edinburgh University Press. Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Palgrave Macmillan. Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. Routledge.
Supportive References	Ur, P. (2012). *A Course in Language Teaching: Practice and Theory* (2nd ed.). Cambridge University Press. Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching* (3rd ed.). Macmillan Education. Horwitz, E. K. (2020). *Becoming a language teacher: A practical guide to second language learning and teaching*. Castledown Publishers.

Electronic Materials	• TESOL Quarterly (SLA, pedagogy, EAP/ESP) • Language Learning (SLA theories, interaction) • Applied Linguistics (interdisciplinary approaches) • Computer Assisted Language Learning (technology integration) • Journal of Second Language Writing (L2 writing pedagogy)
Other Learning Materials	Macaro, E. (2005). *Teaching and learning a second language: A guide to recent research and its applications*.

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 • Computer laboratories • Language laboratories • E-learning and virtual classrooms
Technology equipment (Projector, smart board, software)	• Projector for displaying presentations, video analyses, and case studies. • Smart Board for engaging students in collaborative analysis.
Other equipment (Depending on the nature of the specialty)	Conference rooms

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,	Evaluated through analysis of exam results, project outcomes, grading

Assessment Areas/Issues	Assessor	Assessment Methods
	project outcomes, and feedback.	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 direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.
Other	Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays.	Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns.

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	8-17-46
DATE	16 MARCH 2025