اعتماد

المركز الوطني للتقويم والاعتماد الاكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Course Specifications

Institution: Imam Muhammad Ibn Saud Islamic University	Date: October 8, 2019
College/Department : College of Languages and Translation/ Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: EDU 260 Methods of Teaching

2. Credit hours: 2 hours

3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
BA in English Language and Literature

4. Name of faculty member responsible for the course

5. Level/year at which this course is offered: **Level 7**

6. Pre-requisites for this course (if any):
ENG 160

7. Co-requisites for this course (if any): **None**

8. Location if not on main campus: **Main campus**

9. Mode of Instruction (mark all that apply):

a. traditional classroom		What percentage?	100%
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:
It is taught in regular classrooms with a direct contact with students until a Learning Management System is made available.

B Objectives

1. What is the main purpose of this course?

The main purpose of this course is to provide detailed guidance on the everyday pedagogical challenges faced by EFL teachers and theoretical knowledge of different aspects of EFL teaching. More specifically, this course's main aim is to enable the participants to teach all the language skills (listening, speaking, reading, writing, grammar and vocabulary) and deal adequately with the issues of lesson planning, classroom management, language assessment and professional development. **Accordingly, by the end of this course, students should be able to demonstrate an understanding of how to:**

1. Plan effective EFL lessons
2. Use appropriate classroom management strategies
3. Conduct effective EFL speaking, listening, writing, grammar, and vocabulary lessons.
4. Integrate language skills
5. Design an appropriate language test
6. Develop reflective teaching practices

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

- Keeping up with the new publications in the field.
- Updating the content of the course in light of recent research and recently published textbooks.
- Integrating technology and websites related to EFL teaching methods.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

This course examines the pedagogical considerations and current methodology in the teaching of all the language skills (listening, speaking, reading, writing, vocabulary, and grammar). Other English language issues covered include lesson planning, classroom management, professional development, reflective teaching and language assessment. The main purpose is to extend the participants' understanding and pedagogical abilities to provide effective instruction for EFL students in each English language skill area as well as assessment of the progress of their students, create a supportive classroom environment, and heighten their awareness of and sensitivity to their students' needs in the EFL classroom. They will be expected to develop or choose the most appropriate types of strategies, methods and activities for each language skill and use a wide range of well- informed practices to maximize learning opportunities in the classroom.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction	1	2hs
Unit 1: Lesson planning	1	2hs
Unit 2: Teaching Listening	1	2hs
Unit 3: Teaching Speaking	1	2hs
Unit 4: Teaching Reading	1	2hs
Unit 5: Teaching Writing	1	2hs
Unit 6: Skill integration	1	2hs
Unit 7: Teaching Grammar	1	2hs
Unit 8: Teaching Vocabulary	1	2hs
Unit 9: Classroom Management	1	2hs
Unit 10: Language Assessment	2	4hs
Unit 11: Professional Development/ Reflective Teaching	2	4hs
Revision	1	2hs

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	15	4				19
	Actual						
Credit	Planed	2					2
	Actual						

3. Additional private study/learning hours expected for students per week. | 2 |

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below, the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge: By the end of the course, students should be able to:		

1.1	recognize knowledge and skills related to English teaching and its effective applications in the workplace. This includes concepts of language assessment, lesson planning, classroom management and teaching different language skills.	1- Class lectures 2- Class discussion 3- Assigning presentations	1- Exams (written / oral) 2- Research papers 3- Written assignments 4- Presentations 5- Field experience
1.2	recognize effective lessons for the different language skills; including, speaking, writing, reading, and listening; and the sub-skills of vocabulary and grammar.		
1.3	write an appropriate classroom test based on understanding the goals of language assessment, the various types of language tests, and the theoretical considerations that language teachers need to know when constructing tests.		
2.0	**Cognitive Skills: By the end of the course, students should be able to:**		
2.1	critically analyze the current methods involved in teaching language skills and their underlying theories	1- Class lectures 2- Class discussions 3- Assigning presentations 4- Critiques of written works and reading texts	1- Exams (written / oral) 2- Written assignments 3- Research papers 4- Reading journals 5- Presentations on theories of teaching English and its methodology
2.2	effectively evaluate different practices in teaching language skills in the EFL classroom.		
2.3	recognize appropriate teaching strategies in accordance with the language skill taught, students' needs, proficiency level, etc.		
2.4	effectively evaluate research methodologies in teaching to be able to interpret the findings in these fields.		
2.5	develop methods, approaches, and perspectives as appropriate to teaching the disciplines of English language		
3.0	**Interpersonal Skills & Responsibility: By the end of the course, students should be able to:**		
3.1	show that the field of language teaching requires the participants to be reflective practitioners who continually assess the effects of their choices on others in the learning community.	1- Group / pair discussions 2- Group / pair presentations 3- Group / pair review / analysis 4- Group / pair performance tasks 5- Collaborative and peer technique teaching	1- Research papers 2- Team PowerPoint presentations 3- Writing reports on teaching and practicum courses 4- Conducting team field-projects in educational institutions about issues related to teaching and learning English.
3.2	demonstrate appropriate ethical behavior both inside and outside the classroom.		
3.3	demonstrate ability to work independently and collaboratively in a group and exercise leadership when appropriate.		
4.0	**Communication, Information Technology, Numerical: By the end of the course, students should be able to:**		
4.1	demonstrate a good understanding of EFL language teaching practices in oral and written forms.	1- Discussions through collaborative writing 2- Mixed learning (class and online) 3- Using audio/video recordings	1- E-learning and online assignments and projects 2- PowerPoint presentations
4.2	demonstrate ability to use available technology effectively to enhance teaching practices and keep up with new development in EFL teaching.		

			4- Web publishing techniques 5- Collaborative and peer technique teaching	3- Written and oral feedback from students.
5.0	Psychomotor			
5.1				

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Online written assignment	3	5%
2	Team PowerPoint presentation	5	5%
3	Conducting team field-projects in educational institutions about issues related to teaching and learning English	7	5%
4	midterm	9	15%
5	Research paper	12	10%
6	Final	16	60%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

2 hours a week

E Learning Resources

1. List Required Textbooks

Farrell, T.S. (2006). *Succeeding with English Language Learners: A Guide for Beginning Teachers.* Thousand Oaks: Corwin Press.
Harmer, J. (2007). *How to teach English: An introduction to the practice of English language teaching. 2nd edition.* New York: Longman
Harmer, J. (2001). *The Practice of English Language Teaching.* Longman

2. List Essential References Materials (Journals, Reports, etc.)

Farrell, T. (2013) *Reflective writing for language teachers.* UK: Equinox
Brown, D. (2010. *Teaching by principles: An interactive approach to language pedagogy.* Longman

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) (Classrooms, laboratories, demonstration rooms/labs, etc.)
2. Technology resources (AV, data show, Smart Board, software, etc.) A class computer. Data Show Projector.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) A learning Management System particularly Moodle.

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Formal, anonymous course evaluations by students at the end of course - Informal student feedback throughout the semester. - Feedback from host institutions where students do their practical training.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department In-class Peer Review to give support and disseminate good practice.
3. Processes for Improvement of Teaching - Training sessions and workshops to facilitate the exchange of experience amongst faculty members - Holding regular meetings between course conveners and instructors to address problems of the course - Discussing challenges in the classroom with colleagues and admin staff - Attending professional development conferences - Keeping up-to-date with pedagogical theory and practice - On-going review of last semester's teaching strategies and results to set goals for achieving excellence in teaching.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Identify rubrics for each students' activity or assignment - Checking grading of a sample of examination papers either by a resident or visiting faculty member - Arranging with another institution to have two common test items included on an exam and compare marks given
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Course specifications are to be reviewed periodically in line with course evaluations by students, course

reports by teachers, feedback from host institutions, and program reviews.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____