هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد
NCAAA

T4
2020

Course Specifications

Course Title:	Language Pedagogy and Assessment
Course Code:	LING 464
Program:	Applied Linguistics
Department:	Department of Applied Linguistics
College:	College of Languages
Institution:	Princess Nourah bint Abdulrahman University

كلية اللغات

VISION 2030
المملكة العربية السعودية
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Table of Contents

A. Course Identification

1. Credit hours: 4 hours

2. Course type

a. University ☐ College ☐ Department ☐ Others ☐

b. Required ☐ Elective ☐

3. Level/year at which this course is offered: Level 10

4. Pre-requisites for this course (if any):
Introduction to Linguistics LING 111

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

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4	100%
2	Blended	-	-
3	E-learning	-	-
4	Distance learning	-	-
5	Other	-	-

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	4
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	Total	40

B. Course Objectives and Learning Outcomes

1. Course Description

This course is mainly concerned with language curriculum design planning and language proficiency assessment.

2. Course Main Objective

This course is intended to introduce students to:
- Language curriculum design planning and language proficiency assessment.
- How to relate cases studies example, and tasks that to theoretical base of language pedagogy and assessment.
- Steps involved in the language curriculum development and the description and justification of these steps in fields of ESL/EFL area.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding** **The students will be able to:**	
1.1	Identify the different parts and the major steps in the curriculum design process.	K1
1.2	Describe the guidelines for deciding the goals, content, sequencing, format presentation, and monitoring and assessment of an ESL/EFL course.	K2
2	**Skills:**	
2.1	Evaluate the goals, content, sequencing, format, presentation and monitoring and assessment of existing ESL/EFL courses.	S4
2.2	Apply principles of ESL/EFL and general education research and theory in evaluating a curriculum of an existing ESL/EFL course.	S5
3	**Values:**	
3.1	Show understanding and tolerance of different opinions when engaging in collaborative activities.	V1
3.2	Demonstrate students' abilities to work individually and respond positively to supervisor's guidance.	V2

C. Course Content

No	List of Topics	Contact Hours
1	**Course Orientation**	4
2	**Chapter 1** **Language Curriculum Design: An Overview**	4
3	**Chapter 2** **Environment Analysis**	4
4	**Chapter 3** **Needs Analysis**	4
5	**Chapter 4** **Principles (Part 1) & (Part 2)**	4
6	**Chapter 5** **Goals, Content and Sequencing (Part 1) & (part 2)** **Goals, Content and Sequencing X**	4
7	**Chapter 6** **Format and Presentation (Part 1)&(Part 2)**	4
8	**Chapter 7** **Monitoring and Assessment (Part 1)**	4
9	**Chapter 8** **Evaluation** **Chapter 11**	4

	Adopting and Adapting an Existing Course Book	
10	**Term Project Presentations**	4
	Total	40

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	Identify the different parts and the major steps in the curriculum design process.	● Lectures ● Presentations ● Class discussion ● Brainstorming ● Problem solving activities	● In-class assessment of students' participation ● Individual feedback given by instructor ● Individual assignments ● Midterm exams ● Final exam
1.2	Describe the guidelines for deciding the goals, content, sequencing, format presentation, and monitoring and assessment of an ESL/EFL course.		
2.0	**Skills**		
2.1	Evaluate the goals, content, sequencing, format, presentation and monitoring and assessment of existing ESL/EFL courses.	● Lectures ● Presentations ● Class discussion ● Brainstorming ● Problem solving activities ● Evaluating ESL/EFL courses ● Assessing ESL/EFL assessment tools	● In-class assessment of students' participation ● Individual feedback given by instructor ● Group term project ● Midterm exam ● Final exam
2.2	Apply principles of ESL/EFL and general education research and theory in evaluating a curriculum of an existing ESL/EFL course.		
3.0	**Values**		
3.1	Show understanding and tolerance of different opinions when engaging in collaborative activities.	● Lectures ● Presentations ● Class discussion ● Brainstorming ● Problem solving activities	● In-class assessment of students' participation

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.2	Demonstrate students' abilities to work individually and respond positively to supervisor's guidance.	● Evaluating ESL/EFL courses ● Assessing ESL/EFL assessment tools	● Individual feedback by instructor ● Individual assignments ● Group term project

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm exam	5	30%
2	Participation and assignments	Ongoing	10%
3	Project on current topics related to the content of the course The project can be on one of the following: ● Designing a mini-course in ESL/EFL fields ● Evaluating an existing ESL/EFL course ● Planning and conducting language assessment plans	10	20%
4	Final exam	As scheduled	40%

Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:
- Each instructor has scheduled office hours for students.
- Each instructor provides students with a course syllabus document at the beginning of the course which includes other means of contact such as e-mails, social media accounts, and websites.
- For academic guidance, students may consult their assigned academic advisors.

F. Learning Resources and Facilities
1.Learning Resources

Required Textbooks	Nation, I. S. P., & Macalister, J. (2010). *Language Curriculum Design.* New York & London: Routledge.
Essential References Materials	Richards, J.C., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). New York: Cambridge University Press.

	Graves, K. (2000). *Designing Language Courses: A Guide for Teachers.* New York and London: Heinle & Heinle. Prabhu, N. S. (1987). *Second Language Pedagogy.* Oxford: Oxford University Press.
Electronic Materials	American Journal of Evaluation (http://aje.sagepub.com/) Language Testing Journal (http://ltj.sagepub.com/)
Other Learning Materials	http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr Andrews, L. (2001) *Linguistics for L2 Teachers.* Mahwah, NJ: Lawrence Erlbaum Associates. Brown, H. D. (2010). *Language Assessment Principles and Classroom Practices.* White Plains, NY: Pearson Education. Mihai, F. M. (2010). *Assessing English Language Learners in the Content Areas: A Research-into-Practice Guide for Educators.* Ann Arbor, MA: University of Michigan Press. Mihai, F. & Purmensky, K., L. (2016). *Course design for TESOL: A Guide to Integrating Curriculum and Teaching.* Ann Arbor, MI: University of Michigan Press.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom
Technology Resources (AV, data show, Smart Board, software, etc.)	E-podium, overhead projector, electronic whiteboard, internet, speakers
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	College resources center and library for doing research, working on projects and professional development

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students	● Students' general standard in the course based on their test scores. ● Assignments completed by the students in accordance with expected standards. ● Tracking the students' progress and grades. ● Using anonymous students' feedback throughout semester. ● Students' evaluation of the course via questionnaires.
Evaluation of Teaching	Program/Department Instructor	● Regular meetings to be held by the course coordinator. ● Examining the course/teacher evaluations at the quality assurance unit at the end of each semester.

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		● Examining the students' grades by the department. ● Evaluation of a sample exam by the department.
Improvement of Teaching	Program/Department Instructor	● Workshops and training sessions to be held by the course coordinator. ● Instructors are encouraged to attend/participate in professional conferences as well as to research and publish.
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)	Program/Department Instructor	● A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s). ● Second marking can also be an effective strategy for verifying standards student achievement and marking policy. ● Internal course periodic review occurs in accordance with NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit.
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.	Program/Departmental Instructor policy	● Reviewing recommendations by previous teaching staff in course report and studying their possible application. ● Meeting of teaching staff arranged by the course coordinator is aimed as brainstorming for ideas on developing the course at the beginning of the semester. ● Reviewing the course content periodically in light of what is available to students through the internet and other similar textbooks. ● Students will be encouraged to express/write their opinions about the course and will be asked to suggest ways to improve it.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Reference No.	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Date	Applied Linguistics Program Committee (1) 9-2-1444 Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444

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