



Course Specifications

Course Title:	Teaching English to Speakers of Other Languages (TESOL)
Course Code:	LING 464T
Program:	English Program - Applied Linguistics
Department:	Applied Linguistics
College:	College of Languages
Institution:	Princess Nourah Bint Abdulrahman University

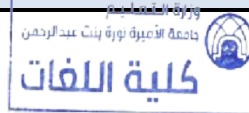


Table of Contents

A. Course Identification	3	
6. Mode of Instruction (mark all that apply)		3
B. Course Objectives and Learning Outcomes	3	
1. Course Description		3
2. Course Main Objective		3
3. Course Learning Outcomes		3
C. Course Content	4	
D. Teaching and Assessment	4	
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods		4
2. Assessment Tasks for Students		4
E. Student Academic Counseling and Support	5	
F. Learning Resources and Facilities	5	
1. Learning Resources		6
2. Facilities Required		6
G. Course Quality Evaluation	7	
H. Specification Approval Data	8	



A. Course Identification

1. Credit hours: 4
2. Course type
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input type="checkbox"/> Elective <input checked="" type="checkbox"/>
3. Level/year at which this course is offered: Level 8
4. Pre-requisites for this course (if any): None
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	NA	NA
3	E-learning	NA	NA
4	Distance learning	NA	NA
5	Other	NA	NA

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture "per week"	4
2	Laboratory/Studio	NA
3	Tutorial	NA
4	Others (specify)	NA
	Total	36

B. Course Objectives and Learning Outcomes

<p>1. Course Description</p> <p>In this course, students will learn the fundamental principles and theories of language instruction and acquisition to prepare them to work with language learners in different instructional contexts.</p>
<p>2. Course Main Objective</p> <ul style="list-style-type: none"> • This course will enable students to learn the fundamental principles and theories of language instruction and acquisition, • This course will prepare students to work with language learners in different instructional contexts. • This course will enable students to form a strong foundation in a communicative approach to language instruction.

3. Course Learning Outcomes



CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Identify essential principles and concepts related to second language instruction and learning.	K1
1.2	Identify the major issues and difficulties in second language instruction.	K1
2	Skills :	
2.1	Create a lesson plan using one of the second language teaching methods.	S5
2.2	Critically evaluate second language instructions.	S4
3	Values:	
3.1	Demonstrate their ability effectively to work in a team and respond positively to supervisor's guidance and criticism.	V1
3.2	Use the internet for electronic references.	V2

C. Course Content

No	List of Topics	Contact Hours
1	The nature of approaches and methods in language teaching	4
2	The Grammar-Translation Method	4
3	The Grammar-Translation Method	4
4	The Audio-Lingual Method	4
5	The Audio-Lingual Method	4
6	Silent Way	4
7	Total Physical Response	4
8	Communicative Language Teaching	4
9	Content-based Instruction	4
10	Task-based Method	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 essential principles and concepts related to second language instruction and learning.	<ul style="list-style-type: none"> - Lecture, reading, and guided observation. - Computer-mediated communication - Individual, pair, & group work 	<ul style="list-style-type: none"> - Assignments - Class Participation - Exams
1.2	Identify the major issues and difficulties in second language instruction.	<ul style="list-style-type: none"> - Lecture, reading, and guided observation. - Computer-mediated communication - Individual, pair, & group work 	<ul style="list-style-type: none"> - Assignments - Class Participation - Exams
2.0	Skills		
2.1	Create a lesson plan using one of the second language teaching methods.	<ul style="list-style-type: none"> - Lecture, reading, and guided observation. - Computer-mediated communication - group work 	<ul style="list-style-type: none"> - Lesson plan
2.2	Critically evaluate second language instructions.	<ul style="list-style-type: none"> - Evaluation guidelines - Rubric 	<ul style="list-style-type: none"> - Peer assessment
3.0	Values		
3.1	Demonstrate their ability effectively to work in a team and respond positively to supervisor's guidance and criticism.	<ul style="list-style-type: none"> - Lecture, reading, and guided observation. - Computer-mediated communication - group work 	<ul style="list-style-type: none"> - Assignments - Lesson plan - Class Participation
3.2	Use the internet for electronic references.	<ul style="list-style-type: none"> - Lecture, reading, and guided observation. - Computer-mediated communication - group work 	<ul style="list-style-type: none"> - Assignments - Lesson plan

2. Assessment Tasks for Students



#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Attendance and Participation	Weekly	10%
2	Term-Project	Week 9	15%
3	Midterm Exam	Week 5	30%
4	Presentation and Evaluation	Week 10	5%
5	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 will have office hours available for the students.
- Also, each instructor will provide the students with the course specification document at the beginning of the course which will include other means of contact, like e-mail, social media account, and website.
- For academic guidance, students may consult their assigned academic advisors.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3rd ed.). Oxford; New York: Oxford University Press.
Essential References Materials	Lightbown, P., & Spada, N. (2006). How languages are learned. Oxford: Oxford University Press. Larsen-Freeman, D. & Anderson, M. (2011). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.
Electronic Materials	Cook, V. (2008). Second Language Learning and Language Teaching. New York: Routledge. Teaching ESL/EFL Listening and Speaking by P. Nation and J. Newton Teaching ESL/EFL Reading and Writing by P. Nation
Other Learning Materials	Students will log in to Blackboard on a regular basis to check for updates and announcements, download readings, post reflections and assignments, review recommended resources, and respond to discussion questions.

2. Facilities Required

Item	Resources
Accommodation	Classroom



Item	Resources
(Classrooms, laboratories, demonstration rooms/labs, etc.)	
Technology Resources (AV, data show, Smart Board, software, etc.)	Smart Board , and internet access
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Students' general standard in the course based on their test scores.	Regular meetings to be held by the course coordinator.	A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s).
Assignments completed by the students in accordance with expected standards.	Examining the course/teacher evaluations at the quality assurance unit at the end of each semester.	Second marking can also be an effective strategy for verifying standards student achievement and marking policy.
Tracking the students' progress and grades.	Examining the students' grades by the department.	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.
Using anonymous students' feedback throughout semester.	Evaluation of a sample exam by the department.	Direct
Students' evaluation of the course	Students	Surveys- Indirect

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

