



# Course Specification

— (Postgraduate)

**Course Title:** Language Teaching and Material Development

**Course Code:** *Enter Course Code.*

**Program:** Master of Arts in Applied Linguistics

**Department:** Languages and Translation

**College:** Humanities of Social Sciences

**Institution:** Northern Border University

**Version:** 1

**Last Revision Date:** May 12, 2024



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## 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: (2)

### 4. Course General Description:

This course offers an advanced curriculum designed to prepare educators for leadership roles in language teaching, curriculum design, and materials development in diverse educational settings. The course equips students with knowledge, skills and expertise to make a meaningful impact in the field of language education and contribute to the advancement of language teaching and learning practices.

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

NA

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

N/A

### 7. Course Main Objective(s):

#### By the end of this course, students will:

1. Provide Theoretical Foundations: Equip students with a solid understanding of the theoretical principles and research findings in applied linguistics, language acquisition, and pedagogy to inform their practice in language teaching and materials development.
2. Develop Practical Skills: Enable students to develop practical skills in designing, adapting, and evaluating language teaching materials for diverse learners and learning contexts, utilizing a variety of methodologies and technologies.
3. Facilitate Research Skills: Enhance students' research skills through coursework, projects, and mentorship, enabling them to conduct action research and contribute to the scholarly literature.
4. Promote Autonomy and Responsibility: Encourage students to take ownership of their learning and professional development, set personal and professional goals, and demonstrate accountability and responsibility in their teaching practice and professional interactions.



## 2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4	Distance learning		

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

No	Activity	Contact Hours
1.	Lectures	22.5
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	22.5
5.	Others (specify).....	
	<b>Total</b>	<b>45</b>

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Demonstrate understanding of key theories such as behaviorism, cognitivism, and	K1, K2	<ul style="list-style-type: none"> <li>• Lectures and Presentations</li> <li>• Case Studies</li> </ul>	Written examinations  Research Papers



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	constructivism to understand how individuals acquire language.		<ul style="list-style-type: none"> <li>• Reading Assignments</li> <li>• Mentorship and Peer Support</li> </ul>	Case Studies
1.2	Identify methodologies such as the communicative approach, task-based learning, and the lexical approach, understanding their principles and application in language teaching.	K3	<ul style="list-style-type: none"> <li>• Lectures and Presentations</li> <li>• Reflective Practice</li> <li>• Mentorship and Peer Support</li> </ul>	Presentations Case Studies Research Papers
<b>2.0</b>	<b>Skills</b>			
2.1	Develop the skills to design and create effective language teaching materials tailored to different proficiency levels and learning contexts.	S3	<ul style="list-style-type: none"> <li>• Technology Workshops</li> <li>• Integrated Projects</li> </ul>	Materials Development Projects Teaching Demonstration
2.2	Implement basic research skills to critically evaluate existing language teaching materials and contribute to the field through action research or literature reviews.	S1, S4	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Critical Pedagogy Discussions</li> <li>• Mentorship and Peer Support</li> </ul>	Research Papers Peer Feedback
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Critique ethical standards to ensure that language teaching materials	V1	<ul style="list-style-type: none"> <li>• Portfolio Development</li> </ul>	Ethical Dilemma Analysis



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	are authentic, respectful of copyright, and promote fair and equitable learning opportunities for all learners.		<ul style="list-style-type: none"> <li>Ethical Dilemma Discussions</li> </ul>	Portfolio Assessment
3.2	Identify opportunities for ongoing professional development in the field of language teaching and materials development, including attending conferences, workshops and pursuing further education.	V4	<ul style="list-style-type: none"> <li>Goal Setting</li> <li>Self-directed Learning Modules</li> <li>Guest Speakers and Workshops</li> <li>Online Collaboration</li> </ul>	Goal Setting and Reflection  Professional Development Plan

### C. Course Content:

No	List of Topics	Contact Hours
1.	<b>Introduction to Language Material Development</b> <ul style="list-style-type: none"> <li>Overview of material development in language teaching</li> <li>Historical perspectives</li> <li>Current trends and future directions</li> </ul>	3
2.	<b>Theories of Language Acquisition</b> <ul style="list-style-type: none"> <li>Study of key language acquisition theories (e.g., behaviorism, cognitivism, constructivism)</li> <li>Implications for material development</li> </ul>	3.5
3.	<b>Syllabus Design and Curriculum Development</b> <ul style="list-style-type: none"> <li>Principles and methods of syllabus design</li> <li>Creating syllabi for various language teaching settings</li> </ul>	3.5
4.	<b>Methodological Approaches in Language Teaching</b>	3.5



	<ul style="list-style-type: none"> <li>● Exploration of communicative, task-based, and lexical approaches</li> <li>● Case studies and application in material design</li> </ul>	
5.	<p><b>Designing Materials for Skill Development</b></p> <ul style="list-style-type: none"> <li>● Creation of materials for reading writing, listening and speaking skills</li> <li>● Integration of multimedia in language teaching materials</li> </ul>	4.5
6.	<p><b>Utilizing Technology in Language Education</b></p> <ul style="list-style-type: none"> <li>● Workshops on digital tools for language education</li> <li>● Designing technology-enhanced language learning activities</li> </ul>	4
7.	<p><b>Creating and Adapting Authentic Materials</b></p> <ul style="list-style-type: none"> <li>● Strategies for sourcing and adapting real-world materials</li> <li>● Legal and ethical considerations in material use</li> </ul>	3
8.	<p><b>Assessment and Evaluation of Language Materials</b></p> <ul style="list-style-type: none"> <li>● Techniques for material evaluation</li> <li>● Designing assessment tools aligned with learning objectives</li> </ul>	4
9.	<p><b>Ethical Considerations in Material Development</b></p> <ul style="list-style-type: none"> <li>● Discussions on copyright, representation, and accessibility</li> <li>● Developing ethically responsible language teaching materials</li> </ul>	3
10.	<p><b>Professional Development in Language Education</b></p> <ul style="list-style-type: none"> <li>● Identifying professional development opportunities</li> <li>● Creating a personal professional development plan</li> </ul>	2.5
11.	<p><b>Research Methods in Language Teaching</b></p> <ul style="list-style-type: none"> <li>● Introduction to research design, data collection, and analysis</li> <li>● Planning and conducting action research projects</li> </ul>	4
12.	<p><b>Final Project Consultations and Presentations</b></p> <ul style="list-style-type: none"> <li>● One-on-one consultations on final projects</li> <li>● Preparation and delivery of project presentations</li> </ul>	4
<b>Total</b>		<b>45</b>





## D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Final Project: Comprehensive Material Development	12-13	35%
2.	Mid-Term Exam: Theoretical Application	6	20%
3.	Reflective Portfolio: Ongoing Reflections & Peer Feedback	Ongoing, with submissions in week 4, 8, 12	25%
4.	Class Participation: Engagement & Contributions	Ongoing	10%
5.	Practical Workshops and Assignments	Various, due in weeks 3, 5, 7, 9, 11	10%
	Total		100%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

## E. Learning Resources and Facilities:

### 1. References and Learning Resources:

<b>Essential References</b>	<p>Tomlinson, B. (2023). <i>Developing Materials for Language Teaching</i> (3rd ed). Bloomsbury Publishing.</p> <p>Macalister, J., &amp; Nation, I.S.P. (2020). <i>Language Curriculum Design</i> (2nd ed.). Routledge.</p>
<b>Supportive References</b>	<p>Anderson, J. (2020). The TATE model: a curriculum design framework for language teaching. <i>ELT Journal</i>, 74(2), 175-185.</p> <p>Christian, M., &amp; Murray, D.E. (2022). <i>What English Language Teachers Need to Know. Volume III, Designing Curriculum</i> (2nd ed). Routledge</p> <p>Crites, K., &amp; Rye, E. (2020). Innovating language curriculum design through design thinking: A case study of a blended learning course at a Colombian university. <i>System</i>, 93.</p> <p>Ellis, R. (2019). <i>Language Teaching Research and Language Pedagogy</i>. Wiley-Blackwell.</p>







	Erarslan, A. (2021). English language teaching and learning during Covid-19: A global perspective on the first year. Journal of Educational Technology and Online Learning.
<b>Electronic Materials</b>	<p>Access to an online corpus such as the Corpus of Contemporary American English (COCA) or the British National Corpus (BNC) for real-language examples and analysis.</p> <p>Subscription to journals such as ELT Journal and TESOL Quarterly through the university's digital library for the latest research and discussions in the field.</p>
<b>Other Learning Materials</b>	Additional readings and case studies will be made available on the course's Learning Management System (Blackboard). These will include PDFs of important articles, sample material evaluations, and examples of successful material designs from various contexts.

## 2. Educational and Research Facilities and Equipment Required:

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	-Classroom with audio-visual equipment -Interactive Whiteboard or Smartboard -Language Labs
<b>Technology equipment</b> (Projector, smart board, software)	-Wi-Fi -Digital Projector -Computers/Laptops or Tablet Devices
<b>Other equipment</b> (Depending on the nature of the specialty)	-Printer/ Photocopier -Saudi Digital Library -Recording Equipment -Access to Online Journals and Databases

## F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
<b>Effectiveness of teaching</b>	Program Leader, Students	Direct
<b>Effectiveness of students' assessment</b>	Program Leader, Students	Direct
<b>Quality of learning resources</b>	Faculty, Program Leaders	Indirect
<b>The extent to which CLOs have been achieved</b>	Program Leaders; Peer Reviewer	Indirect
<b>Other</b>		

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

**Assessment Methods** (Direct, Indirect)





## G. Specification Approval Data:

<b>COUNCIL /COMMITTEE</b>	<b>THE LANGUAGES AND TRANSLATION DEPARTMENT COUNCIL</b>
<b>REFERENCE NO.</b>	<b>SESSION 23, 1445</b>
<b>DATE</b>	<b>14 MAY 2024</b>

