

Syllabus for Critical Review and Analysis of Issues in TEFL

Spring Semester, 2025

F. Kazemainy

Course Objectives:

This course aims to enhance Ph.D. students' critical understanding of theoretical frameworks and contemporary debates in English language teaching (ELT) by integrating diverse perspectives from *Critical Issues in Teaching English and Language Education* and *Key Issues in Language Teaching*. The course explores essential topics such as English as a global language, language policies, EMI (English Medium Instruction), teacher identity, curriculum development, and critical pedagogy. Students will develop a scholarly perspective on ELT research and practice through a structured engagement with language learning theories, instructional methodologies, textbook analysis, and assessment practices. The course also emphasizes teacher voices, performativity in ELT, and neoliberal discourses in educational materials, fostering a deeper understanding of the socio-political dimensions of language teaching. Designed as sixteen 90-minute sessions, this course equips students with the analytical tools necessary to critically evaluate the challenges and transformations in language education and contribute meaningfully to ELT scholarship.

Final Assessment

Active Class Participation 20%

Presentation 20%

Term Project 20%

Final examination 40%

Required English Sources:

1. Chiu, T. K., Ahmad, Z., Ismailov, M., & Sanusi, I. T. (2024). What are artificial intelligence literacy and competency? A comprehensive framework to support them. *Computers and Education Open*, 6, 100171.
2. Troudi, S. (Ed.). (2020). *Critical issues in teaching English and language education: International research perspectives*. Springer Nature.
3. Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.

PhD Course Syllabus: Critical Issues in Teaching English and Language Education

Week	Topic	Chapter (Troudi, 2020)	Author	Pages	Relevant Chapter from Richards (2015)	Pages
1	An Introduction to AI	Lecture by Prof. Kazemainy				
	Introduction to Critical Issues in Language Education	Chapter 1	Salah Troudi	pp. 1-8	Chapter 1: The Scope of English and ELT	pp. 3-29
2	Effects of EMI Policy on Students' Writing Experiences	Chapter 2	Sawsan Al-Bakri & Salah Troudi	pp. 11-40	Chapter 2: Second Language Learning	pp. 30-56
3	The Impact of EMI on Arabic in Kuwait	Chapter 3	Abdullah Alazemi	pp. 41-66	Chapter 5: The Second Language Learner	pp. 135-167
4	EMI in UAE Universities and Its Effect on Identity	Chapter 4	Taghreed Masri	pp. 67-94	Chapter 6: The Language Lesson	pp. 168-194
5	Linguistic Imperialism and Attitudes Towards English in Lebanon	Chapter 5	Reine Azzi	pp. 97-122	Chapter 1: The Scope of English and ELT	pp. 3-29
6	Global Citizenship and Critical Reform in ELT	Chapter 6	Alina Rebecca Chirciu	pp. 123-152	Chapter 1: The Scope of English and ELT	pp. 3-29
7	Contextualizing Student Voice in Transnational Education	Chapter 7	Antonia Paterson	pp. 153-178	Chapter 5: The Second Language Learner	pp. 135-167
8	Neoliberal Discourses in EAP Textbooks: A Critical Discourse Analysis	Chapter 8	Mubina Rauf	pp. 179-206	Chapter 18: Textbooks	pp. 593-633
9	Exploratory Practice in Language Learning and Teaching	Chapter 9	Assia Slimani-Rolls	pp. 209-234	Chapter 4: Developing Knowledge, Skills, and Awareness in Teaching	pp. 105-132
10	Teachers' Voices in Professional Learning in Chile	Chapter 10	Paulina Sepulveda-Escobar	pp. 235-260	Chapter 4: Developing Knowledge, Skills, and Awareness in Teaching	pp. 105-132
11	Introducing Critical Pedagogy to Tertiary English Teachers in Oman	Chapter 11	Thuraya Al Riyami & Salah Troudi	pp. 261-294	Chapter 8: Age-Appropriate Pedagogy	pp. 220-258
12	Teachers' Voices and Curricular Change	Chapter 12	Federica Castro	pp. 297-320	Chapter 17: The Language Course	pp. 557-592
13	Performativity in ELT and Its Impact on Teachers	Chapter 13	Kholoud Almanee	pp. 321-346	Chapter 4: Developing Knowledge, Skills, and Awareness in Teaching	pp. 105-132
14	Problematizing the "Non-Native" Teacher Discourse	Chapter 14	Amal Treki	pp. 347-372	Chapter 1: The Scope of English and ELT	pp. 3-29
15	Problematizing Student Evaluations of Teaching	Chapter 15	Randa Alsabahi	pp. 373-400	Chapter 4: Developing Knowledge, Skills, and Awareness in Teaching	pp. 105-132
16	Problem-Solving Session: Addressing Challenges in Research and Practice	—	—	—	Chapter 20: Testing and Assessment	pp. 665-693