



Course Specifications

Course Title:	Technology and Language Learning
Course Code:	ENG 312
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

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A. Course Identification

1. Credit hours: 3
2. Course type a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 6/Year 3
4. Pre-requisites for this course (if any): N/A
5. Co-requisites for this course (if any): N/A

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	38	85%
2	Blended	N/A	N/A
3	E-learning	7	15%
4	Distance learning	N/A	N/A
5	Other	N/A	N/A

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

The course presents the principle modern technologies in the language learning and teaching context. The course demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials-developers, and researchers in the field of English as a foreign language.

2. Course Main Objective

The main objective of this course is to introduce the use of modern technology in language learning and teaching. The course will introduce the use of modern software and web applications for language teaching, learning, and analysis. The course also will discuss issues that are related to language and technology, especially in the EFL context.

3. Course Learning Outcomes

CLOs		Aligned PLOs
Upon successful completion of the course, learners will be able to:		
1	Knowledge and Understanding	
1.1	Recall the history of technology and language learning.	K3
1.2	Identify and describe the development of technologies in foreign language education.	K2
1.3	Identify the connections between and among technology-enhanced language learning theories and principles.	K3
1.4	Summarize computer, mobile, and web-based resources available that can be used for language learning.	K3
1.5	Define the common language and technology terms and abbreviations.	K2
1.6	Explain the use of modern technologies in the EFL context.	K3
1.7	Identify and explain key concepts in digital language learning.	K3
2	Skills :	
2.1	Appraise the connections among technology-enhanced language learning theories, principles, and critique the assumptions that underlie them.	S8
2.2	Compare and contrast the advantages and disadvantages of modern technologies in applied linguistics.	S8
2.3	Evaluate language learning software in the context of a technology-enhanced language learner end-user experience.	S4
2.4	Apply skills and concepts for the basic use of digital language learning applications.	S9
2.5	Distinguish the steps involved in identifying and selecting internet sources to use in a study.	S3
2.6	Analyze different e-learning modes in language classes.	S8
2.7	Employ search strategies and techniques to identify online language learning research materials.	S9
2.8	Work effectively in groups and construct or defend arguments in support of the use of technology in language learning or in opposition to particular propositions.	S2
3	Values:	
3.1	Demonstrate an ability to think critically about a question, situation, or problem down to its most basic parts.	V1
3.2	Effectively communicate in class or in discussion forums.	V2
3.3	Complete the test tasks within the required time limits while working individually or in a group.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the course	3
2	Introduction to Language Learning and Technology	3
3	History of Technology and Language Learning	3
4	Technology and Language Learning Theories	6
5	Distance Digital Language Learning	3
6	Social Media and Language Learning	3
7	Applications/Websites and Language Learning	3
8	Language Learning Management Systems	3
9	Open Language Learning Resources	3
10	Digital Language Learning Evaluation and Assessment	3
11	Emerging Language Learning Technologies	3
12	Leaderships and Administration in Language Education Technology	3
13	Research in Language Learning and Technology	3
14	Review of the Topics	3
Total		45

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	Recall the history of technology and language.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments
1.2	Identify and describe the development of technologies in foreign language education.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments
1.3	Identify the connections between and among technology-enhanced language learning theories and principles.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments
1.4	Summarize computer, mobile, and web-based resources available that can be used for language learning.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments
1.5	Define the common language and technology terms and abbreviations.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments

1.6	Explain the use of modern technologies in the EFL context.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments
1.7	Identify and explain key concepts in digital language learning.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments
2.0	Skills		
2.1	Appraise the connections among technology-enhanced language learning theories, principles, and critique the assumptions that underlie them.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments
2.2	Compare and contrast the advantages and disadvantages of modern technologies in applied linguistics	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments
2.3	Evaluate language learning software in the context of a technology-enhanced language learner end-user experience.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments
2.4	Apply skills and concepts for the basic use of digital language learning applications.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments
2.5	Distinguish the steps involved in identifying and selecting internet sources to use in a study.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments
2.6	Analyze different e-learning modes in language classes.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments
2.7	Employ search strategies and techniques to identify online language learning research materials.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments
2.8	Work effectively in groups and construct or defend arguments in support of the use of technology in language learning or in opposition to particular propositions.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments
3.0	Values		
3.1	Demonstrate an ability to think critically about a question, situation, or problem down to its most basic parts.	Assigned reading materials, lectures, class discussions, and presentations	In-class participation, oral discussions, written exams, individual presentations, and assignments

3.2	To effectively communicate in class or in discussion forums.	Assigned materials, lectures, discussions, and presentations	reading class and	In-class participation, oral discussions, written exams, individual presentations, and assignments
3.3	Complete the test tasks within the required time limits while working individually or in a group.	Assigned materials, lectures, discussions, and presentations	reading class and	In-class participation, oral discussions, written exams, individual presentations, and assignments

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Exam 1	7	20%
2	Exam 2	11	20%
3	Assignments, Presentations, and Projects	throughout	10%
4	Final Exam	16	50%

*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 :

- Instructors are committed to Office hours from 4 to 6 hours weekly for consultations and academic advice.
- Two-way communication through Blackboard.
- Academic advising to help students in resolving any academic and/or study problems related to the course

F. Learning Resources and Facilities

1. Learning Resources

<p>Required Textbooks</p>	<p>Due to the nature of the course and the development in technologies, the course will use updated materials every semester. The materials will include PowerPoint slides, study guides, multimedia presentations and handouts adapted from updated published learning textbooks and websites such as</p> <ul style="list-style-type: none"> • Carol A. Chapelle, Shannon Sauro (Éds.), <i>The Handbook of Technology and Second Language Teaching and Learning</i>, Oxford, UK, Hoboken, NJ: Wiley-Blackwell, 2017, ISBN: 978-1-118-91403-8, 503 pages, 90 € • Blyth, C. S., & Thoms, J. J. (Eds.). (2021). <i>Open Education and Second Language Learning and Teaching</i>. doi:10.21832/blyth0992 • Alhamami, M. (2018). <i>Directions to Digital Language Learning and Teaching</i>. Createspace, Amazon.com. Link http://a.co/d/8fSKRyL • Morgana, V., & Kukulaska-Hulme, A. (Eds.). (2021). <i>Mobile Assisted Language Learning Across Educational Contexts</i>. doi:10.4324/9781003087984
<p>Essential References Materials</p>	<p>Journals</p> <ol style="list-style-type: none"> 1. CALICO Journal (Computer Assisted Language Instruction Consortium) 2. Teaching English with Technology (IATEFL Poland) 3. CALL-EJ On-line (Online Journal) 4. Computer Assisted Language Learning: An International Journal (Taylor and Francis) 5. CALL Review: the SIG Journal (The IATEFL Special Interest Group's Newsletter) 6. IALLT Journal (International Association for Language Learning Technology) 7. JALTCALL Journal (Japan Association of Language Teaching - Computer-Assisted Language Learning Special Interest Group) 8. Language Learning and Technology (Online Journal) 9. ReCALL (European Association for Computer Assisted Language Learning) 10. Journal of Computer Assisted Learning (Blackwell - Computer Assisted Learning in general rather than CALL) 11. AsiaCALL Online Journal (AsiaCALL OnlinJournal) 12. British Journal of Educational Technology 13. System 14. Innovation in Language Learning and Teaching

Electronic Materials

<https://web.stanford.edu/~efs/callcourse2/CALL1.htm>

APACALL: The Asia-Pacific Association for CALL: <http://www.apacall.org>. It Organizes the Globalization and Localization in Computer-Assisted Language Learning (GLoCALL) conference jointly with **PacCALL:** <http://glocall.org>

AsiaCALL: The Asia Association of Computer Assisted Language Learning, Korea: <http://www.asiacall.org/>. AsiaCALL publishes the *AsiaCALL Online Journal*.

CALICO: Acronym for Computer Assisted Language Instruction Consortium, a professional association devoted to promoting the use of technology-enhanced language learning. Founded in the USA in 1982. CALICO publishes the *CALICO Journal*.

EUROCALL: A professional association devoted to promoting the use of technology-enhanced language learning, founded by a group of enthusiasts in 1986 and established with the aid of European Commission funding as a formal professional association in 1993: <http://www.eurocall-languages.org>.

IALLT: The US-based International Association for Language Learning Technology, originally known as IALL (International Association for Learning Labs). IALLT is a professional organization dedicated to promoting effective uses of media centers for language teaching, learning, and research. IALLT publishes the *IALLT Journal*.

IATEFL: The UK-based International Association of Teachers of English as a Foreign Language. IATEFL embraces a *Learning Technologies Special Interest Group (LT SIG)* and publishes the *CALL Review*.

JALTCALL: Japan: <http://jaltcall.org/>. JALT publishes the *JALTCALL Journal*: <http://jalt.org/jj>

IndiaCALL: The India Association of Computer Assisted Language Learning: <http://www.indiacall.org>

LET: The Japan Association for Language Education and Technology, formerly known as the Language Laboratory Association (LLA), and now embraces a wider range of language learning technologies: <http://www.j-let.org>

PacCALL: The Pacific Association for Computer Assisted Language Learning, promoting CALL in the Pacific, from East to Southeast Asia, Oceania, across to the Americas: <http://www.paccall.org>. Organizes the Globalization and Localization in Computer-Assisted

	<p>Language Learning (GLoCALL) conference jointly with APACALL: http://glocall.org</p> <p>TESOL CALL Interest Section (CALL-IS): http://www.call-is.org</p> <p>WorldCALL: A worldwide umbrella association of CALL associations. The first WorldCALL conference was held at the University of Melbourne in 1998.</p>
Other Learning Materials	N/A

2. Facilities Required

Item	Resources
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	Dedicated classrooms for lectures for the purposes of traditional education (face to face) and e-learning facilities/equipment that allow for active interaction between professors and students, casuals (smart Blackboard - plasma screens, etc.), computers, platform speaker (Stage), with an integrated audio system and microphones connected to the Internet and wireless and wired networks (optical fibers), and modern air conditioning system and appropriate lighting.
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	<ul style="list-style-type: none"> -A computer for display and use of data with a slide show presentation -Projector screen -Projector -Microphone + laser pointer
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students and Course Coordinator	<p>A Standard course evaluation questionnaire is carried out at the end of each semester by the Deanship of Admissions and Registration.</p> <p>Regular review of the course syllabus and teaching/assessment strategies carried out by the curriculum committee based on comments collected by the course coordinator from the team of instructors.</p>

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Evaluation of Instructor Teaching	Program Leadership	<p>Review and evaluate the teaching strategies employed by the team of instructors either on the theoretical or practical level.</p> <p>Instructor's performance evaluation form prepared by the Department Chair.</p>
Processes for Improvement of Teaching	Program Leadership	<p>Training and development through courses and workshops on an ongoing basis</p> <p>Following the latest scientific developments in the field of specialization and the field of education and teaching</p> <p>Encouraging the establishment of scientific seminars and forums</p>
Processes for Verifying Standards of Student Achievement	Program Leadership	Independent faculty member for re-valuations students work sample

H. Specification Approval Data

Council / Committee	Department of English
Reference No.	14
Date	May 2, 2021