



Course Title:	Technology and Language Learning
Course Code:	ENG 2341
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	25	83%
2	Blended	N/A	N/A
3	E-learning	5	17%
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	25
2	Laboratory/Studio	
3	Tutorial	5
4	Others (specify)	
	Total	30

B. Course Objectives and Learning Outcomes

1. Course Description

The course presents the principle modern technologies in 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 and describe the development of technologies in foreign language education.	K3
1.2	Identify the common types and categories of digital technologies that are used in DLL&T.	K3
1.3	Summarize computer, mobile, and web-based resources available that can be used for language learning.	K3
1.4	Explain the common language learning and technology concepts, terms, and abbreviations.	K3
1.5	Discuss the different types of digital assessment and evaluation.	K3
1.6	Identify the current digital language learning research resources.	K2
2	Skills:	
2.1	Compare and contrast the different digital tools used in language learning.	S3
2.2	Utilize and share social media channels about language learning.	S8
2.3	Explore open educational resources in language learning and research.	S9
2.4	Employ different types of digital tests to identify language proficiency.	S8
2.5	Differentiate between the main areas of research in language learning and technology.	S3
2.6	Analyze different digital learning modes in language classes.	S3
2.7	Construct or defend arguments in support of the use of technology in language learning or in opposition to propositions.	S3
2.8	Participate and subscribe to digital language learning organizations, journals, conferences, and websites.	S8
3	Values:	
3.1	Demonstrate an ability to think critically about digital technologies used in language learning.	V1
3.2	Communicate effectively in class or in discussion forums.	V2
3.3	Apply academic ethics and professionalism while conducting assignments and projects.	V3
3.4	Show responsibility and commitment to the deadlines announced throughout the course.	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	Distance Digital Language Learning	3
5	Social Media and Language Learning	3
6	Applications/Websites and Language Learning	3
7	Language Learning Management Systems	3
8	Open Language Learning Resources	3
9	Digital Language Learning Assessments	3
10	Emerging Language Learning Technologies	3
11	Leadership and organizations in digital language learning.	3
12	Digital language learning research	3
13	Application of technology use in language learning	6
Total		38

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 and describe the development of technologies in foreign language education.	Assigned reading materials, lectures, class discussions, and presentations	Classroom participation, oral discussions, written exams, individual presentations, and assignments
1.2	Identify the common types and categories of digital technologies that are used in DLL&T.	Assigned reading materials, lectures, class discussions, and presentations	Classroom participation, oral discussions, written exams, individual presentations, and assignments
1.3	Summarize computer, mobile, and web-based resources available that can be used for language learning.	Assigned reading materials, lectures, class discussions, and presentations	Classroom participation, oral discussions, written exams, individual presentations, and assignments
1.4	Explain the common language learning and technology concepts, terms, and abbreviations.	Assigned reading materials, lectures, class discussions, and presentations	Classroom participation, oral discussions, written exams, individual presentations, and assignments

1.5	Discuss the different types of digital assessment and evaluation.	Assigned reading materials, lectures, class discussions, and presentations	Classroom participation, oral discussions, written exams and assignments, individual/group projects/presentations.
1.6	Identify the current digital language learning research resources.	Assigned reading materials, lectures, class discussions, and presentations	
2.0	Skills		
2.1	Compare and contrast the different digital tools used in language learning.	Assigned reading materials, lectures, class discussions, and presentations	Classroom participation, oral discussions, written exams and assignments, individual and group projects/presentations.
2.2	Utilize and share social media channels about language learning.	Assigned reading materials, lectures, class discussions, and presentations	Individual/group projects and presentations
2.3	Explore open educational resources in language learning and research.	Assigned reading materials, lectures, class discussions, and presentations	Individual/group projects and presentations
2.4	Employ different types of digital tests to identify language proficiency.	Assigned reading materials, lectures, class discussions, and presentations	Individual/group projects and presentations
2.5	Differentiate between the main areas of research in language learning and technology.	Assigned reading materials, lectures, class discussions, and presentations	Individual/group projects and presentations
2.6	Analyze different digital learning modes in language classes.	Assigned reading materials, lectures, class discussions, and presentations	Individual/group projects and presentations
2.7	Construct or defend arguments in support of the use of technology in language learning or in opposition to propositions.	Assigned reading materials, lectures, class discussions, and presentations	Classroom participation, discussion forums, and group projects and presentations.

2.8	Participate and subscribe to digital language learning organizations, journals, conferences, and websites.	Assigned reading materials, lectures, class discussions, and presentations	Discussion forums, group projects, and presentations.
3.0	Values		
3.1	Demonstrate an ability to think critically about digital technologies used in language learning.	Classroom and Blackboard instructions, discussions, and practices throughout the course	Classroom observation, presentations, assignments and Blackboard discussion forums
3.2	Communicate effectively in class or in discussion forums.	Classroom and Blackboard instructions, discussions, and practices throughout the course	Classroom observation, Blackboard discussion forums
3.3	Apply the academic ethics and professionalism while conducting assignments and projects.	Classroom and Blackboard instructions, discussions, and practices throughout the course	Classroom observation checklists and Blackboard statistics
3.4	Show responsibility and commitment to the deadlines announced throughout the course.	Classroom and Blackboard instructions, discussions, and practices throughout the course	Classroom observation checklists and Blackboard statistics

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Exam 1	Week 7	20%
2	Exam 2	Week 11	20%
3	Objective/Subjective Assessments	Throughout	10%
4	Final Exam	Week 13	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 10 office hours for weekly 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

Required textbooks	<p>Due to the nature of the course and the development in technologies, the course will use a website that contains all related topics. The website contains reading materials, links, various activities, and study guides. Language Learning & Technology (google.com)</p> <p>Note: Most of the website materials are based on the following book:</p> <p>Alhamami, M. (2018). Directions to Digital Language Learning and Teaching. Createspace, Amazon.com. Link http://a.co/d/8fSKRyL</p>
Essential references	<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 • Morgana, V., & Kukulska-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. <i>CALICO Journal</i> (Computer Assisted Language Instruction Consortium) 2. <i>Teaching English with Technology</i> (IATEFL Poland) 3. <i>CALL-EJ On-line</i> (Online Journal) 4. <i>Computer Assisted Language Learning: An International Journal</i> (Taylor and Francis) 5. <i>CALL Review: the SIG Journal</i> (The IATEFL Special Interest Group's Newsletter) 6. <i>IALLT Journal</i> (International Association for Language Learning Technology) 7. <i>JALTCALL Journal</i> (Japan Association of Language Teaching - Computer-Assisted Language Learning Special Interest Group) 8. <i>Language Learning and Technology</i> (Online Journal) 9. <i>ReCALL</i> (European Association for Computer Assisted Language Learning) 10. <i>Journal of Computer Assisted Learning</i> (Blackwell - Computer Assisted Learning in general rather than CALL) 11. <i>AsiaCALL Online Journal</i> (AsiaCALL OnlinJournal) 12. <i>British Journal of Educational Technology</i> 13. <i>System</i> 14. <i>Innovation in Language Learning and Teaching</i>
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<p>Electronic Materials</p>	<p>https://web.stanford.edu/~efs/callcourse2/CALL1.htm</p> <p>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://glocal.org</p> <p>AsiaCALL: The Asia Association of Computer Assisted Language Learning, Korea: http://www.asiacall.org/. AsiaCALL publishes the <i>AsiaCALL Online Journal</i>.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>JALTCALL: Japan: http://jaltcall.org/. JALT publishes the <i>JALTCALL Journal</i>: http://jalt.org/jj</p> <p>IndiaCALL: The India Association of Computer Assisted Language Learning: http://www.indiacall.org</p> <p>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</p> <p>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 Language</p>
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	<p>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
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	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.
Technology Resources (AV, data show, Smart Board, software, etc.)	<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
Other Resources (Specify, e.g., if specific laboratory equipment is required, list requirements or attach a list)	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