



# Course Specification

## (Postgraduate Programs)

<b>Course Title:</b> Computer Assisted Language Learning
<b>Course Code:</b> 6529 ENG-3
<b>Program:</b> Master of Arts in Applied Linguistics
<b>Department:</b> English Department
<b>College:</b> College of Languages and Translation
<b>Institution:</b> King Khalid University
<b>Version:</b> 2
<b>Last Revision Date:</b> September 28, 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: (3<sup>rd</sup> /2)

4. Course General Description:

This course offers an in-depth exploration of the principles, theories, and practices surrounding the use of technology in language learning and teaching. Students will engage with the historical evolution of Computer-Assisted Language Learning (CALL) and investigate contemporary applications of digital tools in language education, including mobile apps, multimedia resources, online platforms, machine learning gamification, and virtual reality, and AI-based learning environments.

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

- 6521 ENG-3 Concepts in Applied Linguistics

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

7. Course Main Objective(s):

The Computer Assisted Language Learning course aims to:

- provide students with a comprehensive overview of the theoretical frameworks that underlie CALL, including the principles of second language acquisition (SLA) and educational technology.
- familiarize students with the evolution of CALL, from its early development to current trends, including the use of mobile learning, AI, gamification, and virtual reality in language education.
- prepare students to become informed, reflective, and innovative practitioners who can successfully integrate CALL into their teaching practice and adapt to future technological advancements in language education.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	80%
2	E-learning		
3	Hybrid	9	20%



No	Mode of Instruction	Contact Hours	Percentage
	<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.	<b>Lectures</b>	45
2.	<b>Laboratory/Studio</b>	
3.	<b>Field</b>	
4.	<b>Tutorial</b>	
5.	<b>Others (specify).....</b>	
	<b>Total</b>	45

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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding: After successfully completing the course, learners will be able to</b>			
1.1	Critically explain the theoretical foundations of CALL, including SLA theories and how they relate to language learning technologies	K1, K2	<ul style="list-style-type: none"> <li>Lectures</li> <li>Critical reading and analysis of research articles readings</li> </ul>	<ul style="list-style-type: none"> <li>Midterm exam</li> <li>Final exam</li> </ul>
1.2	Demonstrate comprehensive knowledge of the historical development of CALL, including key concepts, trends, and technological advancements	K1	<ul style="list-style-type: none"> <li>Lectures</li> <li>Group discussions</li> <li>Assigned readings</li> </ul>	<ul style="list-style-type: none"> <li>Midterm exam</li> <li>Final exam</li> </ul>
1.3	Describe a wide range of digital tools, platforms, and applications used in language teaching,	K3	<ul style="list-style-type: none"> <li>Research projects</li> <li>Collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>Presentation</li> <li>Assignments</li> </ul>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	from traditional software to emerging technologies like AI-driven platforms and mobile apps.			
<b>2.0</b>	<b>Skills</b>			
2.1	Critically analyze, select, and integrate appropriate CALL tools to design and implement technology-enhanced language learning activities that meet the diverse needs of learners in various educational contexts.	S3	<ul style="list-style-type: none"> <li>Group projects and collaborative learning</li> <li>Group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Midterm exam</li> <li>presentation</li> </ul>
2.2	Conduct a systematic literature review on the role of CALL in language learning, critically evaluating existing research to identify trends, gaps, and implications for practice, and will synthesize their findings to produce a comprehensive review suitable for publication or academic presentation.	S2	<ul style="list-style-type: none"> <li>Case study analysis</li> <li>Critical reading and analysis of research articles</li> </ul>	<ul style="list-style-type: none"> <li>Systematic literature review</li> </ul>
2.3	Design and develop innovative, multimedia-based digital language learning materials, using a range of CALL tools and		<ul style="list-style-type: none"> <li>Hands-on activities of CALL tools</li> </ul>	Digital language learning material design project



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	technologies customized to target specific language skills (e.g., speaking, listening, writing) and learner profiles.			
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate academic integrity and ethical use of technology	V1	<ul style="list-style-type: none"> <li>Group discussions</li> <li>Collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Weekly assignments</li> </ul>
3.2	Demonstrate a commitment to lifelong learning by staying actively informed about emerging trends, advancements, and research in CALL, and by seeking continuous professional development opportunities to improve their skills and knowledge in integrating technology into language teaching.	V 2	<ul style="list-style-type: none"> <li>Assigned readings</li> <li>Research project</li> <li>Reflective journals</li> </ul>	<ul style="list-style-type: none"> <li>Self-reports</li> </ul>
3.3.	Value and foster collaboration in language learning environments by effectively using CALL tools that promote interaction, communication, and collective problem-solving, encouraging a community-based	V3	<ul style="list-style-type: none"> <li>Computer-assisted language learning (CALL) tools</li> <li>Interactive class discussions</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	approach to learning that enhances both individual and group outcomes.			

### C. Course Content:

No	List of Topics	Contact Hours
1.	Introduction to CALL: History and Evolution	3
2.	Theoretical Foundations of CALL	3
3.	Mobile-Assisted Language Learning (MALL)	3
4.	Technology for Language Skills Development	6
5.	Distance Learning and Online Language Courses	6
6.	CALL in the Classroom: Practical Integration	6
7.	CALL and Language Testing	3
8.	Ethics and Challenges in CALL	3
9.	Artificial Intelligence (AI) in Language Learning	6
10.	Research Trends and Future Directions in CALL	6
<b>Total</b>		<b>45</b>

### D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<b>Midterm exam</b>	<b>8</b>	<b>20%</b>
2.	<b>Final exam</b>	<b>15</b>	<b>40%</b>
3.	<b>Assignments</b>	<b>Continuous assessment</b>	<b>20%</b>
4.	<b>Systematic literature review</b>	<b>Continuous assessment</b>	<b>10%</b>
5.	<b>Digital language learning material design project</b>	<b>Continuous assessment</b>	<b>10%</b>

\*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>	Ziegler, N., & González-Lloret, M. (Eds.). (2022). <i>The Routledge handbook of second language acquisition and technology</i> . Routledge. Chapelle, C. A., & Sauro, S. (Eds.). (2017). <i>The Handbook of Technology and Second Language Teaching and Learning</i> (1st ed.). Wiley.
<b>Supportive References</b>	Buendgens-Kosten, J., & Elsner, D. (Eds.). (2018). <i>Multilingual computer assisted language learning</i> . Multilingual Matters. Pawlak, M., & Kruk, M. (2023). <i>Individual differences in computer assisted language learning research</i> . Routledge.
<b>Electronic Materials</b>	Language Learning & Technology Journal ( <a href="https://www.lltjournal.org/">https://www.lltjournal.org/</a> ) ReCALL journal of the European Association for Computer Assisted Language Learning (EUROCALL) ( <a href="https://www.cambridge.org/core/journals/recall">https://www.cambridge.org/core/journals/recall</a> ) Computer Assisted Language Learning Journal ( <a href="https://www.tandfonline.com/toc/nca120/current">https://www.tandfonline.com/toc/nca120/current</a> ) CALL-EJ (Computer Assisted Language Learning Electronic Journal) ( <a href="http://callej.org/">http://callej.org/</a> )
<b>Other Learning Materials</b>	<a href="https://lithme.eu/publications/">https://lithme.eu/publications/</a>

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

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Well-equipped classrooms
<b>Technology equipment</b> (Projector, smart board, software)	Smart board, video projector, computers, loud speakers, headsets, VR simulation rooms, VR software for language learning, VR headsets, mobile devices, apps to learn language with VR, CALL softwares, etc.
<b>Other equipment</b> (Depending on the nature of the specialty)	N/A

## F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
<b>Effectiveness of teaching</b>	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.







Assessment Areas/Issues	Assessor	Assessment Methods
<b>Effectiveness of students' assessment</b>	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
<b>Quality of learning resources</b>	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
<b>The extent to which CLOs have been achieved</b>	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.
<b>Other</b>	Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays.	Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns.

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

**Assessment Methods** (Direct, Indirect)

#### G. Specification Approval Data:

<b>COUNCIL /COMMITTEE</b>	English Department Council
<b>REFERENCE NO.</b>	1/5/46
<b>DATE</b>	October 14, 2024

