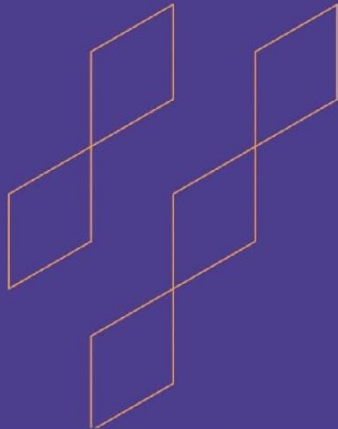




Course Specification

(Postgraduate Programs)

Course Title: Modern Technologies in Language Learning

Course Code: 7507 ENG-3

Program: Doctor of Philosophy in Applied Linguistics

Department: English Department

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: March 10, 2025

Table of Contents

A. General information about the course:.....	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:	4
C. Course Content:	5
D. Students Assessment Activities:	9
E. Learning Resources and Facilities:.....	9
F. Assessment of Course Quality:	11
G. Specification Approval Data:.....	11





A. General information about the course:

1. Course Identification:

1. Credit hours: (3 Credit Hours)

2. Course type

- | | | | | |
|----|--|----------------------------------|--|--------------------------------|
| A. | ☐ University | ☐ College | ☒ Department | ☐ Track |
| B. | ☒ Required | | ☐ Elective | |

3. Level/year at which this course is offered: (2/1)

4. Course General Description:

This doctoral course provides a comprehensive and critical study of modern technologies in language learning and teaching within applied linguistics. It integrates historical foundations, major learning theories, learner individual differences, online and hybrid education, computer-mediated communication, mobile and social learning, digital tasks and materials, language-skill development, corpora and data-driven learning, computational language technologies, artificial intelligence and generative technologies, digital games, immersive technologies, technology evaluation, language assessment, teacher digital competence, ethics, equity, policy, and research methods. The course emphasizes the distinction between what a technology can do, how it is used pedagogically, how learners experience it, and what evidence shows about learning outcomes. Students critically evaluate claims about technology, compare theoretical and methodological perspectives, apply technologies to realistic language-learning contexts, and examine issues of accessibility, privacy, bias, academic integrity, sustainability, and responsible artificial intelligence use. The course also develops advanced research literacy through analysis of experimental, survey, qualitative, mixed-methods, corpus-based, multimodal, and digital-process research. Across nine instructional weeks, the eighteen textbook chapters are normally addressed in pairs, with approximately 1.5 contact hours allocated to each chapter. The semester also includes course orientation, a midterm examination, two weeks of synthesis and revision, and the final examination period. Students synthesize scholarly sources, lead graduate seminars, participate in critical discussion, and complete a research-based final term paper.

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

N/A

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

N/A

7. Course Main Objective(s):

The Modern Technologies in Language Learning course aims to:

- Develop advanced knowledge of the historical development, key concepts, theories, and learner factors that shape technology-mediated language learning and teaching.
- Critically examine major digital learning environments and technologies, including online and hybrid learning, computer-mediated communication, mobile and social learning, corpora, computational tools, artificial intelligence, digital games, immersive technologies, and technology-assisted assessment.
- Design and evaluate technology-mediated tasks, materials, learning environments, and assessment practices in relation to pedagogical goals, learner needs, accessibility, context, and evidence of learning.
- Strengthen students' ability to evaluate research evidence, distinguish technological capability from pedagogical use, learner experience, and measured outcomes, and match claims to appropriate research designs.
- Develop advanced research skills for investigating technology-mediated language learning through quantitative, qualitative, mixed-methods, corpus-based, multimodal, and digital-process approaches.
- Promote ethical, equitable, accessible, culturally responsive, and professionally responsible uses of technology, including responsible use of artificial intelligence, data, and digital resources.
- Develop students' scholarly communication, seminar leadership, collaboration, and independent inquiry through presentations, discussion, and a research-based final term paper.

2. Teaching Mode: (mark all that apply)





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

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

No	Activity	Contact Hours
1.	Chapter instruction / lectures	27
2.	Laboratory/Studio	
3.	Field	
4.	Course orientation, synthesis, revision, and term-paper workshops	9
5.	Assessment sessions (midterm and final examinations)	9
	Total	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
1.0	Knowledge and understanding			
1.1	Critically explain the historical development, key concepts, theoretical perspectives, and learner factors that shape technology-mediated language learning.	K1, K2	Lectures; guided textbook reading; source comparison; class discussion	Midterm Exam; Final Exam
1.2	Examine major digital environments and approaches for language learning, including online, mobile, social, multimodal, task-based, game-based, and immersive learning.	K1	Lectures; demonstrations; seminars; student-led discussions	Midterm Exam; Final Exam; Presentation
1.3	Explain the principles and educational uses of corpora, computational language technologies, artificial intelligence, technology-assisted assessment, and teacher digital competence.	K1, K2	Lectures; hands-on demonstrations; workshops; guided reading	Midterm Exam; Final Exam
2.0	Skills			





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.1	Critically evaluate language-learning technologies for pedagogical fit, usability, accessibility, evidence of learning, cost, maintainability, and contextual suitability.	S1	Evaluation workshops; case analysis; demonstrations; discussion	Presentation; Final Term Paper
2.2	Design or adapt technology-mediated tasks, materials, learning activities, or assessment practices that align with language-learning outcomes and learner needs.	S1, S2	Design workshops; demonstrations; peer discussion; applied activities	Final Term Paper; Presentation
2.3	Analyze research evidence critically by distinguishing technological capability, pedagogical use, learner experience, and learning outcomes and by matching claims to research design.	S3, S4	Research critique; source comparison; seminars; guided analysis	Midterm Exam; Final Exam; Final Term Paper
2.4	Design an appropriate research study or research-based term paper on technology-mediated language learning using relevant quantitative, qualitative, mixed, corpus-based, multimodal, or digital-process methods.	S2, S3, S4	Research workshops; consultations; proposal development; peer review	Final Term Paper
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate academic integrity and responsible use of artificial intelligence, data, digital sources, and copyrighted materials in technology-mediated language education and research.	V1	Ethics cases; discussion; modeling of responsible practice	Class Participation; Presentation; Final Term Paper
3.2	Apply principles of equity, accessibility, linguistic and cultural diversity, privacy, and sustainability when evaluating or designing technology-mediated language learning.	V2	Case discussion; comparative evaluation; seminar activities	Class Participation; Presentation; Final Term Paper
3.3	Demonstrate autonomy, collaboration, professional judgment, and effective scholarly communication when leading seminars and discussing technology-related issues.	V3	Student-led seminars; peer discussion; collaborative activities	Class Participation; Presentation

C. Course Content:

No	List of Topics	Contact Hours
—	Course orientation and course requirements (Week 1) - Course scope, textbook, learning outcomes, assessment plan, and expectations - Introduction to graduate seminar participation, chapter leadership, and scholarly source use	3





No	List of Topics	Contact Hours
	Guidance on the final term paper, academic integrity, and responsible use of artificial intelligence	
1.	Topic 1. Foundations and history of technology in language learning (Week 2) - Defining technology-mediated language learning and related terms - Technology as tutor, tool, medium, and environment - Distinguishing technological capability, pedagogical use, learner experience, and learning outcome - Early audiovisual technology, language laboratories, and mainframe computing - Structural, communicative, and integrative computer-assisted language learning - Networked, mobile, cloud, and intelligent technologies - Affordances, constraints, limitations, and boundaries - What media comparison studies can and cannot show - Normalization and the limits of linear historical models	1.5
2.	Topic 2. Theories of technology-mediated language learning (Week 2) - Behaviorist perspectives and early tutorial software - Cognitive and information-processing perspectives: attention, working memory, and cognitive load - Interactionist perspectives: input, interaction, output, and negotiation of meaning - Sociocultural theory: mediation, scaffolding, and collaboration - Constructivist perspectives - Activity theory - Ecological and affordance-based perspectives - Complexity, emergence, and distributed cognition - Multimodality and social semiotics - Connecting theory with technology, tasks, and research questions	1.5
3.	Topic 3. Learners, individual differences, identity, and digital literacies (Week 3) - Motivation in digital language learning - Emotions, anxiety, and willingness to communicate - Engagement and participation - Learner autonomy and self-regulated learning - Learner beliefs and perceptions of technology - Aptitude, working memory, personality, grit, and learning strategies - Age, gender, prior experience, and learner diversity - Learner identity and agency in digital environments - Plurilingual and translingual digital practices - Digital literacies, multiliteracies, and critical digital literacy	1.5
4.	Topic 4. Online, distance, blended, flipped, and hybrid language education (Week 3) - Distance and fully online language education - Blended, flipped, and hybrid models - Learning management systems and course organization - Language massive open online courses and learning at scale - Online course design, alignment, and interaction frameworks - Teacher presence, moderation, and community building - Learner support and engagement online - Low-technology, low-bandwidth, and resource-constrained settings - Lasting lessons from emergency remote teaching	1.5
5.	Topic 5. Computer-mediated communication and virtual exchange (Week 4) - Computer-mediated communication and technological mediation - Synchronous and asynchronous communication - Text, audio, video, and multimodal channels - Interaction, negotiation of meaning, and peer feedback online - Social presence and online participation - Collaborative learning and collaborative writing - Virtual exchange and telecollaboration - Culture and intercultural competence in online contact	1.5
6.	Topic 6. Mobile, social, informal, and connected language learning (Week 4) - Foundations and affordances of mobile-assisted language learning - Mobile applications, dictionaries, and portable resources - Context-aware, location-based, and situated mobile learning - Social media as a language learning environment - Informal digital learning through streaming, podcasts, and video - Self-directed practice outside the classroom - Learner-formed online communities and social learning - Connected learning across classroom and everyday spaces	1.5





No	List of Topics	Contact Hours
	• Microlearning, distraction, device limits, and learner training	
7.	Topic 7. Digital tasks, materials, and curriculum design (Week 5) • Technology-mediated task-based language teaching • Principles of digital task design • Task complexity, sequencing, and cognitive demand • Collaborative, problem-solving, and higher-order-thinking tasks • Digital materials development and adaptation • Multimedia and multimodal materials • Digital storytelling and project-based learning • Open educational resources, courseware, and authoring tools • Curriculum integration, alignment, and standards	1.5
8.	Topic 8. Technology-mediated language skills and development (Week 5) • Vocabulary learning • Grammar and form-focused practice • Digital reading and reading comprehension • Writing and digital composing • Listening with audio, video, captions, and podcasts • Speaking and oral interaction • Technology-mediated pronunciation development • Pragmatic competence in digital settings • Integrated skills, multimodal production, and student-created media • Feedback and corrective feedback across skills • Connecting digital practice with evidence of language development	1.5
9.	Topic 9. Corpora, concordancing, and data-driven learning (Week 6) • Corpus linguistics and language education • Spoken, written, general, specialized, and academic corpora • Learner corpora and interlanguage analysis • Sampling, representativeness, and annotation • Designing and building corpora for language learning • Concordancing, frequency, collocation, and keyness • Principles of data-driven learning • Direct and guided corpus consultation • Corpus-based activities and materials • The web as corpus, digital dictionaries, and corpus literacy	1.5
10.	Topic 10. Computational language technologies (Week 6) • Natural language processing in language education • Intelligent computer-assisted language learning and rule-based dialogue systems • Automatic speech recognition and pronunciation analysis • Speech-based corrective feedback • Text-to-speech and synthetic voice • Machine translation, computer-assisted translation, and post-editing • Automated writing evaluation as formative feedback • Learning analytics, educational data mining, and digital trace data • Adaptive and personalized systems • Interpreting automated output critically	1.5
11.	Topic 11. Artificial intelligence and generative technologies (Week 7) • Artificial intelligence, machine learning, and deep learning • Large language models and generative systems • Generative text, image, speech, and multimodal tools • Conversational systems for language practice • Lesson planning and materials development • Learner practice, writing, revision, and feedback • Multilingual and translanguaging uses • Prompting and artificial intelligence literacy for learners • Accuracy, hallucination, and verification • Overreliance, learner agency, and changing classroom roles • What the evidence shows so far	1.5
12.	Topic 12. Digital games, gamification, and virtual worlds (Week 7) • Game-based language learning and gamification • Educational and commercial games • Game mechanics, challenge, feedback, and engagement • Multiplayer and massively multiplayer environments • Role-playing games, narrative, and avatars	1.5





No	List of Topics	Contact Hours
	• Screen-based virtual worlds and non-immersive simulations • Extramural and out-of-school gameplay • Designing and integrating game-based tasks • Analyzing language use and outcomes in games	
13.	Topic 13. Immersive technologies and extended reality (Week 9) • Virtual, augmented, mixed, and extended reality • Presence, immersion, and embodied interaction • Spatial and place-based language learning • Speaking and interaction in immersive environments • Augmented reality for contextualized language learning • Immersive simulations and scenario-based environments • Designing immersive language activities • Access, infrastructure, cost, and classroom feasibility • Researching language learning in immersive settings	1.5
14.	Topic 14. Evaluating technologies for language learning (Week 9) • Distinguishing technology evaluation from learner assessment • Judgmental and empirical evaluation • Courseware evaluation frameworks and criteria • Language learning potential and pedagogical fit • Teacher fit, learner fit, and usability • Accessibility and interface design • Authenticity, interaction, and feedback quality • Technical reliability, cost, workload, and maintainability • Evaluating applications, platforms, and artificial intelligence systems • Moving from product features to evidence of learning	1.5
15.	Topic 15. Technology-assisted language assessment (Week 10) • Foundations and purposes of technology-assisted assessment • Computer-based and internet-based testing • Computer-adaptive, placement, and diagnostic testing • Technology-supported formative and classroom assessment • Electronic portfolios, student-created media, and alternative assessment • Assessing speaking and pragmatics through videoconferencing • Automated scoring of writing • Automated scoring of speaking • Artificial intelligence in test development and scoring • Argument-based validation and score interpretation • Reliability, fairness, and measurement bias • Remote assessment, proctoring, and test security	1.5
16.	Topic 16. Language teachers, digital competence, and institutions (Week 10) • Language teacher digital competence • Frameworks for pedagogical technology integration • Standards for language teacher preparation • Teacher education for technology-mediated language learning • Artificial intelligence literacy for teachers • Teacher beliefs, confidence, and resistance • Teacher agency in selecting and adapting technology • Professional development and online teacher communities • Reflective practice and classroom inquiry • Infrastructure, leadership, and sustaining a technology program	1.5
17.	Topic 17. Ethics, equity, and policy (Week 11) • Digital inequality and unequal access • Disability, inclusion, and universal design • Privacy, consent, and data protection • Surveillance in analytics, platforms, and remote assessment • Algorithmic, linguistic, and cultural bias • Cultural representation and linguistic diversity • Social justice and decolonial perspectives • Academic integrity and responsible use of artificial intelligence • Digital citizenship, institutional governance, and language policy	1.5
18.	Topic 18. Researching technology-mediated language learning (Week 11) • Research problems, questions, constructs, and operational definitions • Experimental and quasi-experimental designs • Survey, correlational, and longitudinal designs	1.5





No	List of Topics	Contact Hours
	• Qualitative, case study, ethnographic, and netnographic designs • Mixed methods designs • Design-based and action research • Corpus-based and computational research • Digital process data: screen capture, keystroke logging, eye tracking, and system logs • Multimodal interaction, social network, and platform data analysis • Systematic reviews and meta-analysis • Replication, transparency, reproducibility, and open science • Researching fast-changing technologies and recording tool versions • Research ethics, consent, and participant protection • Matching claims to design: descriptive, correlational, predictive, and causal • Emerging directions and priorities for future research	
—	Midterm examination (Week 8) • Assessment of knowledge, critical understanding, and application from the first part of the course	3
—	Course synthesis, revision, and final-term-paper workshops (Weeks 12–13) • Integrated review of theory, pedagogy, technologies, assessment, ethics, and research methods • Research synthesis, term-paper consultation, and preparation for the final examination	6
—	Final examination period (Weeks 14–15) • Comprehensive final assessment covering the course learning outcomes	6
Total		45

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Class participation and engagement in discussion	Weekly / continuous	5%
2.	Chapter presentation and seminar leadership	Weeks 4–11	10%
3.	Midterm Exam	Week 8	25%
4.	Final term paper (research-based assignment)	Week 13	20%
5.	Final Exam	Weeks 14–15	40%

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

E. Learning Resources and Facilities:

1. References and Learning Resources:

Essential References	Alhamami, M. (2026). <i>Modern technologies in language learning</i> (Version 1.0). Zenodo. https://doi.org/10.5281/zenodo.22757200
Supportive References	Beatty, K. (2010). <i>Teaching and researching computer-assisted language learning</i> (2nd ed.). Longman. Bui, H. P., & Namaziandost, E. (Eds.). (2024). <i>Innovations in technologies for language teaching and learning</i> . Springer. Chapelle, C. A., & Sauro, S. (Eds.). (2017). <i>The handbook of technology and second language teaching and learning</i> . Wiley Blackwell. Farr, F., & Murray, L. (Eds.). (2016). <i>The Routledge handbook of language learning and technology</i> . Routledge. Farr, F., & Murray, L. (Eds.). (2026). <i>The Routledge handbook of language learning and technology</i> (2nd ed.). Routledge.





	Friginal, E., & Ho, W. Y. J. (2026). <i>Technology and language learning: Effective podcasting and video-based language teaching practices in the age of generative AI</i>. Routledge. Hampel, R., & Stickler, U. (Eds.). (2024). <i>The Bloomsbury handbook of language learning and technology</i>. Bloomsbury Academic. Hubbard, P. (2021). <i>An invitation to CALL: Foundations of computer-assisted language learning</i>. APACALL. Lai, C. (2017). <i>Autonomous language learning with technology beyond the classroom</i>. Bloomsbury Academic. Lai, C. (2026). <i>Technology and connected language learning across time and space</i>. Cambridge University Press. Lee, Y.-J. (2026). <i>Social media and language learning: Using TikTok and Instagram</i>. Routledge. Moorhouse, B. L., & Wong, K. M. (2025). <i>Generative artificial intelligence and language teaching</i>. Cambridge University Press. Pawlak, M., & Kruk, M. (2022). <i>Individual differences in computer assisted language learning research</i>. Routledge. Peterson, M., & Jabbari, N. (Eds.). (2023). <i>Digital games in language learning: Case studies and applications</i>. Routledge. Peterson, M., & Jabbari, N. (Eds.). (2024). <i>Frontiers in technology-mediated language learning</i>. Routledge. Peterson, M., Yamazaki, K., & Thomas, M. (Eds.). (2021). <i>Digital games and language learning: Theory, development and implementation</i>. Bloomsbury Academic. Qin, J., & Stapleton, P. (Eds.). (2023). <i>Technology in second language writing: Advances in composing, translation, writing pedagogy and data-driven learning</i>. Routledge. Russell, V., & Murphy-Judy, K. (2021). <i>Teaching language online: A guide for designing, developing, and delivering online, blended, and flipped language courses</i>. Routledge. Sadeghi, K. (Ed.). (2023). <i>Technology-assisted language assessment in diverse contexts: Lessons from the transition to online testing during COVID-19</i>. Routledge. Sadeghi, K. (Ed.). (2024). <i>Routledge handbook of technological advances in researching language learning</i>. Routledge. Sadeghi, K., Thomas, M., & Ghaderi, F. (Eds.). (2023). <i>Technology-enhanced language teaching and learning: Lessons from the Covid-19 pandemic</i>. Bloomsbury Academic. Savvidou, C. (2026). <i>AI-powered language teaching: Transforming the future of TESOL</i>. Palgrave Macmillan. Smith, B. (2016). <i>Technology in language learning: An overview</i>. Routledge. Son, J.-B., & Windeatt, S. (Eds.). (2017). <i>Language teacher education and technology: Approaches and practices</i>. Bloomsbury Academic. Stickler, U. (2022). <i>Technology and language teaching</i>. Cambridge University Press. Stockwell, G. (2022). <i>Mobile assisted language learning: Concepts, contexts and challenges</i>. Cambridge University Press. Stockwell, G., & Wang, Y. (Eds.). (2025). <i>The Cambridge handbook of technology in language teaching and learning</i>. Cambridge University Press. Suárez, M. del M., & El-Henawy, W. M. (Eds.). (2023). <i>Optimizing online English language learning and teaching</i>. Springer. Zapata, G. C. (Ed.). (2026). <i>Generative AI technologies, multiliteracies, and language education</i>. Routledge. Ziegler, N., & González-Lloret, M. (Eds.). (2022). <i>The Routledge handbook of second language acquisition and technology</i>. Routledge.
Electronic Materials Top 10 Journals Sites	1. CALICO Journal — https://calico.org/calico-journal/ 2. Teaching English with Technology — https://tewtjournal.org/ 3. CALL-EJ — https://callej.org/ 4. Computer Assisted Language Learning — https://www.tandfonline.com/journals/ncal20 5. IALLT Journal — https://journal.iallt.org/ 6. JALT CALL Journal — https://jaltcall.org/jaltcall-journal/ 7. Language Learning & Technology — https://www.lltjournal.org/ 8. ReCALL — https://www.cambridge.org/core/journals/recall 9. Journal of Computer Assisted Learning — https://onlinelibrary.wiley.com/journal/13652729 10. System — https://www.sciencedirect.com/journal/system
Other Learning Materials Top 10 Professional Organizations Sites	1. APACALL: Asia-Pacific Association for Computer-Assisted Language Learning — https://apacall.org/ 2. AsiaCALL: Asia Association of Computer-Assisted Language Learning — https://asiacall.info/ 3. CALICO: Computer Assisted Language Instruction Consortium — https://calico.org/ 4. EUROCALL: European Association for Computer-Assisted Language Learning — https://www.eurocall-languages.org/ 5. IALLT: International Association for Language Learning Technology — https://iallt.org/ 6. IATEFL Learning Technologies Special Interest Group — https://www.iatefl.org/sig/ltsig/ 7. JALTCALL: Japan Association for Language Teaching CALL Special Interest Group — https://jaltcall.org/ 8. LET: Japan Association for Language Education and Technology — https://www.j-let.org/ 9. TESOL CALL-IS: Computer-Assisted Language Learning Interest Section — https://www.call-is.org/ 10. WorldCALL: Worldwide professional association for Computer-Assisted Language Learning — https://worldcall.webs.upv.es/

2. Educational and Research Facilities and Equipment Required:





Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Multimedia-enabled classroom with flexible seating for graduate seminars and reliable Internet access.
Technology equipment (Projector, smart board, software)	Instructor and student computers; projector/smart board; Blackboard/LMS; video-conferencing tools; corpus and concordancing tools; speech, translation, and writing technologies; generative AI tools; statistical/qualitative analysis software; and optional virtual/augmented reality equipment when available.
Other equipment (Depending on the nature of the specialty)	Headsets and microphones; language recording devices; mobile devices where appropriate; audio/video capture and transcription tools; access to library databases and digital research resources.

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching and seminar learning	Students, Faculty, Peer Reviewer	Student course surveys (Indirect); peer observation (Direct); review of seminar participation and engagement (Direct)
Effectiveness and fairness of students' assessment	Faculty, Program Leaders	Exam performance analysis (Direct); rubric review for presentations and term papers (Direct); student feedback (Indirect)
Quality and currency of the textbook, scholarly sources, and digital learning resources	Students, Faculty, Program Leaders	Annual resource review (Direct); student feedback (Indirect); usage and accessibility checks (Direct)
The extent to which CLOs have been achieved	Faculty, Program Leaders	CLO mapping using exams, presentations, participation, and final term papers (Direct); student self-reflection (Indirect)
Relevance, ethics, and sustainability of technology coverage	Faculty, IT Support, Peer Reviewer	Annual review of emerging technologies, ethical issues, accessibility, institutional feasibility, and course-tool alignment (Direct)

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	English Department Council
REFERENCE NO.	8-17-46
DATE	16 March 2025

