



Course Specification

(Bachelor)

Course Title: Language Learning & Technology

Course Code: ENG3355-3

Program: Bachelor of Arts in English

Department: Department of English

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: February 11, 2026

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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 ☐ Others
- B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Semester 5 – Year 3)

4. Course General Description:

The *Language Learning & Technology (ENG3355-3)* introduces students to the evolving role of digital tools and platforms in English as a Foreign Language (EFL) education. It examines the historical development of technology-enhanced language learning, explores major technological tools used in the EFL classroom, and analyzes the structure and pedagogical functions of Learning Management Systems (LMSs). The course also addresses key themes such as digital assessment, emerging research trends, and the work of leading organizations in the field. By the end of the course, students will be able to critically evaluate technological resources, make informed decisions about their pedagogical use, and apply technology effectively to support teaching and learning in diverse EFL contexts.

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

ENG2351-3 Introduction to Applied Linguistics

6. Co-requisites for this course (if any):

N/A

7. Course Main Objective(s):

The Language Learning & Technology (ENG3355-3) aims to:

- Develop students' understanding of the historical development of technology in language education
- Familiarize students with major digital tools, platforms, and learning management systems used in EFL contexts
- Cultivate the ability to evaluate the pedagogical effectiveness and suitability of different technologies
- Enhance students' skills in designing and integrating technology-supported learning activities
- Strengthen students' capacity to critically assess digital assessments and online learning environments
- Enable students to apply relevant learning theories to technology-mediated instruction
- Prepare students to make informed, ethical, and research-based decisions in technology-enhanced EFL teaching and learning.



2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning	-	-
3	Hybrid - Traditional classroom - E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
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	Recall and summarize the history of technology in English as a Foreign Language (EFL) learning, including the early uses and the evolving implications for the future.	K5	Interactive lectures on the history of CALL, guided readings, timeline activities, and whole-class discussions using multimedia examples	Midterm Exam Quiz
1.2	Identify and categorize the principal types of digital technologies	K5	Lecture–demo of tools, classification tasks in small groups, guided	Midterm Exam



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	employed in distance digital language learning and teaching, including their common usage in social media, websites, and applications		exploration of sample platforms and apps via LMS	
1.3	Recall the definition, core features, and types of Learning Management Systems (LMSs) and their application in digital language learning and teaching	K5	Concept-focused mini-lectures, live LMS demonstrations, hands-on navigation tasks, think-pair-share on LMS use cases	Final Exam
1.4	Recognize the key organizations that contribute to the digital language learning and teaching field, as well as the primary areas of research within this context	K5	Short lectures on key organizations, student-led mini-research tasks, group presentations, and guided discussion of current trends	Final Exam
1.5	Identify the definitions, history, goals, real-world applications of Computational Linguistics (CL) and Natural Language Processing (NLP).	K3	Lecture on key concepts of Computational Linguistics (CL) and Natural Language Processing (NLP), showing slides their definitions, history, goals, real-world applications (translation, speech, chatbots).	Midterm Exam
2.0	Skills			
2.1	Analyze different types of digital language evaluations and assessments to discern their suitability for measuring learners' proficiency and educational outcomes	S4	Case-based analysis of sample digital tests, small-group tasks comparing assessment formats, workshop-style feedback discussions	Midterm Exam





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.2	Evaluate and compare various digital technologies for their utility and effectiveness in the EFL learning context, incorporating an understanding of historical trends	S4, S5	Project-based comparison of tools, lab-based exploration of platforms, structured debates and group discussions	Technology-Enhanced EFL Lesson Design Final Project: Technology Integration Proposal Final Exam
2.3	Correlate features of digital resources, such as Learning Management Systems (LMSs) and open learning resources, with their optimal use in the EFL context	S4, S5	Workshops inside LMS and OER platforms, scenario-based tasks (matching tools to contexts), guided reflection and plenary discussion	Final Exam Technology-Enhanced EFL Lesson Design Final Project: Technology Integration Proposal Technology-Enhanced EFL Lesson Design
2.4	Synthesize relevant learning theories to establish a coherent framework for digital language learning and teaching methodologies	S4	Jigsaw reading of key learning theories, concept-mapping activities, seminar-style discussions and short student presentations	Final Exam Technology-Enhanced EFL Lesson Design Final Project: Technology Integration Proposal
3.0	Values, autonomy, and responsibility			
3.1	Appreciate the ethical considerations and cultural diversity in utilizing digital technologies for language learning	V1	Guided discussions on ethics and culture, analysis of real/fictional cases of misuse, brief	Discussion Forum Classroom Participation Assignment





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			reflective writing tasks	
3.2	Demonstrate the ability to independently select and utilize appropriate digital resources for personal language learning and development	V2	Collaborative exploration of tools, peer-support activities (students recommend resources to each other), individual goal-setting and reflection on tool choices	Discussion Forum Classroom Participation
3.3	Exhibit responsibility in the utilization and sharing of digital language learning resources, adhering to legal, ethical, and institutional guidelines	V3	Instructor modeling of correct licensing and citation of digital materials, group tasks involving shared resources, class dialogue on institutional policies	Discussion Forum Classroom Participation

C. Course Content

No	List of Topics	Contact Hours
1.	Chapter 1: History of Technology and Language Learning	4
2.	Chapter 2: Introduction to Computational Linguistics and NLP Tools for Language Learning	3
3.	Chapter 3: Distance Digital Language Learning	4
4.	Chapter 4: Social Media in DLL&T	4
5.	Chapter 5: Applications and Websites	4
6.	Chapter 6: Learning Management Systems	4
7.	Chapter 7: Open Learning Resources	4
8.	Chapter 8: Digital Language Evaluation and Assessment	4
9.	Chapter 9: Emerging Language Learning Technologies	4
10.	Chapter 10: Leadership in DLL&T Field	5
	Chapter 11: DLL&T Research	
11.	Chapter 12: Learning Theories	5
Total		45



D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	Week 5	10%
2.	Midterm Exam	Week 8	30%
4.	Technology-Enhanced EFL Lesson Design Task	Weeks 10-14	10%
5.	Final Project: Technology Integration Proposal	Week 12	10%
6.	Final Exam	Week 16-17	40%

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Alhamami, M. (2024). Introducing Digital Language Learning and Teaching (DLL&T): An Undergraduate Coursebook. LAP LAMBERT Academic Publishing. ISBN 978-620-7-45793-9. Jurafsky, D. (2024). Introduction to Natural Language Processing [Lecture slides]. Stanford University. https://web.stanford.edu/class/cs124/ Stanford University. (2024). CS124: From Languages to Information [Course materials]. https://web.stanford.edu/class/cs124/ Manning, C. D., & Jurafsky, D. (2024). NLP Lecture Series [Lecture slides]. Stanford University. https://web.stanford.edu/class/cs224n/
Essential References	Carol A. Chapelle, Shannon Sauro (Éds.), The Handbook of Technology and Second Language Teaching and Learning, Oxford, UK, Hoboken, NJ: Wiley-Blackwell, 2017, ISBN: 9781-118-91403-8, 503 pages, 90 € Blyth, C. S., & Thoms, J. J. (Eds.). (2021). Open Education and Second Language Learning and Teaching. doi:10.21832/blyth0992 Morgana, V., & Kukulska-Hulme, A. (Eds.). (2021). Mobile Assisted Language Learning Across Educational Contexts. doi:10.4324/9781003087984
Electronic Materials	Journals CALICO Journal (Computer Assisted Language Instruction Consortium) Teaching English with Technology (IATEFL Poland) Computer Assisted Language Learning (Taylor and Francis) IATEFL Learning Technologies SIG (the International Association of Teachers of English as a Foreign Language Learning Technologies Special Interest Group)



	IALLT Journal (International Association for Language Learning Technology) JALTCALL Journal (Japan Association of Language Teaching - Computer-Assisted Language Learning Special Interest Group) Language Learning and Technology (Online Journal) EUROCALL (European Association for Computer Assisted Language Learning)
Other Learning 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 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 the effective use 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: https://castledown.online/journals/jaltcall/ 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 Language Learning (GLoCALL) conference jointly with APACALL TESOL CALL Interest Section (CALL-IS): http://www.call-is.org

2. Required Facilities and equipment

Items	Resources
Facilities	• Standard classroom accommodating 25–30 students • Adequate lighting and ventilation • Comfortable seating arrangements suitable for group discussion • Whiteboard and notice board
Technology equipment	• Computer and stable internet connection for instructor use • Data projector and screen • Audio speakers for multimedia presentations • (Optional) Smart board for interactive teaching



Items	Resources
Other equipment	• Whiteboard markers and erasers • Portable microphone (if required) • Display or bulletin board for course announcements
Additional resources	• Access to the Saudi Digital Library (SDL) and online academic databases • (Optional) Language laboratory facilities for multimedia learning • (Optional) Audio equipment for listening to dramatic readings and literary adaptations • (Optional) Charging stations or designated tech-use areas for student devices

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	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.
Effectiveness of students' assessment	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.
Quality of learning resources	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.
The extent to which CLOs have been achieved	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.

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2





DATE

FEBRUARY 25, 2026

