Education & Training Evaluation Commission
هيئة تقويم التعليم والتدريب

اعتماد
NCAAA

2024

TPG-153

Course Specification

— (Postgraduate Programs)

Course Title: *Technology for Teaching and Learning English*	
Course Code: *6507TEFL-3*	
Program: *Master of Arts in Teaching English as a Foreign Language*	
Department: *Department of English*	
College: *College of Languages and Translation*	
Institution: *King Khalid University*	
Version: *5*	
Last Revision Date: *October 30, 2024*	

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A. GENERAL INFORMATION ABOUT THE COURSE

1. COURSE IDENTIFICATION

1. Credit Hours: (3)

This course is designated 3 credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content.

2. Course Type

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

3. Level/year at which this course is offered: (Semester 5/Year 2)

4. Course General Description

"Technology for Teaching and Learning English" offers an in-depth investigation into the transformative role of technology within the scope of Teaching English as a Foreign Language (TEFL). The course engages with historical perspectives as well as the latest trends in the application of technology for EFL instruction. It equips students to skillfully utilize various platforms and digital tools to enhance all four English language skills—listening, speaking, reading, and writing. Additionally, the course prepares trainees to critically evaluate technological tools for both formative and summative assessment purposes. As a part of the curriculum, students will undertake hands-on technology projects that are subject to peer review and iterative refinement. The course also promotes ongoing professional development through webinars, workshops, and online courses in technology-assisted EFL teaching.

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

N/A

6. Co-requirements for this course (if any)

N/A

7. Course Main Objective(s)

The principal objectives of this course are as follows:
- To instill a nuanced understanding of the historical and current trends in the use of technology in TEFL, focusing on its implications for enhancing the four language skills.

- To foster practical skills in employing a range of technological tools and platforms, including mobile apps and web-based applications, for effective EFL teaching and learning.
- To develop the capacity for critical evaluation of digital tools used for assessment, grading, and feedback, ensuring their relevance and applicability in EFL settings.
- To encourage hands-on application through the execution of technology projects designed to innovate EFL teaching practices, with an emphasis on peer review and iterative improvement.
- To cultivate ethical awareness and responsibility in the selection and use of online materials, with consideration for local cultural and religious contexts.

By meeting these objectives, the course aspires to produce educators who are both intellectually well-versed and operationally proficient in technology-assisted EFL teaching, with a keen sensitivity to the cultural and educational landscape of Saudi Arabia.

2. TEACHING MODE

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	34	75%
2	E-learning	11	25%
3	Hybrid • Traditional classroom • E-learning	-	-
4	Distance learning	-	-

3. CONTACT HOURS

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	Aligned PLO	Teaching Strategies	Assessment Methods

Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**			
1.1	Describe the historical evolution and current trends in technology applications in the context of Teaching English as a Foreign Language (TEFL).	K2	Start the academic journey with a comprehensive lecture on the historical evolution of technology within TEFL. Employ an interactive timeline that students can navigate, thereby fostering a nuanced understanding of shifts in trends.	Assessed primarily through the Mid-term Test and complemented by the Final Exam (Research project, final presentation).
1.2	Summarize the role of technology in enhancing the four language skills—listening, speaking, reading, and writing—in EFL settings.	K1, K3	Engage students in an intensive case-study review, highlighting how technology has significantly impacted the development of the four language skills in EFL settings. Consider presenting real-world scenarios.	Assessed through Assignments, Presentations, and Projects, as well as the Final Exam.
1.3	Recall strategies and platforms for effective online and mobile-assisted EFL teaching and learning.	K3	Introduce students to a range of online platforms and mobile applications that are instrumental in EFL teaching and learning. Use live demonstrations to elucidate features and potential classroom applications, all the while observing local cultural and religious sensitivities.	Evaluated through Assignments, Presentations, and Projects.
2.0	**Skills**			
2.1	Employ digital tools and interactive platforms to facilitate activities aimed at enhancing listening, speaking,	S3, S4	Conduct practical sessions where students can explore the functionalities of digital tools that facilitate EFL learning. These hands-on sessions should emphasize	Assessed through Assignments, Presentations, and Projects, along with

Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	reading, and writing skills in EFL.		the enhancement of listening, speaking, reading, and writing skills.	Final Exam (Research project, final presentation).
2.2	Design and implement EFL lessons that incorporate mobile apps, podcasts, and messaging platforms for effective m-Learning.	S3, S1	Organize an "App Day," where students dissect the architecture and functionality of various mobile apps and messaging platforms that can be integrated into EFL lessons. The goal is to help students grasp the essentials of effective m-Learning.	Assessed via Assignments, Presentations, and Projects.
2.3	Evaluate digital tools for formative and summative assessments, as well as automated grading and feedback systems in EFL contexts.	S2, S5	Lead a critical evaluation exercise focused on the examination of digital tools. The activity will direct students to discern the efficiency and ethics of various digital tools in the EFL context.	Assessed in the Mid-term Test and through continuous assessments such as Assignments and Projects.
2.4	Execute hands-on technology projects for EFL, utilizing peer review and feedback for iterative refinement.	S3, S5	Facilitate a peer-review-based interactive session. Here, students will present theoretical technology projects designed for EFL, receiving and providing peer feedback for iterative refinement.	Evaluated primarily through Assignments, Presentations, and Projects.
2.5	Utilize webinars, workshops, and online courses for continuous professional development in technology-assisted EFL teaching.	S5	Assign curated readings and virtual training sessions focused on webinars and online workshops that assist in continuous professional development, thereby enriching their technological acumen in EFL teaching.	Assessed through continuous Assignments, Presentations, and Projects.

Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
3.0	**Values, Autonomy, and Responsibility**			
3.1	Exhibit ethical discernment in the selection and adaptation of online teaching, learning, and assessment materials, while observing local cultural and religious sensitivities.	V1, V2	Devote a full session to discussing ethical considerations in selecting and adapting online teaching materials. Use hypothetical but culturally sensitive case studies to instill discernment.	Evaluated through all assessment methods, with a specific focus on local cultural and religious sensitivities during the Final Exam.
3.2	Foster collaboration and communication among EFL instructors and learners in leveraging technological advancements for educational purposes.	V3	Initiate group discussions aimed at fostering collaboration among EFL instructors for better technology leverage. These can be simulations or role-plays designed to explore the benefits and challenges of technological collaboration in the academic arena.	Continuously assessed through Assignments, Presentations, and Projects.
3.3	Promote a balanced and ethical approach to technology, being open to diverse perspectives while aligning with local community standards and educational objectives.	V2, V3	Conclude with a seminar that allows students to articulate their perspectives on balancing ethical and practical considerations in the use of technology, within the parameters of local community standards and educational objectives.	Evaluated during the Final Exam (Research project, final presentation), and continuously observed in Assignments and Projects.

C. COURSE CONTENT

No	List of Topics	Contact Hours
1.	**Course Orientation and Introduction:**	**3**

	• Contextualizing the Role of Technology in Modern Education. • The Importance and Challenges of Integrating Technology in TEFL.	
2.	**Historical and Current Landscape of Technology in TEFL:** • Evolution of Technological Tools and Platforms in EFL Teaching. • Current Trends and Innovations in Technology-Aided ELT.	4.5
3.	**Technology and the Four Language Skills:** • Enhancing Listening and Speaking Skills through Multimedia and Interactive Platforms. • Leveraging Digital Tools to Facilitate Reading and Writing Activities.	6
4.	**Modern Technologies for Teaching Vocabulary and Grammar:** • Interactive Platforms, Games, and Applications for Vocabulary Acquisition. • Using Digital Simulations and Quizzes for Grammar Instruction and Practice.	4.5
5.	**The Rise of Online EFL Learning and Teaching:** • Platforms and Best Practices for EFL e-Learning. • Strategies for Engaging and Motivating EFL Learners in Online Environments.	4.5
6.	**Exploring Mobile-Assisted EFL Teaching and Learning:** • Overview of Mobile Learning (m-Learning) in the EFL Context. • Utilizing Mobile Apps, Podcasts, and Messaging Platforms for EFL Instruction.	4.5
7.	**Technology and EFL Teacher Education:** • Webinars, Workshops, and Online Courses for EFL Teacher Training. • Building a PLN (Professional Learning Network) for Continuous Growth.	4.5
8.	**Technological Innovations in EFL Testing and Assessment:** • Digital Tools for Formative and Summative Assessments. • Benefits and Challenges of Automated Grading and Feedback Systems.	4.5
9.	**Leveraging Modern Technologies for TEFL Research:** • Digital Tools for Data Collection, Analysis, and Dissemination. • Open-Access Repositories and Online Journals in the TEFL Field.	4.5
10.	**Hands-on TEFL Technology Projects:** • Workshop Sessions to Design and Develop EFL Lessons or Tools Using Technology. • Peer Review, Feedback, and Iterative Refinement of Developed	4.5

	Projects.		
	Total		**45**

D. STUDENTS ASSESSMENT ACTIVITIES

No	Assessment Activities	Assessment Timing (in week no)	Percentage of Total Assessment Score
1.	Mid-term test	6	25%
2.	Assignments, presentations, and projects	Continuous assessment	25 %
3.	Final Exam (Research project, final presentation)	11-13	50%

E. LEARNING RESOURCES AND FACILITIES

1. REFERENCES AND LEARNING RESOURCES

Required Textbooks	Stickler, U. (2022). Technology and Language Teaching (Elements in Language Teaching). Cambridge: Cambridge University Press. Hubbard, P. (2021). An invitation to CALL: Foundations of computer-assisted language learning. APACALL. https://www.apacall.org/research/books/6/
Essential References	Chapelle, C. A., & Sauro, S. (Eds.). (2017). *The Handbook of Technology and Second Language Teaching and Learning*. John Wiley & Sons. Farr, F., & Murray, L. (Eds.). (2016). *The Routledge handbook of language learning and technology*. Routledge. Perren, J., Kelch, K., Byun, J. S., Cervantes, S., & Safavi, S. (Eds.). (2017). *Applications of CALL Theory in ESL and EFL Environments*. IGI Global.

Electronic Materials	1. **CALICO Journal**
	   • The primary publication from the Computer-Assisted Language Instruction Consortium, offering scholarly articles and software evaluations.
	   • Website
	2. **EUROCALL**
	   • The European Association for Computer-Assisted Language

Learning, offering academic publications and hosting an annual conference.
- [Website](#)

3. **JCAL Journal**
   - A peer-reviewed international journal that focuses explicitly on computer-assisted language learning.
   - [Website](#)

4. **EdSurge's Digital Learning in Higher Ed**
   - Offers an array of articles focused on technology in higher education, including those that touch on language learning.
   - [Website](#)

5. **Language Learning & Technology Journal**
   - An open-access, refereed journal aimed at disseminating research and best practices in language learning and technology.
   - [Website](#)

6. **IALLT (International Association for Language Learning Technology)**
   - Offers resources, publications, and a network for professionals interested in language learning technology.
   - [Website](#)

7. **British Council's TeachingEnglish**
   - Provides materials and articles related to technology in the English language classroom.
   - [Website](#)

8. **Edutopia**
   - Features articles and reviews on technological tools and strategies that can be applied in teaching, including language instruction.
   - [Website](#)

9. **Cambridge English Digital Teacher**
   - Provides articles, training, and resources aimed at helping teachers integrate technology into English language teaching.
   - [Website](#)

10. **MIT OpenCourseWare – Educational Technology**
    - Offers free courses and materials that delve into educational technology, including strategies for language instruction.
    - [Website](#)

Other Learning Materials	1. **"Computer-Assisted Language Learning: Context and Conceptualization" by Michael Levy** • Provides a conceptual framework for understanding the

role of computers in language education.

2. **"Language Learning with Technology: Ideas for Integrating Technology in the Classroom" by Graham Stanley**
   - A practical guide for teachers on integrating technology into their language classrooms.
3. **International Association for Language Learning Technology (IALLT)**
   - An organization dedicated to promoting effective uses of media centers for language teaching.
   - [Website](#)
4. **American Council on the Teaching of Foreign Languages (ACTFL)**
   - Provides an array of resources, including those on technology use in language education.
   - [Website](#)

2. EDUCATIONAL AND RESEARCH FACILITIES AND EQUIPMENT REQUIRED

Items	Resources
Facilities	Classrooms, specialized labs, multimedia rooms, study areas
Technology Equipment	Projectors, smart boards, subject-specific software, audio-visual devices
Other Equipment	Textbooks, reference materials, subject-specific learning resources, supplementary materials

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Course instructor, peer educators, and student feedback	Classroom observation, teaching evaluations, and student surveys
Effectiveness of Students' Assessment	Course instructor and external reviewers	Analysis of assessment tools (e.g., exams, assignments), rubric evaluations, and

Assessment Areas/Issues	Assessor	Assessment Methods
		external review of student work
Quality of Learning Resources	Course instructor, students, and curriculum committee	Resource review, student feedback, and comparison with industry standards
The Extent to Which CLOs Have Been Achieved	Course instructor, students, and program administrators	Student performance analysis, course evaluations, and student reflections or self-assessments

G. SPECIFICATION APPROVAL DATA

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	4-27/3/46
DATE	SEPTEMBER 30, 2024