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

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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:					

With the rapid advancement of technology in the digital era, this course explores the application of modern technologies in language learning. It aims to deepen PhD students' understanding of how technology can be effectively utilized to enhance language acquisition and learning outcomes. The course begins by introducing students to the historical development and theoretical foundations of technology in language learning, tracing its evolution from early computer-assisted language learning (CALL) to contemporary trends. Students will critically examine the roles of technology and its conceptualization within the context of language education.

Throughout the course, students will engage with a range of topics and current issues that are concerned with technology and language learning. These include, but are not limited to, data-driven technologies, computer-mediated communication (CMC), multimodality in language learning, mobile-assisted language learning (MALL), gamification and game-based learning, and the use of technology to develop language skills and foster online learning communities. A special focus will be placed on emerging technologies, such as immersive learning environments (e.g., virtual reality-VR and augmented reality-AR), artificial intelligence (AI), AI-powered tools, natural language processing (NLP), machine learning (ML), and deep learning (DL).

The course will also equip students with the skills to critically evaluate current technologies and assess their effectiveness in language learning. This will involve applying various frameworks and methodologies to evaluate CALL and MALL applications, AI tools, and online learning environments. Additionally, the course will guide students in conducting research within the field of technology and language learning, introducing them to key theories that underpin the integration of technology into language education practices. By the end of the course, students will be able to assess language learner performance using relevant technologies and stay informed about emerging trends and innovations in this dynamic and rapidly evolving field.

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 students' expertise in language acquisition by exploring key theories and concepts related to first and second language learning.
- Enhance students' ability to assess linguistic competencies, language learning needs, and sociocultural influences on language instruction.
- Equip students with the skills to apply language acquisition knowledge with critical judgment, adaptability, and professional responsibility.
- Strengthen students' research and analytical abilities in evaluating language acquisition frameworks and methodologies.
- Improve students' capacity to communicate language acquisition theories effectively to both specialist and non-specialist audiences.

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.	**Lectures**	30
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	15
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	Critically explain the historical development and theoretical foundations of technology in language learning.	K1, K2	● Lectures ● Discussions ● Hands-on activities ● Workshops	Midterm Exam Final Exam
1.2	Examine and discuss current issues in technology and language learning and engage with their theories and practices.	K1	● Lectures ● Discussions ● Hands-on activities ● Workshops	● Presentations ● Online Journaling
1.3	Identify best practices for assessing language skills in digital environments.	K1	● Lectures ● Hands-on activities ● Workshops	Midterm Exam Final Exam
2.0	**Skills**			
2.1	Design and conduct research studies within the field of technology-enhanced language learning.	S2, S3	● Lectures ● Hands-on activities ● Workshops	Technology Projects
2.2	Critically evaluate current technologies and assess their effectiveness in language learning using appropriate methodologies.	S1	● Lectures ● Hands-on activities ● Workshops	Assignments
2.3	Evaluate emerging technologies and investigate their potential for language learning.	S1	● Lectures ● Hands-on activities ● Workshops	Assignments
2.4	Utilize key theories and research methodologies to investigate the integration of	S3, S4	● Lectures ● Hands-on activities ● Workshops	Technology Projects

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	technology into language education practices.			
3.0	**Values, autonomy, and responsibility**			
3.1	Maintain honesty and ethical responsibility while doing the relevant tasks of technology and language learning.	V1	● Lectures ● Discussions ● Hands-on activities ● Workshops	● Observations ● Surveys
3.2	Advocate for equitable and social equity by utilizing and evaluating technologies for language learning.	V2	● Lectures ● Discussions ● Hands-on activities ● Workshops	● Observation ● Surveys
3.3	Foster an adequate collaboration by integrating research, theory, and practice to drive innovations for the use of technology in language learning.	V3	● Lectures ● Discussions ● Hands-on activities ● Workshops	● Observation ● Surveys

C. Course Content:

No	List of Topics	Contact Hours
1.	Introduction to Modern Technologies in Language Learning ● Historical Perspectives: Evolution of language learning technologies from early computer-assisted language learning (CALL) to current trends. ● Theoretical Foundations: Structural, Communicative, and Integrative CALL. ● Defining the Roles of Technology in Language Learning. ● Conceptualizing Technology in Language Learning.	**6**
2.	Data-Driven Technologies and Language Learning ● Computational and Corpus Data-driven Technologies. ● Natural Language Processing (NLP). ● Corpora and Concordances. ● Automatic Speech Recognition (ASR).	**3**

	• Internet Search Engines. • Language Learning Analytics.	
3.	Technology and Enhancing Language Learning • Technology and Language Skills. • Technology and Language Performance. • Learning Management Systems (LMSs). • Massive Open Online Courses (MOOCs). • Computer-assisted Translation (CAT) Tools. • Technology Affordances and Constraints.	**3**
4.	Multimodal Communication and Language Learning • Technology of Computer-Mediated Communication (CMC) • The Concept of Mediation in CMC. • Synchronous (CMC) Technologies. • Asynchronous (CMC) Technologies. • Multimodality and Second Language Acquisition (SLA).	**3**
5.	Mobile Assisted Language Learning (MALL) Technologies • Smart Phones and Social Media. • Online Language Learning Communities. • Collaborative Technologies and Social Learning.	**3**
	Evaluating Technology for Language Learning • Evaluation Frameworks and Approaches • Evaluating CALL Technologies. • Evaluating MALL Technologies.	**3**
6.	Technology and Language Theories • Interactionist Account • Sociocultural Theory • Constructivism Theory • Activity Theory	**3**
7.	Technology and Language Research • Comparative Research. • Corpus-based Research. • Experimental Research. • Qualitative Research.	**6**
8.	Immersive Technologies for Enhancing Language Learning • Virtual Reality (VR). • Augmented Reality (AR). • Simulated Language Learning Environments.	**3**
9.	Artificial Intelligence (AI) and Language Learning • Natural Language Processing (NLP). • Machine Learning. • Deep Learning. • Generative AI Tools and Chatbots for Language Learning.	**3**

	• Ethical Considerations for Using AI Tools.	
10.	Gamification and Game-based Language Learning • The Concept of Gamification in Language Learning. • The Potential of Online Games in Language Learning • Game-based Language Learning Tools. • Simulations and Role-Playing Games	**3**
11.	Technology and Language Assessment • Computer-assisted Language Testing (CALT) • Automated Assessment Tools. • Computer-based Testing (CBT) • Internet-based Testing (IBT) • Computer Adaptive Testing (CAT)	**3**
12.	Emerging Technologies and Future Trends in Technology-Enhanced Language Learning**.**	**3**
Total		**45**

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignments (essays, reports, and evaluation tasks)	Week 3 & 5	15%
2.	Presentations	Week 7 & 10	10%
3.	Online Journaling (participating in the course forum, blog, and wiki via KKU blackboard)	Weekly	10%
4.	Midterm Exam (progress test)	Week 9	30%
5.	Technology Project (researching a technology for language learning)	Week 13	15%
6.	Final Exam (achievement test)	Week 15	20%

*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	Ziegler, N., & González-Lloret, M. (Eds.). (2022). *The Routledge Handbook of Second Language Acquisition and Technology (1st ed.)*. Routledge. **Link:** https://www.routledge.com/The-Routledge-Handbook-of-Second-Language-Acquisition-and-Technology/Ziegler-Gonzalez-Lloret/p/book/9781032150314
Supportive References	Peterson, M., & Jabbari, N. (Eds.). (2024). *Frontiers in Technology-Mediated Language Learning (1st ed.)*. Routledge. **Link:**

https://www.routledge.com/Frontiers-in-Technology-Mediated-Language-Learning/Peterson-Jabbari/p/book/9781032497266

Hampel, R., & Stickler, U. (Eds.). (2024). *The Bloomsbury Handbook of Language Learning and Technology (1st ed.)*. Bloomsbury Academic. **Link:** https://www.bloomsbury.com/uk/bloomsbury-handbook-of-language-learning-and-technology-9781350340329/

Bui, H. P., & Namaziandost, E. (Eds.). (2024). *Innovations in Technologies for Language Teaching and Learning*. Springer. **Link:** https://doi.org/10.1007/978-3-031-63447-5

Sadeghi, K. (Ed.). (2024). *Routledge Handbook of Technological Advances in Researching Language Learning (1st ed.)*. Routledge. **Link:** https://doi.org/10.4324/9781003459088

Peterson, M., & Jabbari, N. (Eds.). (2023). *Digital Games in Language Learning: Case Studies and Applications (1st ed.)*. Routledge. **Link:** https://www.routledge.com/Digital-Games-in-Language-Learning-Case-Studies-and-Applications/Peterson-Jabbari/p/book/9781032145976

Qin, J., & Stapleton, P. (Eds.). (2023). *Technology in Second Language Writing: Advances in Composing, Translation, Writing Pedagogy, and Data-Driven Learning (1st ed.)*. Routledge. **Link:** https://www.routledge.com/Technology-in-Second-Language-Writing-Advances-in-Composing-Translation-Writing-Pedagogy-and-Data-Driven-Learning/Qin-Stapleton/p/book/9781032245812

Thomas, M., & Ghaderi, F. (Eds.). (2023). *Technology-Enhanced Language Teaching and Learning: Lessons from the Covid-19 Pandemic*. Bloomsbury. **Link:** https://www.bloomsbury.com/us/technologyenhanced-language-teaching-and-learning-9781350271012

Suárez, M.-d.-M., & El-Henawy, W. M. (Eds.). (2023). *Optimizing Online English Language Learning and Teaching*. Springer. **Link:** https://doi.org/10.1007/978-3-031-27825-9

Hubbard, P. (2021). An Invitation to CALL Foundations of Computer-Assisted Language Learning published by Asia-Pacific Association for Computer-Assisted Language Learning (APACALL) **Link:** https://www.apacall.org/research/books/6/An_Invitation_to_CALL_2021.pdf

Stickler, U. (2022). Technology and language teaching. Cambridge University Press. **Link:** https://doi.org/10.1017/9781108874403

Electronic Materials	Journals 1. CALICO Journal (Computer Assisted Language Instruction Consortium) Link: https://journals.equinoxpub.com/CALICO 2. Teaching English with Technology (IATEFL Poland) Link: https://www.tewtjournal.org/ 3. CALL-EJ On-line (Online Journal) Link: https://callej.org/ 4. Computer Assisted Language Learning: An International Journal (Taylor and Francis) Link: https://www.tandfonline.com/journals/ncal20 5. CALL Review: the SIG Journal (The IATEFL Special Interest Group's Newsletter) Link: https://iatefl.org/call-review 6. IALLT Journal (International Association for Language Learning Technology) Link: https://journal.iallt.org/ 7. JALTCALL Journal (Japan Association of Language Teaching - Computer-Assisted Language Learning Special Interest Group) Link: https://jaltcall.org/journal/ 8. Language Learning and Technology (Online Journal) Link: https://www.lltjournal.org/ 9. ReCALL (European Association for Computer Assisted Language Learning) Link: https://www.cambridge.org/core/journals/recall 10. Journal of Computer Assisted Learning (Wiley - Educational Technology & CALL Focus) Link: https://onlinelibrary.wiley.com/journal/13652729 11. AsiaCALL Online Journal (AsiaCALL Online Journal) Link: https://asiacall.info/acoj/ 12. British Journal of Educational Technology Link: https://bera-journals.onlinelibrary.wiley.com/journal/14678535 13. System (Elsevier Journal on Applied Linguistics & Language Teaching) Link: https://www.sciencedirect.com/journal/system
Other Learning Materials	Organizations 1. APACALL: Asia-Pacific Association for Computer-Assisted Language Learning. Website: https://www.apacall.org/ 2. AsiaCALL: Asia Association of Computer-Assisted Language Learning Website: https://asiacall.info/ 3. CALICO: Computer Assisted Language Instruction Consortium Website: https://calico.org/ 4. EUROCALL: European Association for Computer-Assisted Language Learning Website: https://www.eurocall-languages.org/ 5. IALLT: International Association for Language Learning Technology Website: https://iallt.org/ 6. IATEFL (Learning Technologies Special Interest Group - LT SIG) Website: https://ltsig.iatefl.org/ 7. JALTCALL: Japan Association for Language Teaching - CALL Special Interest Group Website: https://jaltcall.org/ 8. LET: Japan Association for Language Education and Technology Website: https://www.j-let.org/ 9. PacCALL: Pacific Association for Computer-Assisted Language Learning Website: https://paccall.org/

	10. TESOL CALL-IS: TESOL Computer-Assisted Language Learning Interest Section Website: https://www.call-is.org/ 11. WorldCALL: A Worldwide Umbrella Association of CALL Associations

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom with multimedia capabilities
Technology equipment (Projector, smart board, software)	Computer with Internet access, Smart board, PowerPoint capabilities, Overhead projector, Statistical software (SPSS, NVivo, or SmartPLS), AI-assisted language learning tools. Authoring software like iSpring software.
Other equipment (Depending on the nature of the specialty)	Desks, chairs, tables, Language recording devices, Audio transcription tools

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, Faculty, Peer Reviewer	Student surveys (Indirect), Classroom observations (Direct), Peer teaching evaluations (Direct)
Effectiveness of students' assessment	Faculty, Program Leaders	Exam performance analysis (Direct), Assignment rubrics (Direct), Student feedback (Indirect)
Quality of learning resources	Students, Faculty, Program Leaders	Course material reviews (Direct), Student resource usage surveys (Indirect)
The extent to which CLOs have been achieved	Faculty, Program Leaders	Course outcome mapping (Direct), Student self-assessments (Indirect), Capstone projects (Direct)
Other	Faculty, IT Support, Peer Reviewer	Evaluation of digital learning tools (Direct), Feedback on e-learning platforms (Indirect)

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**