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| --- |
| **Course Title**: Technology and Language Learning |
| **Course Code**: ENG312-3 |
| **Program**: Bachelor of Arts in English |
| **Department**: Department of English |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 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 | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 6 - Year 3) | | | | | | |
| 4. Course General Description: | | | | | | |
| The ENG312-3 Technology and Language Learning course is designed to equip students with a comprehensive understanding of the evolving role of technology in the domain of English as a Foreign Language (EFL) learning and teaching. With units dedicated to examining the historical context, types of technologies employed, and core features of Learning Management Systems (LMSs), the course provides an in-depth look into the digital transformation of language education. Further, the course delves into critical areas such as digital evaluation methods, leading organizations in the field, and contemporary research trends, thereby preparing students to become discerning users and evaluators of technology in the EFL context. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| N/A | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The overarching objective of ENG312-3 is to enable students to critically engage with the various facets of technology and digital resources in language learning. The course aims to facilitate students' ability to not only recall and categorize the fundamental types and history of technologies but also to analyze their effectiveness and suitability in different learning contexts. Through various units, students will acquire skills in evaluating digital assessments, utilizing resources optimally, and applying relevant learning theories to create a coherent pedagogical framework for technology-aided EFL education. This multi-pronged approach ensures that students are well-equipped to make informed decisions in the rapidly advancing field of digital language learning and teaching. | | | | | | |

**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** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **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 | **HISTORICAL CONTEXT (CHAPTER ONE: HISTORY OF TECHNOLOGY AND LANGUAGE LEARNING)**  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 | K3 | Lecture on the chronological evolution of technology in EFL, pausing to show key slides that delineate the early uses and future implications of technology in language learning. | Midterm Exam (30 Marks) |
| 1.2 | **TYPES OF TECHNOLOGIES (CHAPTER 2: DISTANCE DIGITAL LANGUAGE LEARNING, CHAPTER 3: SOCIAL MEDIA, CHAPTER 4: APPLICATIONS AND WEBSITES)**  Identify and categorize the principal types of digital technologies employed in distance digital language learning and teaching, including their common usage in social media, websites, and applications | K3 | Navigate through slides from Units 2, 3, and 4 to describe and categorize digital technologies, highlighting their roles in distance language learning, social media, and applications. | Formative Assessment 1 (5 Marks)  Midterm Exam (30 Marks) |
| 1.3 | **LEARNING MANAGEMENT SYSTEMS (CHAPTER 5: LEARNING MANAGEMENT SYSTEMS)**  Recall the definition, core features, and types of Learning Management Systems (LMSs) and their application in digital language learning and teaching | K3 | Present slides from Unit 5 to elaborate on the definition, core features, and types of Learning Management Systems, emphasizing their importance in contemporary digital language education. | Final Exam (40 Marks) |
| 1.4 | **ORGANIZATIONS AND RESEARCH (CHAPTER 9: LEADERSHIP IN THE DIGITAL LANGUAGE LEARNING AND TEACHING FIELD AND CHAPTER 10: DIGITAL LANGUAGE LEARNING AND TEACHING RESEARCH)**  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 | K3 | Utilize slides from Chapters 9 and 10 to introduce students to the key organizations and research domains that are shaping the digital language learning field. | Assignment (10 Marks)  Final Exam (40 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | **EVALUATION AND ASSESSMENT (CHAPTER 7: DIGITAL LANGUAGE EVALUATION AND ASSESSMENT**)  Analyze different types of digital language evaluations and assessments to discern their suitability for measuring learners' proficiency and educational outcomes | S3, S9 | Discuss the typologies of digital language assessments from Unit 7 slides, encouraging critical thinking about their applicability for measuring proficiency and educational outcomes. | Formative Assessment 2 (5 Marks) |
| 2.2 | **CRITICAL ASSESSMENT OF DIGITAL TECHNOLOGIES (CHAPTER 1: HISTORY OF TECHNOLOGY AND LANGUAGE LEARNING AND CHAPTER 2: DISTANCE DIGITAL LANGUAGE LEARNING AND CHAPTER 8: EMERGING LANGUAGE LEARNING TECHNOLOGIES**)  Evaluate and compare various digital technologies for their utility and effectiveness in the EFL learning context, incorporating an understanding of historical trends | S8 | Use slides from Unit 1, Unit 2, and Chapter 8 to foster a comparative analysis of the effectiveness of various digital technologies within the EFL context, building on historical precedents. | Assignment (10 Marks)  Final Exam (40 Marks) |
| 2.3 | **RESOURCE UTILIZATION (CHAPTER 5: LEARNING MANAGEMENT SYSTEMS AND CHAPTER 6: OPEN LEARNING RESOURCES)**  Correlate features of digital resources, such as Learning Management Systems (LMSs) and open learning resources, with their optimal use in the EFL context | S8 | Leverage slides from Units 5 and 6 to explain how Learning Management Systems and open learning resources can be optimally deployed in EFL settings. | Final Exam (40 Marks) |
| 2.4 | **APPLICATION OF LEARNING THEORIES (CHAPTER 11: LEARNING THEORIES**)  Synthesize relevant learning theories to establish a coherent framework for digital language learning and teaching methodologies | S8 | Conclude with slides from Unit 11 to synthesize relevant learning theories, offering a cohesive framework for students to approach digital language learning methodologies. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Appreciate the ethical considerations and cultural diversity in utilizing digital technologies for language learning | V1 | Foster classroom discussions on ethical considerations, cultural sensitivities, and the respectful use of digital technologies in language learning. | Formative Assessment 2 (5 Marks)  Discussion Forum (5 Marks)  Classroom Participation (5 Marks)  Assignment (10 Marks) |
| 3.2 | Demonstrate the ability to independently select and utilize appropriate digital resources for personal language learning and development | V2 | Facilitate guided discussions on various digital resources, encouraging students to share personal experiences and preferences in selecting tools for language learning. | Discussion Forum (5 Marks)  Classroom Participation (5 Marks) |
| 3.3 | Exhibit responsibility in the utilization and sharing of digital language learning resources, adhering to legal, ethical, and institutional guidelines | V3 | Engage in comprehensive discussions on responsible usage, exploring topics such as copyright laws, privacy concerns, and institutional policies regarding digital language learning resources. | Discussion Forum (5 Marks)  Classroom Participation (5 Marks) |

# **C. Course Content**

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

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.2 Identify and categorize the principal types of digital technologies employed in distance digital language learning and teaching, including their common usage in social media, websites, and applications**  Reasoning: This assessment, focusing on CLO 1.2, evaluates students' understanding of different types of digital technologies in language learning, including usage in social media, websites, and applications. It encompasses cumulative course content including but not limited to the aligned CLO up to this point in the course, as determined by the course teaching team. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **2.1: Identify and categorize the principal types of digital technologies employed in distance digital language learning and teaching, including their common usage in social media, websites, and applications (this is a skills CLO)**  **3.1: Appreciate the ethical considerations and cultural diversity in utilizing digital technologies for language learning (this is a values CLO)**  Reasoning: This formative assessment aligns with CLOs 2.1 and 3.1 by evaluating students' skills in identifying and categorizing various digital technologies employed in distance language learning and teaching, as well as their appreciation of ethical considerations and cultural diversity when utilizing these technologies. It assesses both the practical skills and values-based competencies essential for the effective and responsible integration of digital tools in language education. | Mentioned in the new Course Syllabus | 5% |
|  | **Discussion Forum (5 Marks)**  **3.1 Appreciate the ethical considerations and cultural diversity in utilizing digital technologies for language learning**  **3.2 Demonstrate the ability to independently select and utilize appropriate digital resources for personal language learning and development**  **3.3 Exhibit responsibility in the utilization and sharing of digital language learning resources, adhering to legal, ethical, and institutional guidelines**  Reasoning: This discussion forum assessment aligns with CLOs 3.1, 3.2, and 3.3 by evaluating students' appreciation of ethical and cultural considerations (3.1), their skills in selecting and utilizing appropriate digital resources for language learning (3.2), and their ability to demonstrate responsible usage and sharing of digital resources while adhering to relevant guidelines (3.3). Through this assessment, students will have the opportunity to showcase their understanding of the ethical, cultural, and practical aspects of integrating digital technologies into language learning, as well as their commitment to responsible and compliant practices in this domain. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Classroom Participation (5 Marks)**  **3.1 Appreciate the ethical considerations and cultural diversity in utilizing digital technologies for language learning**  **3.2 Demonstrate the ability to independently select and utilize appropriate digital resources for personal language learning and development**  **3.3 Exhibit responsibility in the utilization and sharing of digital language learning resources, adhering to legal, ethical, and institutional guidelines**  Reasoning: This classroom participation assessment is aligned with CLOs 3.1, 3.2, and 3.3. It evaluates students' appreciation of ethical and cultural considerations (3.1) when utilizing digital technologies for language learning through their active participation in class discussions and activities. Additionally, it assesses students' skills in selecting and utilizing appropriate digital resources (3.2) for their personal language learning and development, as demonstrated through their engagement and contributions during classroom sessions. Furthermore, the assessment measures students' ability to exhibit responsible practices (3.3) in the utilization and sharing of digital language learning resources, adhering to relevant legal, ethical, and institutional guidelines, as observed through their classroom conduct and interactions. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Assignment (10 Marks)**  **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**  **2.2 Evaluate and compare various digital technologies for their utility and effectiveness in the EFL learning context, incorporating an understanding of historical trends**  **3.1 Appreciate the ethical considerations and cultural diversity in utilizing digital technologies for language learning**  Reasoning: This assignment aligns with CLOs 1.4, 2.2, and 3.1, assessing students' knowledge, skills, and values related to digital language learning and teaching. It evaluates students' ability to recognize key organizations and research areas in the field (1.4), their skills in evaluating and comparing different digital technologies for EFL learning, incorporating historical trends (2.2), and their appreciation of ethical and cultural considerations when utilizing these technologies (3.1). Through this comprehensive assignment, students will demonstrate their understanding of the broader context, their analytical and evaluative skills, and their awareness of ethical and diversity-related aspects in the integration of digital technologies for language learning. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with specific CLOs for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **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**  **1.2 Identify and categorize the principal types of digital technologies employed in distance digital language learning and teaching, including their common usage in social media, websites, and applications**  Reasoning: This midterm exam, carrying a substantial weight of 30 marks, aligns with CLOs 1.1 and 1.2. It assesses students' knowledge of the history of technology in EFL learning (1.1), requiring them to recall and summarize the early uses of technology and its evolving implications for the future. Additionally, the exam evaluates students' skills in identifying and categorizing various digital technologies employed in distance language learning and teaching (1.2), including their usage in social media, websites, and applications. By aligning with these two CLOs, the midterm exam comprehensively evaluates students' foundational knowledge and skills related to the integration of technology in EFL learning, which serves as a crucial component of the overall course curriculum. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **1.3 Recall the definition, core features, and types of Learning Management Systems (LMSs) and their application in digital language learning and teaching**  **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**  **2.2 Evaluate and compare various digital technologies for their utility and effectiveness in the EFL learning context, incorporating an understanding of historical trends**  **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**  **2.4 Synthesize relevant learning theories to establish a coherent framework for digital language learning and teaching methodologies**  Reasoning: The final exam, carrying a significant weight of 40 marks, comprehensively aligns with CLOs 1.3, 1.4, 2.2, 2.3, and 2.4. It assesses students' knowledge of Learning Management Systems (LMSs), including their definition, core features, types, and applications in digital language learning and teaching (1.3), as well as their recognition of key organizations and research areas in the field (1.4). Additionally, the exam evaluates students' skills in evaluating and comparing digital technologies for EFL learning, incorporating historical trends (2.2), correlating features of digital resources with their optimal use in the EFL context (2.3), and synthesizing relevant learning theories to establish a coherent framework for digital language learning and teaching methodologies (2.4). By aligning with these diverse CLOs, the final exam serves as a comprehensive assessment of students' knowledge, analytical skills, and ability to integrate theoretical concepts in the domain of digital language learning and teaching. | Mentioned in the new Course Syllabus | 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. |
| **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](https://journal.equinoxpub.com/index.php/Calico/index) (Computer Assisted Language Instruction Consortium)  [Teaching English with Technology](https://iatefl.org.pl/) (IATEFL Poland)  [Computer Assisted Language Learning](https://www.tandfonline.com/action/journalInformation?journalCode=ncal20) (Taylor and Francis)  [IATEFL Learning Technologies SIG](http://www.iateflcompsig.org.uk/) (the International Association of Teachers of English as a Foreign Language Learning Technologies Special Interest Group)  [IALLT Journal](https://iallt.org/resources/publications/) (International Association for Language Learning Technology)  [JALTCALL Journal](http://jaltcall.org/journal/) (Japan Association of Language Teaching - Computer-Assisted Language Learning Special Interest Group)  [Language Learning and Technology](https://www.lltjournal.org/) (Online Journal)  [EUROCALL](https://www.eurocall-languages.org/) (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](http://www.apacall.org/). It Organizes the Globalization and Localization in Computer-Assisted Language Learning (GLoCALL) conference jointly with [PacCALL](http://www.ict4lt.org/en/en_resource.htm#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](http://www.eurocall-languages.org/).  [IALLT](http://www.iallt.org/): 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](http://www.ict4lt.org/en/en_resource.htm#ialltjournal).  [IATEFL](http://www.iatefl.org/" \t "_blank): The UK-based International Association of Teachers of English as a Foreign Language. IATEFL embraces a [Learning Technologies Special Interest Group (LT SIG)](http://ltsig.org.uk/) and publishes the [CALL Review](http://www.ict4lt.org/en/en_resource.htm#callreview).  **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](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](http://www.paccall.org/). Organizes the Globalization and Localization in Computer-Assisted Language Learning (GLoCALL) conference jointly with [APACALL](http://www.ict4lt.org/en/en_resource.htm#apacall)  TESOL CALL Interest Section (CALL-IS): [http://www.call-is.org](http://www.call-is.org/) |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |