



Course Specifications

Course Title:	Technology and Language Learning
Course Code:	ENG 312
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

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A. Course Identification

1. Credit hours: 3
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 6/Year 3
4. Pre-requisites for this course (if any):
5. Co-requisites for this course (if any):

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on the academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	25
2	Laboratory/Studio	20
3	Tutorial	
4	Others (specify)	
	Total	45
Other Learning Hours*		
1	Study	15
2	Assignments	15
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	30

* The length of time that a learner takes to complete learning activities that lead to the achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course has been designed for students to learn how to effectively incorporate technology in their future careers as language teachers. The course will cover both theoretical and practical issues in the use of new technology to support and enhance the learning process.

A special emphasis will be on combining both face-to-face and the use of technologies in and beyond the classroom walls to enhance the second language learning process.

2. Course Main Objective(s)

- To introduce students to the current theories of technology-enhanced language learning and teaching.
- To utilize technology in language testing.
- To introduce students to different applications of technology in language learning and education.
- Enabling students to utilize technology for research purposes.
- Acquiring the skills of evaluating and using language learning software.
- Introducing students to the role of technology in language acquisition.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Knowing the theories of technology-enhanced language learning.	K3
1.2	Selecting and evaluating language learning software.	K2
1.3	Using different software: PowerPoint, audio, video, and learning management systems.	K2
2	Skills :	
2.1	Understanding the theories of technology-enhanced language learning.	S3
2.2	Designing online tests.	S2
2.3	Evaluating internet sources for research purposes.	S2
2.4	Evaluating language learning software.	S2
3	Competence:	
3.1	Exchanging views on the use of technology in language learning.	C1
3.2	Understanding the theory behind search engines.	C1
3.3	Using the Saudi Digital Library.	C2
3.4	Designing PowerPoint presentations.	C2

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the theories of technology-enhanced language learning	3
2	Introduction to selecting language learning software	6
3	Computer-based testing	6
4	Using research engines, electronic databases, e-mail, and discussion boards	6

5	Using different software: PowerPoint presentations, video, audio, and learning management systems	9
6	The role of technology and language acquisition	9
7	Criteria for evaluating language learning software	6
Total		45

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Knowing the theories of technology-enhanced language learning.	Lecture/Tutorial	Discussion Board/Quizzes/Exams
1.2	Selecting and evaluating language learning software.	Lecture/Tutorial	Discussion Board/Quizzes/Exams
1.3	Using different software: PowerPoint, audio, video, and learning management systems.	Lecture/Tutorial	Discussion Board/Quizzes/Exams
2.0	Skills		
2.1	Understanding the theories of technology-enhanced language learning.	Lecture/Tutorial	Discussion Board/Quizzes/Exams
2.2	Designing online tests.	Lecture/Tutorial	Discussion Board/Quizzes/Exams
2.3	Evaluating internet sources for research purposes.	Lecture/Tutorial	Discussion Board/Quizzes/Exams
2.4	Evaluating language learning software.	Lecture/Tutorial	Discussion Board/Quizzes/Exams
3.0	Competence		
3.1	Exchanging view on the use of technology in language learning.	Lecture/Tutorial	Discussion Board/Quizzes/Exams
3.2	Understanding the theory behind search engines.	Lecture/Tutorial	Discussion Board/Quizzes/Exams
3.3	Using the Saudi Digital Library.	Lecture/Tutorial	Discussion Board/Quizzes/Exams
3.4	Designing PowerPoint presentations.	Lecture/Tutorial	Discussion Board/Quizzes/Exams

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Exam 1	7	20%
2	Exam 2	11	20%
3	Discussion Board	Weekly	10%
4	Final Exam	16	50%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for the availability of faculty and teaching staff for individual student consultations and academic advice:

Faculty members are to be available for the difference between their teaching load and 35 hours.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Not applicable for this course
Essential References Materials	PowerPoint Slide for Units 1-7
Electronic Materials	https://web.stanford.edu/~efs/callcourse2/CALL1.htm
Other Learning Materials	Not applicable for this course

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom
Technology Resources (AV, data show, Smart Board, software, etc.)	Projector
Other Resources (Specify, e.g., if specific laboratory equipment is required, list requirements or attach a list)	Not applicable for this course

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Quality of learning resources	Students	Direct

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, quality of learning resources, etc.)

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department of English Council
Reference No.	20138
Date	24/2/1441 G

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee