اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Computer Applications in Linguistics (CAL)
Course Code:	ENG 474
Program:	Bachelor of Arts in English
Department:	Department of English Language & Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification

1. Credit hours:	2 Hours

2. Course type

a.	University	☐	College	■	Department	☐	Others	☐
b.		Required	■	Elective	☐		

3. Level/year at which this course is offered:	**Level 7 Year 4**
4. Pre-requisites for this course (if any):	**ENG 362**
5. Co-requisites for this course (if any):	**None**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	24	75%
2	**Blended**	8	25%
3	**E-learning**		
4	**Distance learning**		
5	**Other**		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	**Lecture**	24
2	**Laboratory/Studio**	8
3	**Tutorial**	8
4	**Others** (Midterms, quizzes, classwork, practical application)	24
	Total	64

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces undergraduate students to computer applications in linguistics and language studies. CAL is an extended field of applied linguistics where students will be able to apply concepts such as language learning and acquisition, text analysis, applied phonetics, and language processing through using computer or technology applications. Therefore, it focuses on briefly practicing various skills such as creating online materials, enhancing language learning and teaching through technology, analyzing speech sounds, using corpora and concordances, and finally using computers for information search and retrieval.

2. Course Main Objective

The main objective of this course for students to gain knowledge about the uses of computer technology in linguistics and language studies. The following sub-objectives support the main objective as students will be able to:

1. Understand the use of computer technology in linguistics
2. Using computer applications for language analysis.
3. Using computer applications for language teaching and learning.
4. Utilizing computer skills to create electronic materials for language use.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	**Knowledge and understanding** *By the end of the course, students will be able to:*	
1.1	List the main types for computer applications in linguistics and language studies	**K2**
1.2	Define CAL: Concepts and related terms	**K3**
1.3	Demonstrate a working knowledge of the main CAL approaches to linguistics and language learning and teaching.	**K3**
1.4	Identify the main types of technology used for language studies and language learning	**K4**
2	**Skills** *By the end of the course, students will be able to:*	
2.1	Use concordancers and corpora effectively.	**S1**
2.2	Critically evaluate electronic sources to be used for teaching/learning.	**S2**
2.3	Create reading materials for different language levels through different online tools such as interactive stories, glossing, multimedia help, and games	**S4**
2.4	Design listening and speaking materials through pronunciation software, closed captions, and interactive listening activities	**S4**
2.5	Compose writing media such wikis and blogs	**S4**
2.6	Examine web-based materials to form websites, electronic documents, and share folders.	**S5, S6**
2.7	Develop an awareness of the social and cultural aspects of CAL (e.g., internet culture, use of wikis, blogs, and social networking)	**S7**
3	**Values** *By the end of the course, students will be able to:*	
3.1	Develop autonomy and agency by producing their own electronic learning materials.	**V1**
3.2	Work collaboratively using technology in class and through projects.	**V2**
3.3	Apply the ethical rules (netiquette) of using the Internet and communication technologies.	**V3**
3.4	Use communication technology effectively and professionally.	**V4**

C. Course Content

No	List of Topics	Contact Hours
1	CAL: Concept and history	2
2	CAL Benefits in language use	2
3	Language concepts in technology	2
4	Kinds of technology used in language studies	2
5	Kinds of technology used in language studies (cont'd)	2
6	Technology applications for language analysis	2
7	Technology applications for language data and processing (MS Office, cloud computing) (cont'd)	2

8	Technology applications for assisting language teaching	2
9	Technology applications for assisting language learning	2
10	Electronic materials evaluation and design	2
11	Electronic materials evaluation and design (cont'd)	2
12	Using Corpora and concordancers	2
13	Creating an electronic content	2
14	Feedback and alternative assessment	2
15	Revision	2
16	Revision	2
	Total	32

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 and Understanding**		
1.1	Define CAL: Concepts and related terms	- Lectures - Class discussion - Lms discussion board	- Definitions - Multiple-choice test - Writing paragraphs - Midterm - Finals
1.2	List the main types for computer applications in linguistics and language studies		
1.3	Demonstrate a working knowledge of the main CAL approaches to linguistics and language learning and teaching		
1.4	Identify the main types of technology used for language studies and language learning		
2.0	**Skills**		
2.1	Use concordancers and corpora effectively.	- Projects - Tutorials - Practical lessons - Task-based sessions	- Peer or group discussion - Project work - Creative work (creating online materials - Practical Task evaluation - Midterm - Finals
2.2	Critically evaluate electronic sources to be used for teaching/learning.		
2.3	Create reading materials for different language levels through different online tools such as interactive stories, glossing, multimedia help, and games		
2.4	Design listening and speaking materials through pronunciation software, closed captions, and interactive listening activities		
2.5	Compose writing media such wikis and blogs		
2.6	Examine web-based materials to form websites, electronic documents, and share folders.		
2.7	Develop an awareness of the social and cultural aspects of CAL (e.g., internet culture, use of wikis, blogs, and social networking)		
3.0	**Values**		
3.1	Develop autonomy and agency by producing their own electronic learning materials.	- Collaborative and peer technique teaching	- Peer or group discussion
3.2	Work collaboratively using technology in class and through projects.		- - Project work

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.3	Apply the ethical rules (netiquette) of using the Internet and communication technologies.	- Projects - Task-based sessions - Classwork	- Creative work (creating online materials - Reflection report
3.4	Use communication technology effectively and professionally.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterms- Choice to allocate either: One Midterm	7 or 8	30%
	Two Midterms	6 or 7 - 11 - 12	30% or 40%
2	Course Work as assigned by the convener/instructor (see **D1** Assessment methods).	Throughout the semester	30% or 20%
3	Final Exam	16 &17	40%
4		Total	100%

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

E. Student Academic Counseling and Support

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

- Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors are assigned one hour for student academic advising.
- Faculty emails are accessible for students.
- Online interaction between instructor and student is available using the university's official online platforms (e.g., Microsoft Teams, Blackboard Learn, Microsoft Kaizala).

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Lawler, J., Dry, H. A., & Dry, H. (Eds.). (1998). Using computers in linguistics: a practical guide. Psychology Press.
Essential References Materials	1. Tafazoli, D., Abril, C. A. H., & Parra, M. E. G. (2019). Technology-Based Review on Computer- Assisted Language Learning: A Chronological Perspective. Píxel-Bit. Revista de Medios y Educación, (54), 29-44. 2. Pareja-Lora, A., Calle-Martínez, C., & Rodríguez-Arancón, P. (Eds.). (2016). New perspectives on teaching and working with languages in the digital era. Research-publishing. net. 3. Beatty, K. (2013). Teaching & researching: Computer-assisted language learning. Routledge. 4. Yang, Y. (2010). Computer-assisted foreign language teaching: Theory and Practice. Journal of Language Teaching & Research, 1(6). 5. Douglas, D., & Hegelheimer, V. (2007). Assessing language using computer technology. *Annual Review of Applied Linguistics*, 27, 115-132. 6. Douglas, D., & Chapelle, C. (1993). *A New Decade of Language Testing Research: Selected Papers from the Annual Language Testing Research Colloquium (12th, San Francisco, California, March 1990)*. TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314..

Electronic Materials	1. Muthuram K., G., & Pushpalatha, S. K. (2018). Defining the Roles of the Teacher and the Students in a Computer Assisted Language Learning Environment. Language in India, 18(10), 371–375. 2. Stanley, G. (2013). Language learning with technology: Ideas for integrating technology in the classroom. Cambridge University Press. 3. Thomas, M., Reinders, H., & Warschauer, M. (Eds.). (2012). Contemporary computer-assisted language learning. A&C Black. 4. Levy, M., & Stockwell, G. (2013). CALL dimensions: Options and issues in computer-assisted language learning. Routledge.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms Main Library King Abdullah City Campus Library
Technology Resources (AV, data show, Smart Board, software, etc.)	The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple **Microsoft Office 365** applications such as OneDrive, Teams, SharePoint, Kaizala …etc. - Blackboard - Cisco Webex - AV - Data show - E-podium - overhead projector - electronic whiteboard - Internet Access

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	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	
Reference No.	
Date	