



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



Course Specifications

Institution: Al-Imam Muhammad Ibn Saud Islamic University	Date: 21/01/2020
College/Department: College of Languages and Translation / Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Computer-assisted Language Learning / EDU 261			
2. Credit hours: Two hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
B.A. in English Language and Literature			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: Level 7 / 4 th year			
6. Pre-requisites for this course (if any): Introduction to Linguistics / ENG 229			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: Main campus			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="80%"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20%"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: Traditional classes equipped with technology that is effectively used in class plus tutorials in the computer labs.			

B. Objectives

1. What is the main purpose for this course?

This course seeks to develop such critical skills and to explore ways in which computers can be used in the teaching and learning of languages and in conducting research into language teaching and learning. The course reinforces the principles of good pedagogic practice; and focuses on the integration of ICT into the language teaching and learning processes. Students will examine a knowledge base that draws upon linguistics, language learning theory, and teaching methodology. The course will introduce students to the use of basic application software packages such as MS Office, e-mail, and web page authoring software, Internet resources, sound and video files, CD-ROM software as tools in order to create a computer mediated communication environment and couple that with well-designed activities that that will stimulate the language learning process.

By the end of this course, students should be able to:

1. Define educational technology and CALL and show awareness of related acronyms
2. Develop favorable attitudes towards integrating educational technology into language learning and teaching.
3. Critically evaluate language learning software and websites.
4. Develop expertise in using technology to teach and learn language skills, and design and produce simple computer assisted language learning activities.
5. Use a course management system in teaching and testing English; and designing e-portfolio.
6. Develop knowledge of the types of computer-based feedback and assessment.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

- The textbook is changed to have rich and up-to-date content for the course
- The use of the computer labs to give practical tutorials
- The use of web-based materials through offering students useful web links on the subjects covered in the syllabus for extra practice
- Providing the students with the most up-to-date articles and publications

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This a two- hour credit course that provides the undergraduate students with a comprehensive knowledge about CALL including theories underpinning CALL, strategies for using CALL in language learning/teaching, and hands-on experience of using and creating online materials and tools.

1. Topics to be Covered

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List of Topics	No. of Weeks	Contact hours
CALL: Concept and history	1	2 hrs.
CALL Benefits and Barriers	1	2 hrs.
Principles of Technology Use in Educational Settings	1	2 hrs.
Kinds of technology used in education	1	2 hrs.
Technology applications for learners (MS Office, cloud computing)	2	4 hrs.
Technology and the four language skills	2	4 hrs.
Electronic materials evaluation and design	2	4 hrs.
Feedback and alternative assessment	2	4 hrs.
Revision and feedback	1	2 hrs.

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	26					26
Credit	2					

3. Additional private study/learning hours expected for students per week.

3

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). Second, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge: Students at the end of the program should		

	be able to:	lectures	Tests
1.1	Define the main concepts and terms related to CALL	Class discussion LMS discussion board	Oral discussion LMS activities Projects
1.2	Identify the main types of technology used for language learning/teaching		
1.3	Recognize the main applications of CALL for teaching the language skills.		
2.0	Cognitive Skills: Students at the end of the program should be able to:	lectures Class discussion LMS discussion board	Tests Oral discussion LMS activities Projects
2.1	Compare and contrast traditional teaching to technology-aided learning/teaching.		
2.2	Critically evaluate electronic sources to be used for teaching/learning.		
3.0	Interpersonal Skills & Responsibility: Students at the end of the program should be able to:		
3.1	Develop autonomy and agency by producing their own electronic learning materials.	Projects	Projects (creating electronic materials) LMS-based activities
3.2	Manage their learning independently through using LMS.	Lectures Class discussion	
3.3	Work collaboratively using technology in class and through projects.		
3.4	Apply the ethical rules (netiquette) of using the Internet and communication technologies.		
4.0	Communication, Information Technology, Numerical: Students at the end of the program should be able to:		
4.1	Use communication technology effectively and professionally.	Teacher-student communication	
4.2	Demonstrate a professional use of technology for language learning	Using LMS	
5.0	Psychomotor: N/A		

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)													
	1.1	1.2	1.3	2.1	2.2		3.1	3.2	3.3	3.4	4.1	4.2	5.1	
1.1														
1.2														
1.3														
2.1														
2.2														
3.1														
3.2														
3.3														
3.4														
4.1														
4.2														

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Midterm	11	15%
2	Project 1	7	10 %
3	Project 2	12	10 %
4	Assignments and online participation		5%
5	Final	16	60%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- Three office hours per week.

E Learning Resources

1. List Required Textbooks

Li, L. (2017). *New technologies and language learning*. Macmillan International Higher Education.

1. List Essential References Materials (Journals, Reports, etc.)

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.

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.

Beatty, K. (2013). *Teaching & researching: Computer-assisted language learning*. Routledge.

Yang, Y. (2010). Computer-assisted foreign language teaching: Theory and Practice. *Journal of Language Teaching & Research*, 1(6).

2. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

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.

Stanley, G. (2013). *Language learning with technology: Ideas for integrating technology in the classroom*. Cambridge University Press.

Thomas, M., Reinders, H., & Warschauer, M. (Eds.). (2012). *Contemporary computer-assisted language learning*. A&C Black.

Levy, M., & Stockwell, G. (2013). *CALL dimensions: Options and issues in computer-assisted language learning*. Routledge.

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- CALICO: www.calico.org

- ReCall: <https://www.cambridge.org/core/journals/recall>

- Language learning and technology: <http://llt.msu.edu>

- American association for applied linguistics: <http://www.aal.org>

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

None

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) - Lecture rooms (with wifi connection)
2. Computing resources (AV, data show, Smart Board, software, etc.) - Projector - Computer lab with an internet connection
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Formal, anonymous course evaluations by students at the end of course (Administered by the department).
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - In-class direct feedback
3 Processes for Improvement of Teaching - Training sessions and workshops to facilitate the exchange of experiences amongst faculty members - Holding regular meetings between course conveners and instructors to address any issues related to the course - Reporting any challenges in the classroom with colleagues and admin staff - Attending professional development conferences - Keeping up to date with pedagogical theory and practice.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Designing clear rubrics for each students' activity or assignment with the grading details - Checking exam papers by a second reader to ensure accuracy in marking and grading
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Course specifications to be reviewed periodically in line with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

