



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: 13/10/2019
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 <sup>th</sup> 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="100%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
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 aims to provide the students with a comprehensive knowledge about the field of computer-assisted language learning (CALL), the historical development of CALL, the principles underlying the use of CALL, and using CALL techniques and applications for the basic language learning skills: reading, writing, listening, and speaking. Furthermore, it provides the students with hands-on experience in CALL applications and resources.

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

- Define what is CALL and the principles that govern the field
- Develop knowledge of the main CALL approaches for teaching language skills: reading, writing, grammar, vocabulary, listening, and speaking.
- Evaluate electronic resources for language learning
- Develop a knowledge of the strategies for online vocabulary learning and teaching through the use of dictionaries, concordancers, text annotations, and games
- Recognize the explicit and implicit web-based techniques towards teaching grammar
- Develop knowledge of the types of computer-based feedback and assessment through using automatic feedback generators, e-portfolios, e-quizzes, and e-rubrics
- Create reading materials for different language level through different online tools such as interactive stories, glossing, multimedia help, and games
- Demonstrate professional use of the writing mediums and tools online such as wikis, discussion boards, and blogs
- Design listening and speaking materials through pronunciation software, closed captions, and interactive listening activities.
- Design and create web-based materials such as websites, electronic documents, and sharing folders

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

List of Topics	No. of Weeks	Contact hours
Unit 1: Introduction to CALL	1	2 hrs.
Unit 2: Vocabulary and CALL	2	2 hrs.
Tutorial 1: How to use concordancers and corpora	3	2 hrs.
Unit 3: Grammar and CALL	4	2 hrs.
Unit 4: Reading and CALL	5	2 hrs.
Tutorial 2: Creating an interactive text online and simple games	6	2 hrs.
Unit 5: Writing and CALL	7	2 hrs.
Tutorial 3: Creating wikispaces and blogs	8	2 hrs.
Unit 6: Listening and CALL	9	2 hrs.
Unit 7: Speaking and CALL	10	2 hrs.
Tutorial 4: Creating podcasts and using listening and speaking labs online	11	2 hrs.
Unit 8: Communications skills and technology	12	2 hrs.
Tutorial 5: Creating educational websites	13	2 hrs.
Revision and feedback	14	2 hrs.

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	18	10				28
	Actual	18	10				28
Credit	Planned	2 hours					2 hours
	Actual	2 hours					2 hours

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

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#### 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
<b>1.0</b>	<b>Knowledge</b> By the end of the course, students will be able to:		
1.1	Recognize a knowledge of the field of CALL, the common approaches for each language skill through the use of technology, the different strategies for online vocabulary learning/teaching, the online tools and resources that can be used for teaching and learning grammar explicitly and implicitly, the main types for computer- based feedback and assessment in teaching, a knowledge of different approaches to learning/teaching reading and writing online, and the current technologies and web-based techniques for speaking and listening skills.	Class lectures Class discussion In-class exercises and handouts PP presentation	Exams Quizzes Assignments
<b>2.0</b>	<b>Cognitive Skills</b> By the end of the course, students will be able to:		
2.1	Develop a good use of concordancers and corpora	Class lectures Class discussion In-class exercises and handouts PP presentation Computer lap tutorials	Exams Quizzes Assignments In lap practice
2.2	Create interactive reading texts with multimedia hyperlinking and simple games e.g., puzzles	Class lectures Class discussion In-class exercises and handouts PP presentation Computer lap tutorials	Exams Quizzes Assignments In lap practice

2.3	Create and design writing mediums such as wikis and blogs	Class lectures Class discussion In-class exercises and handouts PP presentation Computer lap tutorials	Exams Quizzes Assignments In lap practice
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> By the end of the course, students will be able to:		
3.1	Illustrate their opinions and reflect their thoughts of the course content	Class lectures Class discussion In-class exercises and handouts PP presentation	Exams Quizzes Assignments
3.2	Demonstrate a responsibility towards the course through regular attendance and commitment to the course requirements	Class lectures Class discussion In-class exercises and handouts PP presentation	Exams Quizzes Assignments
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> By the end of the course, students will be able to:		
4.1	Demonstrate a professional use of technology for language learning	Class lectures Class discussion In-class exercises and handouts PP presentation	Exams Quizzes Assignments
<b>5.0</b>	<b>Psychomotor</b> N/A		

#### 5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	4	5%
2	In-lab group-based activity		5%
3	Midterm Exam	7	15 %
4	Assignment: lesson plan for teaching a language skill through technology	11	15%
5	Final	16	60%

#### D. Student Academic Counseling and Support

<p>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)</p> <p>- Two office hours per week.</p>
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#### E Learning Resources

<p>1. List Required Textbooks</p> <p>Chapelle, C., &amp; Jamieson, J. (2012). <i>Tips for teaching with CALL: Practical approaches to computer-assisted language learning</i>. Pearson Education.</p>
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <p>None</p>
<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p>- CALICO: <a href="http://www.calico.org">www.calico.org</a>  - ReCall: <a href="https://www.cambridge.org/core/journals/recall">https://www.cambridge.org/core/journals/recall</a>  - Language learning and technology: <a href="http://llt.msu.edu">http://llt.msu.edu</a>  - American association for applied linguistics: <a href="http://www.aal.org">http://www.aal.org</a></p>
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>None</p>

## 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 - Computer Labs
2. Technology resources (AV, data show, Smart Board, software, etc.)  - A class computer - Data Show 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 (Administrated 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: \_\_\_\_\_

