

ATTACHMENT 5.

**Kingdom of Saudi Arabia
The National Commission for Academic Accreditation &
Assessment**

**T6. Course Specifications
(CS)**

Course Specifications

Institution: <i>King Khalid University</i>	Date: <i>2016</i>
College/Department : <i>Faculty of Languages & Translation, Department of English</i>	

A. Course Identification and General Information

1. Course title and code: <i>Technology and Language Learning, (ENG 312)</i>										
2. Credit hours: <i>3 Hours</i>										
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <i>BA in English</i>										
4. Name of faculty member responsible for the course: <i>Abdelhamid Bessaid</i>										
5. Level/year at which this course is offered: <i>6th level / Third Year</i>										
6. Pre-requisites for this course (if any) <i>None</i>										
7. Co-requisites for this course (if any): <i>None</i>										
8. Location if not on main campus										
9. Mode of Instruction (mark all that apply)										
<table> <tr> <td>a. traditional classroom</td> <td>100%</td> </tr> <tr> <td>b. blended (traditional and online.)</td> <td>00%</td> </tr> <tr> <td>c. e-learning</td> <td>00 %</td> </tr> <tr> <td>d. correspondence</td> <td>00%</td> </tr> <tr> <td>f. other</td> <td>00%</td> </tr> </table>	a. traditional classroom	100%	b. blended (traditional and online.)	00%	c. e-learning	00 %	d. correspondence	00%	f. other	00%
a. traditional classroom	100%									
b. blended (traditional and online.)	00%									
c. e-learning	00 %									
d. correspondence	00%									
f. other	00%									
Comments: The material regarding the course should be sent to each student on Blackboard in order to have an idea about the course components that he will take.										

B Objectives

<p>1. What is the main purpose for this course? 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 teaching. Enabling students to utilize technology for research purposes. Acquiring skills of evaluating and using language learning software. Introducing students to the role of technology in language acquisition.</p>
<p>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 whole program requires to be reviewed by experts, hence the majority of units became old-fashion/ archaic lectures. Implementing another curriculum that fits the student's intellectual needs.</p>

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

Course Description:

1. Topics to be Covered		
<i>List of Topics</i>	No. of Weeks	Contact hours
	1	3
Introduction to theories of Technology enhanced language learning		
	2	6
Introduction to selected language learning software		
	2	6
Computer based testing		
	2	6
Using research engines, main electronic databases, e-mail, mailing lists		

Using different software: power point presentations, video, audio, language management systems.	3	9
The role of technology and language acquisition	2	6
Criteria of evaluating language learning software	2	6
Revision	1	3

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

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours						45 hours
Credit						3

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

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		
1.1	Knowing the theories of technology enhanced language learning	Discussions/ problem solving	Assignments
1.2	Selecting and evaluating language learning software	Students research / Direct instruction	Mid-term tests/ Exams
1.3	Using different software: power point presentation, video, audio, language management systems.	Demonstrations	Projects
2.0	Cognitive Skills		
2.1	Understanding the theories of technology enhanced language learning.	Lectures	Quizzes
2.2	Designing online tests.	Demonstrations	Projects
2.3	Evaluating internet sources for research purposes.	Group work through e-learning	Assignments
2.4	Evaluating language learning software.	Discussions	Tests
3.0	Interpersonal Skills & Responsibility Description of the interpersonal skills and capacity to carry responsibility to be developed		
3.1	Exchanging views regarding the use of technology in language learning	Team work	Online forums
3.2	Collective and individual research tasks.	Classroom discussions/Demos	Assignments
4.0	Communication, Information Technology, Numerical Description of the skills to be developed in this domain.		
4.1	The use of Learning Management System (LMS), such as Blackboard Tools.	Demonstrations	Tests/Assignments
4.2	Using digital library.	Lectures/ practices	Tests
4.3	Using search engines.	Practical demonstrations	Projects
4.4	Designing Power Point presentations.	demonstrations	Project
5.0	Psychomotor		
5.1	NA		
5.2	NA		

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	4.1	4.2
1.1									
1.2									
2.1									
2.2									
3.1									
3.2									
4.1									
4.2									

6. 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	First Mid-Term Exam	7	20%
2	Assignment	9	10%
3	Second Mid- Term Exam	13	20%
4	Final Exam	16	5%

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)
7 office hours a week.

E Learning Resources

1. List Required Textbooks

Evans, Michael (editor). ***Foreign Language Learning with Digital Technology***. New York: Continuum International Publishing Group. 2009.

Selected articles from international journals and magazines related to the use of technology in language learning.

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

Michael D. Bush (editor). ***Technology Enhanced Language Learning***. Lincolnwood, Illinois: National Textbook Company, 1997.

Chapelle, Carol A. ***English Language Learning and Technology***. Amsterdam/ Philadelphia: John Benjamin's Publishing Company, 2003.

Egbert, Joy. (Editor). ***CALL Environment, Research, Practice, and Critical Issues***. Alexandria, Virginia: Teachers of English to Speakers of other Languages. Inc. 1999.

Levy, Michael. ***Computer-Assisted Language Learning: Context and Conceptualization***. Oxford University Press, 1997.

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

Journal of Language Learning and Technology.

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

<http://ilt.msu.edu/default.html>

<http://abacus.bates.edu/lrc/ilt.html>

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

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 room equipped with a projector.
2. Computing resources (AV, data show, Smart Board, software, etc.) Students are encouraged to use the Language Enhancement Program (LEP)
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) NA

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Confidential completion of standard course evaluation questionnaire by students at the end of each semester. Occasional student-faculty meetings to get student's feedback.</p>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department: In-class observation by other colleagues. Instructors' observation of student's attentiveness in class. Observation by external experts.</p>
<p>3 Processes for Improvement of Teaching Workshops by internal and external experts. Coordination between teachers of different sections of the same course. Training and orientation for new instructors of the course.</p>
<p>4 Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty 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): Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department. Mutual checking of random samples of examination papers by coordinators and other teachers of the same course.</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Regular meetings between teachers and course coordinator. Regular meetings by the Curriculum Review Committee. Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee.</p>

Name of Instructor: *Abdelhamid Bessaid*

Signature: _____

Date Report Completed: *April 6th, 2016*

Name of Field Experience Teaching Staff _____

Program Coordinator: *Abdelhamid Bessaid*

Signature: _____

Date Received: *April 6th, 2016*

Name(s) of Instructor(s): *Dr. Ali Alyaser*