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| Institution : | Majmaah University |
| Academic Department : | Department of English, College of Education |
| Program : | B.A. English |
| Course title and code: | **ENGL124 (Computer -Assisted Language Learning)** (**CALL)** |
| Specification Approved Date :  | 17/ 06 / 1440 H |

**Course Specifications**

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| **Institution: Majmaah University** | **Date: 12/02/2019** |
| **College/Department : Department of English, College of Education, Majmaah** |

**A. Course Identification and General Information**

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| 1. Course title and code: **Computer Assisted Language Learning (CALL)(ENGL124)** |
| 2. Credit hours: 3 |
| 3. Program(s) in which the course is offered. B.A. English(If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course: Muhammad Iqbal Muhammad |
| 5. Level/year at which this course is offered: Level 4 |
| 6. Pre-requisites for this course (if any):nil |
| 7. Co-requisites for this course (if any): NA |
| 8. Location if not on main campus:Main Campus, Majmaah University |
| 9. Mode of Instruction (mark all that apply):10%**√** a. traditional classroom What percentage? 30%**√**b. blended (traditional and online) What percentage?50%**√** c. e-learning What percentage? d. correspondence What percentage?10%**√** f. TBL What percentage?**Comments:** |

**B Objectives**

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| **1. Summary of the main learning outcomes for students enrolled in the course.**This course is designed to help students to 1) understand how computer technology can be integrated into language learning and teaching, 2) critically evaluate language learning software and websites, 3) develop expertise on using technology to teach and learn language skills, and 4) design and produce simple computer assisted language learning programs and activities. |

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| 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)1. Flexibility in the selection of the text book – a book covering latest trends in CALL2. Course contents to be modified in view of the emergence of new technologies3. Incorporate more technology tools for Computer Assisted Language Learning |

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

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| Course Description:This course provides students with a fundamental understanding of the principles underlying the use of computer technology in language learning and teaching as well as hands-on activities of designing and producing computer assisted language learning (CALL) programs and materials. The topics include computer and Internet basics, principles of computer assisted language learning, CALL software and website evaluation, using technology to teach/learn listening, speaking, reading, and writing skills, web-based CALL activities, using computer-mediated communication in language learning and teaching, and designing and creating CALL activities and programs. The learners are expected to:1. Understand the general operating principles of electronic technologies, hardware and software.
2. Learn vocabulary related to computer-assisted second and foreign language learning.
3. Experiment with and evaluate current computer applications in second and foreign language learning.
4. Learn how to design and integrate computer work into second and foreign language courses.
5. Review and evaluate current research in CALL.
6. Develop and articulate different usage of computers in developing language skills.

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| **1. Topics to be Covered** |
| **List of Topics** | **No. of****Weeks** | **Contact hours** |
| **Course Orientation** | **1** | **3** |
| **Introduction to CALL concept and programs** | **2** | **6** |
| **Computer Basics for CALL** | **2** | **6** |
| **The Internet Basics and Web Resources** | **2** | **6** |
| **Use of Multimedia for CALL****CALL and Multimodality** | **2** | **6** |
| **Integration of Social Media in CALL** | **2** | **6** |
| **Applications for Listening, Speaking, Reading and Writing** | **2** | **6** |
| **Synchronous and asynchronous e-learning** | **1** | **3** |
| **Designing CALL quizzes** | **1** | **3** |

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| **2. Course components (total contact hours and credits per semester):** |
|  | **Lecture** | **Tutorial** | **Laboratory/****Studio** | **Practical** | **Other:** | **Total** |
| **Contact****Hours** | **Planned** | **45** |  |  |  |  | **45** |
| **Actual** | **45** |  |  |  |  | **45** |
| **Credit** | **Planned** | **3** |  |  |  |  | **3** |
| **Actual** | **3** |  |  |  |  | **3** |

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| 3. Additional private study/learning hours expected for students per week. 2 |

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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** |
| **1.0** | **Knowledge** |
| **1.1** | Identify CALL applications and programs | Presentation, discussionOnline activitiesUsing language labPairing and sharing | Observation, quizzesAssignments |
| **1.2** | Describe various computer devices used for CALL | Exposure to online resources, presentationsGroup discussions | Quizzes/tests/exams |
| **1.3** | Define CALL | Pair/group workLecture | Assignments/tests |
| **2.0** | **Cognitive Skills** |
| **2.1** | Explain general operating principles of electronic technologies (hardware and software) | Presentation-practice and production (PPP)Discussions | Observation/rubricQuizzes |
| **2.2** | Describe synchronous and asynchronous language learning in CALL | PPP (Presentation-Practice-Production)/pair and group work | ExamsRubric for evaluation of essays |
| **2.3** | Review and evaluate CALL programs | PPPMultimodesExposure to online resources | Rubric/Dropbox evaluationExams |
| **2.4** | Design CALL activities | Group discussionTBL | Rubric/Observation |
| **3.0** | **Interpersonal Skills & Responsibility** |
| **3.1** | Design and produce a CALL project | GuidanceGroups discussionsData collectionInterviewsreferencing | ObservationRubric |
| **3.2** |  |  |  |
| **4.0** | **Communication, Information Technology, Numerical** |
| **4.1** | Making blogs/designing web page | Blackboard (LMS) blogsGoogle blogs | ObservationRubric |
| **4.2** |  |  |  |
| **5.0** | **Psychomotor** |
| **5.1** |  |  |  |
| **5.2** |  |  |  |

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| **5. Schedule of Assessment Tasks for Students During the Semester** |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.) Open to change** | **Week Due** | **Proportion of Total Assessment** |
| **1** | **Assignment task 1** | **2nd week** | **2%** |
| **2** | **Assignment 2/quiz 1** | **4th week** | **2%** |
| **3** | **Group writing task** | **5th week** | **3%** |
| **4** | **First midterm exam** | **6th week** | **10%** |
| **5** | **Writing assignment task 3** | **7thand 8th week** | **2%** |
| **6** | **Students presentations** | **9th and 10th week** | **5%** |
| **7** | **Second midterm exam** | **11th week** | **10%** |
| **8** | **Group project** | **12th and 13th week** | **5%** |
| **9** | **Blackboard (LMS) activities evaluation** | **14th and 15th week** | **1%** |
| **10** | **Final exam** | **16th week** | **60%** |

**D. Student Academic Counseling and Support**

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| 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)2 hours a week. Besides, there is a separate arrangement of students' counselling through a Student Advisor |

**E Learning Resources**

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| 1. List Required Textbooks

Beatty, K. (2003). *Teaching and researching computer-assisted language learning*. New York: Longman**Computer-Assisted Language Learning****Carol A. Chapelle**[The Oxford Handbook of Applied Linguistics (2 ed.)](http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195384253.001.0001/oxfordhb-9780195384253)***Edited by Robert B. Kaplan***Print Publication Date: Sep 2010Subject: Linguistics, Computational LinguisticsOnline Publication Date: Sep 2012DOI: 10.1093/oxfordhb/9780195384253.013.003 |
| 2. List Essential References Materials (Journals, Reports, etc.)* Print publication year: 2018
* Online publication date: February 2018

**6 - Using Computer-assisted Language Learning (CALL) Tools to Enhance Output Practice**from Part III - Productive Practice* + By [Nicola Halenko](https://www.cambridge.org/core/search?filters%5BauthorTerms%5D=Nicola%20Halenko&eventCode=SE-AU)
* Edited by [Christian Jones](https://www.cambridge.org/core/search?filters%5BauthorTerms%5D=Christian%20Jones&eventCode=SE-AU), *University of Liverpool*
* Publisher: Cambridge University Press
* <https://doi.org/10.1017/9781316443118.008>
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| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.* + 1. <http://www.ict4lt.org>
		2. <http://www.gse.uci.edu>
		3. [www.eltj.oxfordjournals.org.com](http://www.eltj.oxfordjournals.org.com)
		4. [www.ict4lt.org/en](http://www.ict4lt.org/en)
		5. [www.better.english.com](http://www.better.english.com/)
		6. [www.eviews.net/references.html](http://www.eviews.net/references.html)
 |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.Blackboard (LMS), University website |

**F. Facilities Required**

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| 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.)* Number of seats 30
* 5 Computer labs with 24 seats in each
* Internet access
 |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)Classrooms and computer labs |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)* Projectors
* Smartboard
* Internet access
 |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching• Classroom feedback• Online feedback by students on the University Website • Questionnaires  |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department• Peer Review• Opinion of the students • Faculty Members feedback |
| 3. Processes for Improvement of Teaching• Seminars• Training programs by the University • Revisions in the light of feedback |
| 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)• Quality documents/evaluation• Summative and formative assessment • Grade system and re-checking* Prescribed reports
 |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.* **Discussion in the WhatsApp Group of Department of English**
* **Review Committees**
* **Discussions with quality supervisors**
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**Name of Course Instructor: Muhammad Iqbal Muhammad**

**Signature: …………………………. Date Specification Completed: 12/02/2019**

**Program Coordinator: Dr. Aied Alenizi**

**Signature: ………………………….. Date Received: ………………………………......**