



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

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

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

A. Course Identification and General Information

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):																				
<table style="width: 100%; border: none;"> <tr> <td style="width: 35%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 35%;">What percentage?</td> <td style="width: 20%; text-align: center;"><input type="text" value="10%"/></td> </tr> <tr> <td>b. blended (traditional and online)</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="30%"/></td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="50%"/></td> </tr> <tr> <td>d. correspondence</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>f. TBL</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="10%"/></td> </tr> </table>	a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>	b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30%"/>	c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="50%"/>	d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>	f. TBL	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
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Comments:																				



B Objectives

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.

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 CALL
2. Course contents to be modified in view of the emergence of new technologies
3. Incorporate more technology tools for Computer Assisted Language Learning

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

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:

- A. Understand the general operating principles of electronic technologies, hardware and software.
- B. Learn vocabulary related to computer-assisted second and foreign language learning.
- C. Experiment with and evaluate current computer applications in second and foreign language learning.
- D. Learn how to design and integrate computer work into second and foreign language courses.
- E. Review and evaluate current research in CALL.
- F. Develop and articulate different usage of computers in developing language skills.

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	2	6
CALL and Multimodality		
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

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

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

2

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, discussion Online activities Using language lab Pairing and sharing	Observation, quizzes Assignments
1.2	Describe various computer devices used for CALL	Exposure to online resources, presentations Group discussions	Quizzes/tests/exams
1.3	Define CALL	Pair/group work Lecture	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/rubric Quizzes
2.2	Describe synchronous and asynchronous language learning in CALL	PPP (Presentation-Practice-Production)/pair and group work	Exams Rubric for evaluation of essays
2.3	Review and evaluate CALL programs	PPP Multimodes Exposure to online resources	Rubric/Dropbox evaluation Exams
2.4	Design CALL activities	Group discussion TBL	Rubric/Observation
3.0	Interpersonal Skills & Responsibility		
3.1	Design and produce a CALL project	Guidance Groups discussions Data collection Interviews referencing	Observation Rubric
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	Making blogs/designing web page	Blackboard (LMS) blogs Google blogs	Observation Rubric
4.2			
5.0	Psychomotor		
5.1			
5.2			



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	2 nd week	2%
2	Assignment 2/quiz 1	4 th week	2%
3	Group writing task	5 th week	3%
4	First midterm exam	6 th week	10%
5	Writing assignment task 3	7 th and 8 th week	2%
6	Students presentations	9 th and 10 th week	5%
7	Second midterm exam	11 th week	10%
8	Group project	12 th and 13 th week	5%
9	Blackboard (LMS) activities evaluation	14 th and 15 th week	1%
10	Final exam	16 th week	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)

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

E Learning Resources

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 \(2 ed.\)](#)

Edited by Robert B. Kaplan

Print Publication Date:

Sep 2010

Subject:

Linguistics, Computational Linguistics

Online Publication Date:

Sep 2012

DOI:

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](#)
- Edited by [Christian Jones](#), *University of Liverpool*
- Publisher: Cambridge University Press
- <https://doi.org/10.1017/9781316443118.008>

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
4. www.ict4lt.org/en
5. www.better.english.com
6. 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

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



<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <p>Classrooms and computer labs</p>
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> • Projectors • Smartboard • Internet access
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p>

G Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> • Classroom feedback • Online feedback by students on the University Website • Questionnaires
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> • Peer Review • Opinion of the students • Faculty Members feedback
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> • Seminars • Training programs by the University • Revisions in the light of feedback
<p>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)</p> <ul style="list-style-type: none"> • Quality documents/evaluation • Summative and formative assessment • Grade system and re-checking • Prescribed reports
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> • Discussion in the WhatsApp Group of Department of English • Review Committees • Discussions with quality supervisors



Name of Course Instructor: Muhammad Iqbal Muhammad

Signature: Date Specification Completed: 12/02/2019

Program Coordinator: Dr. Aied Alenizi

Signature: Date Received:

