



Course Specifications

Course Title:	Computer-Assisted Language Learning (CALL)
Course Code:	Eng-3/386
Program:	Bachelor's Program in English
Department:	Department of English
College:	Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Ardah (Female Campus), Dayer (Female Campus), and Farasan (Female Campus)
Institution:	Jazan University

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A. Course Identification

1. Credit hours: 3 credit hours
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: I Level Six / (Third year)
4. Pre-requisites for this course (if any): None
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (quiz, midterm and assignment)	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces level 6 students to various applications and websites for Language Learning proficiency. It also aims to help students make informed judgments about incorporating computers into language classes to make certain aspects of student learning more engaging, efficient, and useful. The course will cover CALL-related concepts such as: finding and evaluating CALL resources, computer-mediated communication, CALL and language skills, environments, materials, activities, CALL theory and research, professional development and learner training, and current trends and future directions in CALL. The course will also encourage students to design CALL materials following learning theories.

2. Course Main Objective

The objective of the course is to enable students to:

1. Demonstrate a basic understanding of the integration of technology into language learning.
2. Show an awareness of research directions in CALL.
3. Identify language teachers' roles in CALL contexts.
4. Demonstrate knowledge of the practical uses of CALL in second language learning and teaching.
5. Design CALL materials
6. Evaluate CALL courseware and applications

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding: the students will be able to	
1.1	Demonstrate knowledge of CALL-related concepts/ definition/ Acronyms/ History	K2
1.2	Identify CALL resources/ environment/materials/activities	K2
2	Skills : the students will be able to	
2.1	Analyze the suitability of various CALL courseware	S1
2.2	Illustrate the potentials of using CALL tools and resources for language development	S2
2.3	Practice the use of CALL courseware and other resources in promoting skills areas	S4
3	Values: the students will be able to	
3.1	Appraise the benefits of technology in cooperative learning to study multiple dimensions of language.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Unit 1: Introduction to Computer-Assisted Language Learning	9
2	Unit 2: Finding and evaluating CALL resources	7
3	Unit 3: Computer-Mediated Communication (CMC)	7
4	Unit 4: CALL and language skills	8
5	Unit 5: Environments, materials, and activities	7
6	Unit 6: CALL theory and research	7
Total		45

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding: students will be able to		
1.1	Demonstrate a knowledge of CALL-related concepts/ definition/ Acronyms/ History	There will be a mixed pattern of various hands-on workshops, seminars,	Assignments Presentations Written mid-term exam Written

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.2	Identify CALL resources/ environment/materials/activities	presentations, and lectures. Between the teaching blocks, participants will undertake some reading and homework and practical research tasks. Assignments	exam (final) Projects Progress tests
2.0	Skills: students will be able to		
2.1	Analyze the suitability of various CALL courseware.	Discussion Explanations and analyzation of some points covered Lectures Discussion sessions Task-based Reading Online discussion through forums	Problem-solving questions. Assignments Tests Assignments Oral presentation observation
2.2	Illustrate the potentials of using CALL tools and resources for language development.		
2.3	Practice the use of CALL courseware and other resources in promoting skills areas.		
3.0	Values: students will be able to		
3.1	Appraise the benefits of technology in cooperative learning to study multiple dimensions of language.	Critical thinking strategies, role-playing, Group discussion and projection, film viewing, and VIRTUE framework is also recommended.	Paper reflection for students' values, Collaborative project.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	A Presentation (5 marks) Individual or group work based on the decision of the course instructor	3	5%
2	A quiz/ Assignment (5 marks) online (Blackboard)	4	5%
3	Midterm Exam (20 Marks) Offline (traditional mode)	8	20%
4	Project Presentation (10 Marks)	12-13	10%
5	Final Exam (60 Marks) Offline (traditional mode)	16-17	60%
	Total		100%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for the availability of faculty and teaching staff for individual student consultations and academic advice :

Teachers are allotted ten office hours a week for student consultations. Further, every student has an academic advisor whom the student approaches for personal or behavioral issues. Sometimes, the advisor acts as a bridge between the students and the course teachers.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Hubbard, Phil (2020). An Invitation to CALL: Foundations of Computer-Assisted Language Learning. An Invitation to CALL is a website for the CALL course taught in the Department of Linguistics, Stanford University. https://web.stanford.edu/~efs/callcourse2/
Essential References Materials	Not applicable
Electronic Materials	LLT. http://llt.msu.edu Language Learning and Technology Journal. Primarily a theory and research journal, though it includes reviews. An outstanding free resource. Full articles are available online. CALL-EJ Online. http://callej.org/ CALL Electronic Journal Online. CALICO Journal. www.calico.org Journal of the Computer-Assisted Language Instruction Consortium: CALL Journal. http://www.tandf.co.uk/journals/titles/09588221.asp Computer-Assisted Language Learning. An International Journal: ReCALL. http://www.eurocall-languages.org/recall/ The journal of the EuroCALL professional organization, published by Cambridge University Press. 3
Other Learning Materials	Apps like Quizziz, Kahoot, BookWidgets, Quizlet, Google Classroom that facilitate learning, and resources that are found online.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Accommodation (Classrooms, laboratories, demonstration rooms/labs.
Technology Resources (AV, data show, Smart Board, software, etc.)	Data show PowerPoint presentation Computers wired for the Internet. Online learning Platform (BLACKBOARD)
Other Resources	Computer labs wired for the Internet.

Item	Resources
(Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Students achievement in alignment with learning outcomes	Faculty	Exam record
Effectiveness of Learning strategies	Students (Peer review) Students (individual evaluation)	Individual and group discussion A questionnaire Personal interview Comments and suggestions E-portfolio
Teaching strategies	Faculty	Teachers self-evaluation strategies
Students achievement in alignment with learning outcomes	Faculty	Exam record
Effectiveness of Learning strategies	Students (Peer review) Students (individual evaluation)	Individual and group discussion A questionnaire Personal interview Comments and suggestions E-portfolio
Teaching strategies	Faculty	Teachers self-evaluation strategies
Students achievement in alignment with learning outcomes	Faculty	Exam record

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	