

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENG 301

Developments in Language Learning

Course Specifications

Institution King Saud University	Date of Report 30/1/2019
College/Department College of Arts/Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Developments in Language Learning - ENG 301			
2. Credit hours: 3 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			
4. Name of faculty member responsible for the course Several Professors.			
5. Level/year at which this course is offered Sixth Level/Third Year			
6. Pre-requisites for this course (if any) Eng. 329			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="80"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="20"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B. Objectives

1. What is the main purpose for this course?
 1. Explain approaches to the application of CLT in language classrooms utilizing computer assisted language learning (CALL) techniques in learning and teaching
 2. Train students on CALL techniques
 3. Explore communicative activities addressing all language skills and integrate technology to facilitate electronic and online activities that support face to face interaction.
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. Encouraging students to apply linguistic theories to the Arabic language and including research into the Arabic language in their required papers.
 2. The following series of orientation workshops are essential for BOTH faculty and students¹:
Faculty: assessment and teaching methods applied in Linguistic courses
Students:
 Suggested workshops:
 - a) Basic skills with word processing software.
 - b) Plagiarism
 - c) Virtual classes
 - d) Critical and Investigative Thinking Skills
 - e) Scholarly Sources: When and How to use them
 3. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed
 4. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)
 5. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.
 6. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for linguistic courses, or at least a unified standard.

¹ Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.

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

This course explores developments in communicative language teaching (CLT) where language learning encompasses multiple competences that include linguistic competence, sociolinguistic competence, discourse competence, and strategic competence. The course explores approaches to the application of CLT in language classrooms utilizing computer assisted language learning (CALL) techniques in learning and teaching. While this course is not a dedicated CALL course, it provides students with hands on training on CALL techniques that can be easily utilized for the learning and teaching of English to speakers of other languages. Students explore communicative activities addressing all language skills and integrate technology to facilitate electronic and online activities that support face to face interaction.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Communicative Competence: Theoretical assumptions and components.	2	6
What is CLT?	2	6
Current trends in CLT.	1	3
Process-based CLT approaches: Content-based and Task-based instruction.	1	3
Product-based CLT approaches: Text-based and Competency-based instruction.	1	3
Mid-term exam	1	3
Computer Assisted Language Learning (CALL): Introduction.	2	6
Computer mediated communication: Blackboard, Moodle, voice and video communication: This section of the course introduces students to learning management systems; open source and available for purchase.	2	6
Software and online access based evaluation: recently almost all language textbooks contain an online platform access via a user name and password in addition to stand alone language software. This section of the course explores this area to evaluate and critique how communicative the activities are.	2	6
Conclusion: CLT in the 21st century. Classrooms are spring boards for meaningful communication either face to face or virtual.	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total

Contact Hours	Planned	42 hours				3 hours	45 hours
	Actual						
Credit	Planned	3 hours					3 hours
	Actual						

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

6 hours

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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge Students should be able to:		
1.1	Define communicative competence and recall its components for language learning and teaching.	1. Lectures 2. Class discussion 3. In-class exercises 4. Collaborative learning 5. Extra handouts	1. Assignments 2. Quizzes 3. In-term exams 4. Final exam
1.2	Recognize language learning software options.		

1.3	Describe the field of discourse analysis and of conversation analysis and their implications on pedagogy.		
1.4	Describe communicative language teaching and computer assisted language learning.		
2.0	Cognitive Skills Students should be able to:		
2.1	Develop skills to create a communicative language classroom	1. Lectures 2. Class discussion 3. In-class exercises	1. Assignments 2. Quizzes 3. In-term exams
2.2	Appraise language learning software and other relevant CALL applications	4. Collaborative learning 5. Extra handouts	4. Final exam
3.0	Interpersonal Skills & Responsibility Students should be able to:		
3.1	Demonstrate leadership role	1. Assigning reading assignments to students prior to lectures. 2. Individual counselling on areas of concern to the students. 3. In-class participation	1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course. 2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.
3.2	Illustrate self-professional development commitments.	1. To instil a sense of responsibility for one's learning. 2. To have clear deadlines for submissions, exam dates and other important rules to be written in the course syllabus, which is given to students at the beginning of each term.	Enforcing deadlines and rules mentioned in the syllabus.
3.3	Demonstrate on one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
4.0	Communication, Information Technology, Numerical Students should be able to:		



هيئة تقويم التعليم

Education Evaluation Commission

4.1	Search the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the latest and/or most relevant scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
4.2	Operate the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and the digital library.	1. Demand the use of references in both group presentations and the research paper 2. Students will be graded on their use of online scholarly material on their research papers
4.3	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of communication in class or outside class.	Class presentations Group work Journals
5.0	Psychomotor		
5.1	N/A	N/A	N/A

5. 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	Assigned readings graded through student involvement in class discussions, mini presentations	Every week	10 %
2	Mid-term	Mid-semester	20%
3	Virtual/face to face communicative activity design: students choose a language skill and design appropriate activities that generate student interaction	12	20%
4	Project presentation	13	10%
5	Final exam	Finals	40%

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)
4 hours per week; email

E. Learning Resources

1. List Required Textbooks <ul style="list-style-type: none"> • Richard, J. (2006). Communicative Language teaching today. Cambridge: Cambridge University Press. • Thompson, G. (1996). Some misconceptions about communicative language teaching. ELT Journal Vol.50/, 9-15. https://www.liverpool.ac.uk/~geoff9/eltjpap.html. [Accessed 29.03. 2016]. • Davies G., Walker R., Rendall H. & Hewer S. (2012) Introduction to Computer Assisted Language Learning (CALL). Module 1.4 in Davies G. (ed.) Information and Communications Technology for Language Teachers (ICT4LT), Slough, Thames Valley University [Online]. Available at: http://www.ict4lt.org/en/en_mod1-4.htm [Accessed 29.03.2016].
2. List Essential References Materials (Journals, Reports, etc.)
3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- <https://www.liverpool.ac.uk/~geoff9/eltjpap.html>. Retrieved on March 28, 2016
- <https://www.englishclub.com/>
- <https://quizlet.com>: A user-friendly source for creating classrooms, activities, games, and competitions. Instructor annual subscription is \$25 (2 yrs \$40, 3 yrs \$50); students are invited to instructor courses for free
- <http://www.studystack.com>: An open source learning resource
- <http://www.memrise.com/home>: A powerful learning resource for many languages. It has excellent vocabulary learning resources.
- <http://englishlive.ef.com/ar-sa>: Online courses that start for 1\$ a month (with no commitment for subsequent courses; I say it's worth a try) then for \$70 a month

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 large enough to hold 30-40 students](#)

2. Computing resources (AV, data show, Smart Board, software, etc.)
[Laptop computer - projector system](#)

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
 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor)
 2. End of term college evaluation of course by students (to be collected by the department)
 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated
2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor
 1. Peer evaluation to benefit from viewpoints of other faculty members
 2. Class observations by coordinators or Head of department
3. Processes for Improvement of Teaching
 1. Training sessions
 2. Workshops to facilitate the exchange of experiences amongst faculty members
 3. Regular meetings with coordinators and other instructors of the course where problems and challenges

are discussed and solutions given

4. Encouragement of faculty members to attend professional development conferences.

5. Keep up to date with pedagogical theory and practice

6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

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)

1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.

2. Check marking of a sample of examination papers by another faculty member.

3. Students who believe they are under graded can have their papers checked by a second reader

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities

2. Conduct peer review or course observation

3. Biannual meetings of faculty members to discuss improvement

4. Review curriculum periodically and suggest improvements

5. Apply students course evaluation survey

6. External examiner

Faculty or Teaching Staff: _____

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head:** _____

Signature: _____ **Date:** _____