

Detailed syllabus description

Name of the Qualification	Languages
Name of the Program (Specialization)	Applied English
Name of the Course	AI Language Applications
Course Code	L61500132
Prerequisite/Co-requisite	L61500131
Credit Hours	2
Theoretical Hours (Lectures)	1
Practical/Applied Hours	2
Nature of the Practical/Applied Component	Computer Labs using internet-connected desktops or laptops, LMS platforms with access to tools like ChatGPT, Grammarly, Quillbot, ELSA, Deep, Optional use of personal mobile apps for tools like YouGlish, ELSA Speak.
Teaching Method	Blended Learning (Synchronous & Asynchronous):

First: Course Short Description

This course introduces students to practical applications of artificial intelligence (AI) in language learning. Using modern AI tools such as ChatGPT, Grammarly, DeepL, Quillbot, and ELSA Speak, students will enhance their language skills through hands-on tasks in writing, translation, pronunciation, voice recognition, paraphrasing, editing, proofreading and text analysis. The course emphasizes real-world usage of AI technologies, enabling learners to independently improve their English communication for academic, professional, and everyday contexts. In this course, students will engage in weekly interactive activities that integrate these tools into meaningful language tasks. The course is designed to foster learner autonomy, critical thinking, and digital literacy while promoting language accuracy and fluency.

Second: Course Learning Outcomes (CLOs)

CLO	Learning Outcome
CLO1	Use AI tools effectively to support English writing tasks, including drafting, editing, and rewriting and proofreading.
CLO2	Paraphrase and summarize English texts using tools like ChatGPT and Quillbot with appropriate style and clarity.
CLO3	Translate between Arabic and English using DeepL and ChatGPT, and evaluate translation accuracy and cultural nuances.
CLO4	Improve pronunciation and listening skills using AI pronunciation platforms such as YouGlish and ELSA Speak.
CLO5	Edit and correct grammar mistakes using Grammarly and explain grammatical issues using AI-generated explanations.
CLO6	Analyze sentence structures and vocabulary with the help of AI to expand lexical knowledge and writing sophistication.
CLO7	Evaluate the usefulness and reliability of AI tools in different language learning scenarios.
CLO8	Develop a personalized strategy for using AI tools in academic or professional language use.

Third: Theoretical Content

Week	Topic	Theoretical Focus	Hours	CLOs
1	Intro to AI & Language	AI in NLP; role in language learning	1	CLO7
2	Drafting with AI	Stages of writing; idea generation with AI	1	CLO1
3	Editing & Rewriting	Distinguishing editing vs. rewriting	1	CLO1, CLO5
4	Paraphrasing & Summarizing	Clarifying meaning and avoiding plagiarism	1	CLO2
5	Translation	Machine translation basics; cross-linguistic concerns	1	CLO3
6	Culture in Translation	Idioms, meaning shifts across languages	1	CLO3
7	Midterm Exam	-	1	—
8	Pronunciation & Listening	Pronunciation features; feedback types	1	CLO4
9	Grammar Correction	Common grammar mistakes and AI feedback	1	CLO5
10	Vocabulary & Sentence Style	Sentence variation and lexical sophistication	1	CLO6
11	Evaluating AI Tools	Tool limitations, bias, and reliability	1	CLO7
12	Building AI Strategy	Goal-based planning, tool selection	1	CLO8
13	Project Presentations	Peer review and self-reflection	1	CLO8
14	Review & Future Use	Study strategy and continued AI integration	1	CLO8

Fourth: Practical Content

Practical Activity	Allocated Hours	CLOs
AI Tools & Drafting Workshop Explore ChatGPT and other language AI tools; generate and organize ideas; draft short texts using AI support.	4	CLO1, CLO7
Editing & Paraphrasing Practice Edit writing using Grammarly and Quillbot; paraphrase/summarize short texts with AI assistance; evaluate clarity and originality.	4	CLO1, CLO2, CLO5
Translation & Cultural Adaptation Translate English–Arabic texts using ChatGPT/DeepL; revise idioms/phrases for cultural and contextual clarity.	4	CLO3
Midterm Practical Exam Write and revise a paragraph; paraphrase and translate text; identify grammar issues and reflect on AI tool usage.	2	CLO1, CLO2, CLO3, CLO5, CLO6, CLO7
Pronunciation & Grammar Support Use ELSA Speak/YouGlish for pronunciation practice; detect and explain grammar issues using AI tools.	4	CLO4, CLO5
Vocabulary & Tool Comparison Build a vocabulary bank; rephrase sentences using AI tools; compare outputs of multiple tools for one task.	4	CLO6, CLO7
AI Planning, Project & Reflection Design a personal AI-assisted writing strategy; present a final project or portfolio; complete a reflection on tool usage.	6	CLO8

Fifth: Textbooks and References

Primary textbook

1. Danesi, M. (2023). *AI in foreign language learning and teaching: Theory and practice*. Peter Lang.
2. Peachey, N. (2023). *AI tools for the English language classroom*. PeacheyPublications.

AI Tools Integrated into Course Activities:

Skill Area	Tools
Reading	ChatGPT, Perplexity.ai, ScholarAI
Writing	Grammarly, Quillbot, ChatGPT
Listening	Otter.ai, YouTube auto-captions
Speaking	ELSA Speak, Google Assistant, Voice Recorders
Pronunciation	ELSA Speak, Google STT, Praat (optional)
Translation	DeepL, Google Translate, WordReference

Supplementary references

1. Li, L., & Wang, C. (Eds.). (2022). *Artificial intelligence in education and teaching foreign languages*. Springer. <https://doi.org/10.1007/978-981-19-3704-1>
2. Burston, J. (2020). *Intelligent CALL: The role of artificial intelligence in language learning*. Cambridge Scholars Publishing. <https://www.cambridgescholars.com/product/9781527558036>
3. Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2021). *Systematic review of research on artificial intelligence applications in higher education*. Springer. <https://doi.org/10.1007/978-3-030-36536-5>
4. Chapelle, C. A., & Sauro, S. (Eds.). (2017). *The handbook of technology and second language teaching and learning*. Wiley-Blackwell. <https://www.wiley.com/en-us/The+Handbook+of+Technology+and+Second+Language+Teaching+and+Learning-p-9781118914069>
5. Heift, T., & Schulze, M. (2015). *Errors and intelligence in computer-assisted language learning: Parsers and pedagogues*. Routledge. <https://www.routledge.com/Errors-and-Intelligence-in-Computer-Assisted-Language-Learning/Heift-Schulze/p/book/9781138024433>
6. Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Artificial intelligence in education: Promises and implications for teaching and learning*. UCL Institute of Education Press. <https://www.ucl-ioe-press.com/books/digital-technologies/artificial-intelligence-in-education/>