In His Name

Technology in language learning and teaching (MA program in applied linguistics, Fall 2025)

Venue: Room 022, Faculty of Persian Literature and Foreign Languages, Semnan University (Iran)

Meeting time: Mondays, 5-7 pm

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Course description

This course aims to provide MA students with a comprehensive and critical understanding of how emerging technologies are transforming language learning and teaching. Emphasizing the rapid development of Artificial Intelligence (AI), generative AI tools, conversational agents, emotional AI, and extended reality, the course guides students in examining their pedagogical affordances, limitations, and ethical implications. Students will explore factors influencing teachers' attitudes, acceptance, and adoption of digital tools, as well as the evolving roles of teachers and learners in technology-mediated environments. Through engagement with contemporary theoretical perspectives and empirical research, the course supports students in evaluating how technologies can enhance feedback, assessment, personalization, learner autonomy, and instructional design. Ultimately, the course aims to develop students' capacity to make principled, theory-driven, and context-sensitive decisions about the integration and critical use of technological innovations in language education.

Course requirements

1. Careful reading of the assigned materials BEFORE each session
2. Active participation
3. Punctuality: Students who are absent in more than THREE sessions (or, in rare cases, 4 sessions) will be automatically dropped from the course.

Grading policy

Active participation in class sessions: 10%

Oral presentations: 20 %

Term project: 10 %

Final examination: 60 %

Weekly schedule

Week 1: Introduction to the course

Week 2: Law (2024); Al-khresheh (2025); Daud et al. (2025)

Week 3: Lee et al. (2025); Zhu and Wang (2025); Li et al. (2025)

Week 4: Yan et al. (2025); Rahimi (2025); Liu et al. (2024)

Week 5: Taheri et al. (2024); Wang et al. (2025); Belda-Medina and Kokošková (2025); Ahmadi Fatalaki et al. (2025)

Week 6: Language learning in online environments (Ziegler & González- Lloret, 2023, Ch. 17)

Week 7: Interactionist Perspectives and the Role of Computer- Mediated Communication in SLA (Ziegler & González- Lloret, 2023, Ch. 4)

Week 8: Research Methods at the Intersection of Technology and SLA: Advances and Challenges (Ziegler & González- Lloret, 2023, Ch. 5)

Week 9: Technology and Assessment (Ziegler & González- Lloret, 2023, Ch. 8)

Week 10: Dialogue Systems for Language Learning: Chatbots and Beyond (Ziegler & González- Lloret, 2023, Ch. 9)

Week 11: Second Language Writing and Technology (Ziegler & González- Lloret, 2023, Ch. 14)

Week 12: Digital Storytelling in SLA (Ziegler & González- Lloret, 2023, Ch. 19)

Week 13: Digital Games and Technology- Mediated Gameful Environments for L2 Learning and Instruction (Ziegler & González- Lloret, 2023, Ch. 20)

Week 14: Learner Autonomy and Technology (Ziegler & González- Lloret, 2023, Ch. 27)

Week 15: Informal Digital Learning of English (Lee, 2022, Ch. 3 and 4)

Week 16: Informal Digital Learning of English (Lee, 2022, Ch. 5, 6, and 7)

References

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Al-khresheh, M. H. (2024). The Future of Artificial Intelligence in English Language Teaching: Pros and Cons of ChatGPT Implementation through a Systematic Review. *Language Teaching Research Quarterly*, *43*, 54-80. https://doi.org/10.32038/ltrq.2024.43.04

Belda-Medina, J., & Kokošková, V. (2024). ChatGPT for language learning: assessing teacher candidates' skills and perceptions using the Technology Acceptance Model (TAM). *Innovation in Language Learning and Teaching*, 1-16. https://doi.org/10.1080/17501229.2024.2435900

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Law, L. (2024). Application of generative artificial intelligence (GenAI) in language teaching and learning: A scoping literature review. *Computers and Education Open*, *6*, 1-13. https://doi.org/10.1016/j.caeo.2024.100174

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Li, Y., Zhou, X., & Chiu, T. K. (2025). Systematics review on artificial intelligence chatbots and ChatGPT for language learning and research from self-determination theory (SDT): what are the roles of teachers? *Interactive Learning Environments*, *33*(3), 1850-1864. https://doi.org/10.1080/10494820.2024.2400090

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