

School of Linguistics and Applied Language Studies Course Outline

Master of Arts (MA)
LALS526 Special Topic: Computer-Assisted Language Learning

TRIMESTER 1 2010
1 March to 4 July 2010

Trimester dates

Teaching dates: 8 March 2010 to 4 June 2010 – **all courses start in week two of trimester**
Mid-trimester break: 5 April to 18 April 2010
Study week: 7 June to 11 June 2010
Examination/Assessment period: 11 June to 4 July 2010

Withdrawal dates

Information on withdrawals and refunds may be found at
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Course coordinator

Dr. Irina Elgort Office: Room 107, 10 Waiteata Rd.
In office: 10 am – 12 pm Wednesdays, or by appointment
Phone: 463 5970 (direct line) Fax: 463 5284
E-mail: Irina.Elgort@vuw.ac.nz
Post: School of Linguistics and Applied Language Studies
Victoria University of Wellington
PO Box 600
Wellington 6140
NEW ZEALAND

Course Administrator

Rachel Scholes Office: von Zedlitz Building, Room VZ210
Phone: 463 5255 or 463 5600
E-mail: rachel.scholes@vuw.ac.nz
Post: as above

Class times and locations

Time: 1.10 – 3.00 pm Wednesdays
Venue: EA012

The class meets the following days:

March 10, 17, 24, 31; April 21, 28; May 5, 12, 19, 26

Course delivery

The course is delivered in two modes: on campus and by distance. On-campus classes are run as workshops. For distance students, the course is available at <http://blackboard.vuw.ac.nz>. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions. Further information about Blackboard is available under Frequently Asked Questions, on the MA page.

Communication of additional information

Additional information about this course and information about any changes will be posted on the course website in Blackboard and announced in on-campus classes.

Course content

This course engages participants in a critical examination of theoretical and practical issues in Computer-Assisted Language Learning (CALL). Students will explore such topics as CALL design, evaluation and technologies. The course also creates opportunities for students to engage in creative thinking by undertaking a CALL project.

Weeks 1 & 2 (March 8 – 21)

Topics: CALL Overview; Theory; Tutor/Tool framework; Applications of CALL

Required Readings: Levy & Stockwell (2006): Ch 1, 5 & 7

Levy, M. (1997). Ch 7. A tutor-tool framework. *Computer-Assisted Language Learning: Context and Conceptualization*. Oxford: Clarendon Press (provided electronically in Blackboard).

Assessment: Critical Reading Assignment (CRA) #1 (Due: Tuesday, March 16)

Week 3 & 4 (March 22 – April 4)

Topics: CALL Design and Evaluation

Required Readings: Levy & Stockwell (2006): Ch 2 & 3

+ One or two articles of choice from the recommended readings list (in Blackboard)

Assessment:

CALL Wiki (A1; Due: Week 3, Thursday, March 25);

CRA#2 (Due: Tuesday, March 30)

Break (2– 18 April)

CALL Project Proposal (A4(1); Due: Tuesday, April 20, immediately after the break. Early submissions are encouraged.)

Weeks 5 & 6 (April 19 – 2 May).

Topics: Technologies and environments; Web 2.0; Computer Mediated Communication (CMC), Authoring tools, Learning Management Systems (LMS), Laboratories.

Required Readings: Levy & Stockwell (2006), Ch 4 & 8.

The *Emerging Technologies* Column of the LLT Journal (<http://llt.msu.edu/>)

+ One or two articles of choice from the recommended readings list (in Blackboard)

Assessment:

CALL Evaluation (A3; Due: Week 5, Thursday, April 22)

CRA#3 (Due: Tuesday, April 27)

Weeks 7 & 8 (May 3 - 16).

Topics: CALL Research. Learner autonomy. Learner strategies.

Required Readings: Levy & Stockwell (2006), Ch 6.

Healey, D. (2007). Theory and research: Autonomy and language learning. In J. Egbert & E. Hanson-Smith (2007). *CALL environments*, pp. 377-388. (provided electronically).

Hauk, M. & Hampel, R. (2008). Strategies for online learning environments. In S. Hurd & T. Lewis (Eds.) *Language learning strategies in independent settings*, pp.283-302. (provided electronically)

+ One or two articles of choice from the recommended readings list (in Blackboard)

Assessment: CRA#4 (Due: Tuesday, May 11)

Weeks 9 & 10 (May 17 - 30)

Topics: Integration. The future of CALL.

Required Readings: Levy & Stockwell (2006), Ch 9 & 10.

+ One or two articles of choice from the recommended readings list (in Blackboard)

Assessment:

CALL Project (A4; Due: Thursday, May 27)

Learning objectives

Students passing the course should be able to demonstrate

- an appropriate (high) level of **understanding** about synergies between capabilities of computer technologies and ESL/EFL learning theories and teaching approaches (A1,2,3&4)
- an appropriate (high) level of **skill** in –
 - evaluating CALL materials, resources and tools (A3)
 - designing CALL activities and teaching/learning units (A4)
 - selecting and using technologies for specific language learning tasks (A1,2,3&4)

* number of assessment (see **Assessment requirements** below).

Graduate attributes

In this course you will be required to *critically evaluate* approaches and arguments in the literature, applying your own teaching and/or learning experiences; and to *reflect* on your teaching practices using constructs and examples from your readings (CRAs). You will further develop your *critical thinking* skills by conducting an evaluation of an existing CALL resource or tool. You will develop your electronic *communication skills* using a range of online tools to share your learning in this course. Your *creative thinking* will be a key required skill in developing your own CALL unit of teaching or learning. This course also aims to give you confidence in assuming a *leadership* role in using computer technologies in your TESOL programme, or across your institution.

Expected workload

It is anticipated that you will devote, on average, 15 hours a week to this course, including class attendance. Over ten weeks, your expected workload should be approx 150 hours, although students aiming for a high grade will almost certainly require more time.

Group work

There is no formal group assessment in this course, but students are strongly encouraged to learn collaboratively, sharing their views online, using blogs, wiki, and discussion boards. Students will also be given group tasks to complete for individual topics.

Required Readings

Texts:

Levy, M., and Stockwell, G., (2006). *Call dimensions: Options and issues in computer-assisted language learning*. Mahwah, N.J.: L. Erlbaum Associates. VUW Call No. [P53.28 L668 C1](#) – on closed reserve (or buy from VicBooks)

Annual Review of Applied Linguistics (ARAL), Volume 27 (2007) (online access from <http://journals.cambridge.org.helicon.vuw.ac.nz/action/displayIssue?iid=1820412>)

Students can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Recommended Reading

Books:

Chappelle, C. A. and Jamieson, J. (2008). *Tips for teaching with CALL: Practical approaches to computer-assisted language learning*. White Plains, NY: Pearson Education. (on closed reserve)

Donaldson, R. P., and Haggstrom, M. A., (2006). *Changing Language Education Through CALL*. Abingdon, Oxon: Routledge. (online access from the VUW Library site: <http://victoria.lconz.ac.nz/cgi-bin/Pwebrecon.cgi?BBID=1142229>).

Ducate, L., & Arnold, N. (2006). *Calling on CALL: From theory and research to new directions in foreign language teaching*. San Marcos, TX: Computer Assisted Language Instruction Consortium. (CALICO Monograph Series, Volume 5). *Available at the Language Learning Centre (LLC)*.

Egbert, J. L., & Hanson-Smith, E. (2007). *CALL environments: Research, practice, and critical issues*. Alexandria, Virginia: TESOL. (on closed reserve)

Journals (all journals are available for online access from the VUW Library website):

1. *Language Learning and Technology (LLT)*
2. *CALICO Journal*
3. *System*
4. *ReCALL*
5. *Computer-Assisted Language Learning (CALL)*
6. *CALL-EJ*

Electronic Resource: ICT4LT – Information and communication technology for language teachers <http://www.ict4lt.org/>

Additional readings are posted in Blackboard, and include articles from online journals recommended for each topic/module. Please make sure you choose one or two of these articles (that best meet your personal interest or teaching context) for additional readings and reflect on them in your CRAs.

Materials and equipment

Students taking this course are expected to have **access to a networked computer** with AV (audio-video) capabilities for listening to and watching digital materials. Access to a digital audio/video recorder, a webcam, and software for creating and editing digital (image/audio/video) files would also be beneficial, but are not requirements.

Assessment requirements

This course is **internally assessed**: there is no final examination. The course will be assessed as follows:

Assessment	Due date	Weighting
A1. Biweekly CRAs (3 best submissions)		15%
1. CRA#1	16 March	[5%]
2. CRA#2	30 March	[5%]
3. CRA#3	27 April	[5%]
4. CRA#4	11 May	[5%]
A2. CALL wiki	25 March (week 3)	15%
A3. CALL Evaluation	22 April (week 5)	30%
A4. CALL Project		40%
• Proposal	20 April (week 10)	
• Project	27 May (week 5)	
		100%

A1. Critical reading assignments (**CRAs**) (critical reflections on course readings). Due **fortnightly on Tuesdays** (weeks 2,4,6,8). Weighting: **15%** (4 submissions – 5% each; 3 best submissions will be used to calculate the final grade). Each CRA is expected to be around 500 words.

A2. Contribution to the course **CALL wiki** (CALL topics and concepts). Due: **week 3**. Weighting: **15%**. The total contribution by a student will be around 750-1000 words.

A3. **CALL Evaluation** - Evaluation of a CALL program or website. Due: **week 5**. Weighting: **30%**. Word limit: 2500 words.

A4. **CALL project**. Final project due: **week 10**. Weighting: **40%**. Word limit: 3000 words. A brief project proposal (300 words) is due after the mid-term break (week 5).

Biweekly submissions (CRAs) engage students in a **critical reflection on course readings**. By constructing a CALL wiki knowledge base students will contribute to collectively building up knowledge and understanding of the key **topics** and **concepts** in CALL. In their assignment students will engage in the process of **evaluation of an existing CALL programme or website**. The CALL project, which builds on all other pieces of assessment, is an opportunity

to think **creatively** about **application of the knowledge acquired** in the course and to **develop CALL design and implementation skills**.

Further details about assessment and marking criteria are published in Blackboard. If you have a problem with meeting the deadlines, you should approach the lecturer as early as possible.

Submitting Assessments

In this course, students are required to submit their assessed work electronically, using Blackboard.

General guidelines for **word-processed work**

- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size of 12 point
- Set paper size to A4
- Include page numbers
- Include the course number, your name, your student ID number and the title of the assignment on the first page.
- Provide a word count at the end of the assignment (not including the Reference section)

All assessed work in this course must be fully referenced, following **APA** guidelines.

Penalties

The statement on deadlines in the School MA Handbook applies to this course. There is no formal penalty for missing the deadline, but you **must** get permission in advance if you find that you have to hand work in late. Lecturers reserve the right **not to accept** an assignment that is submitted after the deadline without prior permission.

Please keep within the word limits. Assignments that are significantly over the word limit (more than 20%) will be marked down one full grade.

Any course work that is plagiarised will not receive a grade and cannot be resubmitted.

Mandatory course requirements

To gain a pass in this course each student must submit the work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work).

Class Representative

A class representative will be elected in the first week of the course, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx