



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES**

**MASTER OF ARTS**

**LALS526 Special Topic: Computer-Assisted Language Learning**

**TRIMESTER 3 2012**

19 November 2012 to 24 February 2013

**Trimester dates**

**Teaching dates:** Whole trimester: 19 November 2012 – 8 February 2013

**Mid-trimester/Xmas break:** 22 December 2012 – 6 January 2013

**Examination/Assessment Period:** 18 – 23 February 2013

**Withdrawal dates**

Information on withdrawals and refunds may be found at  
[www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds)

**Course coordinator**

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**Class times and locations**

Time:                      1.10 – 3.00 pm Thursday  
Venue:                    KK106

### **The class meets the following days:**

*In 2012: November 22, 29; December 6, 13, 20.*

*In 2013: January 10, 17, 24, 31; February 7.*

### **Teaching/learning summary**

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 prescription**

This course engages participants in a critical examination of theoretical and practical issues in Computer-Assisted Language Learning (CALL). Students will develop an understanding about using, evaluating and designing digital tools and environments for language learning and teaching. Students will also engage in creative thinking by undertaking a CALL project.

### **Learning objectives**

Students who pass this course should be able to:

1. demonstrate a high level of understanding about the relationship between capabilities of digital technologies, on the one hand, and language learning and teaching opportunities, on the other;
2. locate, select and use technologies for specific language learning/teaching tasks;
3. evaluate CALL resources, tools and environments;
4. design and implement CALL activities and resources for specific teaching contexts and learner groups.

### **Graduate attributes**

In this course you will be required to *critically evaluate* approaches and examples from the literature on computer-assisted language learning, applying your own teaching and/or learning experiences; and to *reflect* on your teaching practices in the light of your course 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. *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 a TESOL programme.

### **Expected workload**

It is anticipated that you will devote, on average, 15 hours a week to this course. 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 are also encouraged to work in pairs or small groups to complete course tasks.

## Readings

### Set 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 (available on closed reserve).

### Additional Readings:

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

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. Students choose one or two of these articles that best meet their personal interest or teaching context to include in their fortnightly readings.

All textbooks for the third trimester will be available from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. 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.

## 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)		<b>15%</b> Learning Obj. 1
1. CRA#1	Tue, 27 Nov 2012 (wk 2)	[5%]
2. CRA#2	Tue, 11 Dec 2012 (wk 4)	[5%]
3. CRA#3	Tue, 08 Jan 2013 (wk 6)	[5%]
4. CRA#4	Tue, 22 Jan 2013 (wk 8)	[5%]
A2. Tasks (2 best submissions)		<b>20%</b> Learning Objs. 2,3,4
1. Task#1 or #2	Fri, 7 Dec (wk 3)	[10%]
2. Task#3	Tue, 15 Jan (wk 7)	[10%]
A3. CALL wiki	Tue, 18 Dec 2012 (wk 5)	<b>25%</b> Learning Objs. 1,2,3
A4. CALL Project		<b>40%</b> Learning Objs. 1,2,3,4
• Proposal	Mon, 07 Jan 2013 (wk 6)	
• Project	Tue, 5 Feb 2013 (wk 10)	
		<b>100%</b>

**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. Tasks** (complete at least two tasks, with an option to choose between Task 1 & 2):

1. Create an *exercise or activity* using one of the recommended tools
2. Create a *teaching/learning resource* using a digital technology/tool
3. Evaluate an existing CALL tool/program/resource/website

Due: Fri, 7 Dec. 2012 and Tue, 15 Jan. 2013. Weighting: 20% (2 submissions – 10% each).

**A3. Contribution to the course CALL wiki** (CALL topics and concepts). Due: week 5 (18 Dec. 2012). Weighting: 25%. The total contribution by a student will be around 1500-2000 words. In addition to creating your own wiki page, you are required to select at least one (or more, if you wish) other wiki page/s (created by your classmate) and provide commentary and/or feedback on their contribution. This commentary is due on Saturday, 22 Dec. 2012 and will be worth 20% of your mark for A3 – the Wiki assignment.

**A4. CALL project.** Final project due: **Week 10**. Weighting: **40%**. Word limit: 3000 words. A brief project proposal (300-500 words) is due Mon, 07 Jan 2013 (wk 6).

Fortnightly CRA submissions engage students in a critical reflection on course readings. By constructing a CALL wiki knowledge base students collectively build up knowledge and understanding of the key topics and concepts in CALL. Course tasks provide opportunities to experience computer tools for creating teaching and learning materials, and to evaluate an existing CALL tool or resource. The final course 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.

***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 outline, 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>

## **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. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. 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.

## **Where to find more detailed information**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar](http://www.victoria.ac.nz/home/study/calendar) (See Section C).

Other useful information for students may be found at the Academic Office website, at [www.victoria.ac.nz/home/about/avcacademic](http://www.victoria.ac.nz/home/about/avcacademic).