FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

MASTER OF ARTS
LALS 531 COMPUTER-ASSISTED LANGUAGE LEARNING
15 POINTS

TRIMESTER 2 2016

Key dates

Trimester dates: 11 July to 13 November 2016
Teaching dates: 25 July to 16 October 2016
Mid-trimester break: 22 August to 4 September 2016
Last assessment item due: 20 October 2016

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Wednesday 4.10 – 6.00 pm, 10 Waiteata Rd. Room 201

Names and contact details

Course coordinator

Dr Irina Elgort	Office:	10 Waiteata Road, Room 107
	In office:	10 am – 12 pm Wednesday or by appointment
	Phone:	+64 4 4635970
	Skype:	irina_elgort
	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

Janet Attrill   Office: von Zedlitz Building, Room 210
                      Phone: 463 5894 or 463 5600
                      E-mail: Janet.Attrill@vuw.ac.nz
                      Post: As above

Communication of additional information

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

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 materials and tools for language learning and teaching. Students will also engage in creative thinking by undertaking a CALL project.

Course content

Week	Topics
1-2	Introduction to Computer-assisted language learning (CALL); SLA theory and CALL; Applications of CALL: vocabulary, pronunciation, listening, reading, writing, assessment.
3-4	Applications of CALL for language teaching and learning (continued): Computer Mediated Communication (CMC), Technologies and environments (Web 2.0; mobile learning; authoring tools, virtual learning environments).
5-6	CALL Evaluation
7-8	CALL Design, Development and Practice
9-10	CALL Research; Learner Autonomy and CALL

Course learning objectives (CLOs)

Students who pass this course should be able to:

1.   demonstrate a high level of understanding about the relationship between capabilities of digital technologies and language learning/teaching opportunities;

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.

Teaching format

The course is delivered in two modes: on campus and by distance. On campus classes are run as seminars and workshops. For distance students the course is taught online (using Blackboard) and requires students to follow the schedule of readings, course activities and assessment as specified in the course outline.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must submit a credible attempt at course work specified in this course outline. This course practises an 'assessment as learning' approach, which uses tasks and learning activities that encourage students to set their own personal learning path and learning goals.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

Workload

It is anticipated that students will devote, on average, 15 hours a week to this course. This trimester the course is offered over 10 weeks, and you are expected to work between 13 and 15 hours per week, although students aiming for a high grade will almost certainly require more time.

Assessment

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

Assessment	Due date	Weighting	Learning Objective/s
Biweekly CRAs (critical reading assignments)	1. Monday, 8 August 2. Monday, 5 September 3. Monday, 19 September 4. Monday, 3 October	2 best submissions contribute to **10%** of the final course mark	Objective 1
Course tasks: Task 1 or 2; Task 3	 Thursday, 18 August Monday, 26 September	**20%** [10%] [10%]	 Objectives 2,3,4
CALL wiki	Monday, 12 September: Wiki page submission; Wednesday, 14 September: Comments/feedback on a wiki page by another student	**30%**	Objectives 1,2,3
CALL Project	Friday, 16 September: Project proposal; Tuesday, 4 October: Project presentation; Thursday, 20 October: Project submission.	**40%**	Objectives 1,2,3,4

CRAs (Critical Reading Assignments)

CRAs are critical reflections on course readings in the form of blog (online journal) entries. They are due fortnightly on Mondays. Each CRA is expected to be no longer than 500 words. You are required to submit at least 3 CRAs, from which two best submissions will count towards 10% of the final course mark.

In CRAs, you will

1. critically evaluate key points / ideas from your course readings, from the perspective of your prior understanding/experience of the topic or your teaching experience,

   OR

2. analyse and reflect on your teaching/learning practice, by applying frameworks / ideas from the readings; compare your experiences with research findings/examples from the course readings.

Course tasks

You will choose between Task 1 & 2; Task 3 must be completed by all students.

Task 1.   Create a *learning activity* using a digital technology/tool;
Task 2.   Create a *teaching/learning resource* using a digital technology/tool;

Task 3.   Evaluate an existing CALL tool/program/resource/website. This submission should be no longer than 1000 words.

CALL wiki (knowledge base web site)

A wiki is a web site that is easy to create without any specialized technical skills. The CALL wiki assignment can be completed individually or in pairs (marked individually). Each student or pair is responsible for one topic in the CALL wiki (topics will be provided). The total contribution by a student will be no longer than 1500 words (or 2000 for a pair). In addition to creating an original wiki entry (80% of the wiki assignment), every student will provide commentary/feedback on at least one wiki entry created by another student. This commentary is worth 20% of the wiki assignment mark.

CALL project

Project proposals are limited to 300 words and must be submitted prior to or on the due date. Final Project submissions should be no longer than 2500 words, excluding figures and tables. Project presentations (2-3 slides / 3-5 minutes) should be made available for peer feedback on the due date.

The key criteria for marking are:

- Coherence and clarity of the argumentation;
- Evidence of depth and breadth of relevant reading;
- Evidence of a creative and principled approach to completing course tasks;
- Degree of learning autonomy (demonstrated ability to develop a personal learning path through the course syllabus).

Submitting assessments

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.

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

Relationship between course assessment and Victoria graduate profile

This course is based on the principles of assessment as learning. It builds on smaller pieces of assessment towards the final project, encouraging students to explore key topics of the course in relation to their teaching context, pedagogical approaches and personal preferences for digital tools. A certain level of learner autonomy is expected, as students are encouraged to manage their workload by selecting from a range of recommended readings and learning activities. Successful students should be able to create their own learning path through the course, while adhering to the assessment requirements.

Fortnightly CRA submissions engage students in a critical reflection on course readings, in order to develop higher level specialised understanding of CALL. 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 try out 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. Students will be provided with opportunities to communicate their original ideas and provide comments and feedback in the learning journals, CALL wiki and online project presentations.

Submission and return of work

In this course, students are required to submit all assessed work electronically, using Blackboard. Feedback on all course submissions will be provided in Blackboard. All course submissions, excluding the final project, will be marked within 2 weeks. Final projects will be marked within 4 weeks.

Extensions and penalties

The statement on deadlines in the School MA Handbook applies to this course. Any course work that is plagiarised will not receive a grade and cannot be resubmitted.

Extensions

Each student is allowed to have a two-day extension for one course submission, without asking the lecturer for permission. Students will notify the lecturer about using this automatic extension allowance at the time when the submission is due.

Any student unable to meet a course submission deadline due to exceptional personal circumstances, over and above the automatically granted extension, should contact the course coordinator as soon as possible.

Penalties

There is no formal penalty for missing the deadline, but you must get permission in advance if you have to hand work in late (other than the automatic extension described above). The course coordinator reserves the right not to accept an assignment that is submitted after the deadline without prior permission. Any course submission that is considerably longer than the specified word limit will be reviewed and marked only up to the relevant word limit.

Materials and equipment and/or additional expenses

There are no special requirements for materials or equipment, but students must have access to the Internet to complete this course.

Set texts

Levy, M., & Stockwell, G., (2006). *Call dimensions: Options and issues in computer-assisted language learning*. Mahwah, N.J.: L. Erbaum Associates. VUW Call No. P53.28 L668 C1.

Recommended reading

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

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

1. Language Learning and Technology (LLT)

2. CALICO Journal

3. ReCALL

Class representative

There is one class representative for the MA programme. Details are posted on Blackboard.

Student feedback

Students report that while course tasks and submissions help them learn, they also require considerable time on task. This feedback reflects the task-based nature of the course, and therefore no change has been made. Students suggested assigning marks to all course tasks (to feel rewarded for the work done), and this has been done. Students would like more opportunities to see each other's work, and for peer interactions and feedback. In the present iteration of the course, peer feedback is provided on student blog posts, wiki pages and project presentations.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progess (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: http://library.victoria.ac.nz/library-v2/find-your-subject-librarian

- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz