

LING 6520 Technology for Language Teaching
Wednesdays, 4:30-7:00, Main 207
Fall 2011

Course Description & Syllabus

Instructor: Dr. Joshua Thoms

Office: Main 002 G

Office Hours: Tuesdays & Thursdays 9:00–10:30; or by appointment

E-mail: joshua.thoms@usu.edu

Department Chair: Dr. Brad Hall, Main 204 A

Required textbook

Arnold, N., & Ducate, L. (Eds.). (2011). *Present and future promises of CALL: From theory and research to new directions in language teaching*. San Marcos, TX: CALICO.

Goals of the course

The primary purpose of this course is to introduce students to a variety of issues related to computer-assisted language learning (CALL). Readings will explore both the theoretical and pedagogical aspects of the use of CALL to facilitate second language (L2) learning and teaching. Given that much of the CALL literature references key concepts related to second language acquisition (SLA) theory and research, we will also address pertinent aspects/constructs of SLA theory whenever necessary. Finally, students will gain knowledge about the research process/methodologies used to investigate a myriad of L2 linguistic concerns related to CALL. We will work to achieve these goals in the following ways:

- acquire knowledge about a number of current issues and research areas in CALL by reading various articles and book chapters;
- develop skills in critical analysis of research questions/areas and methodological approaches through a two-page commentary of a research-based article that is NOT from our course reading list (i.e., the article will be one that you choose and read on your own outside of class);
- practice your presentation skills by leading a class discussion on an article or book chapter and by presenting your final project at the end of the course to the rest of the class;
- develop your skills as a teacher by demonstrating and explaining a particular technology/computer-based resource for language learning to fellow classmates via a mini workshop;
- develop a final project that is either (a) a research-oriented project/paper related to a CALL issue that interests you, or (b) a more hands-on/teaching-oriented project that is an in-depth lesson plan that describes and illustrates how the use of specific technological application(s) can deliver the content of a particular lesson.

Components of the course

Each of the components of the course is described below.

***Readings.** Readings for the course will be comprised of a mix of research articles (i.e., articles that explain and report on the results of a research project about a specific technology), overview articles (i.e., articles that provide a general overview of a research area/issue in CALL), and book chapters (e.g., chapters that highlight an empirical or pedagogical concern in CALL). Many of the articles can be found on our course Canvas page while others will come from the required textbook. It is imperative that you do a close reading of each assigned article or book chapter each week. Carefully reading the articles and book chapters will (a) allow you to contribute meaningfully to class discussion which will, in turn, allow you to better understand the issues being investigated or presented in the article/chapter, (b) allow you to think critically about how the research was conducted and thoughtfully question the theoretical framework used, research questions, methods, results, conclusions, etc., and (c) better prepare you for your final project in this course and in future courses.

***Responses to the readings.** Responses to the readings will be both informal and formal, as follows:

1. Informal: Responses to articles in class. It is highly suggested that you take notes while doing the readings outside of class. Given that this class is a graduate course and only meets once each week, it will be necessary for you to remember the details of each article as you will often be asked to share your thoughts about what you have read. To reiterate, doing the readings and taking notes will help you to (a) better understand the chapter or article, and (b) prepare you to contribute to class discussion in a meaningful way.

2. Formal: A two-page commentary on a research article. During the course of the semester, you will write a two-page formal commentary on a research article that investigates a topic/area in CALL that you find interesting. The commentary will be based on an article that is NOT part of our normal reading list in the course. Your two-page commentary can be turned in at any point of the semester. However, before writing your commentary, please show me the title of the article, author, and the name of the professional journal in which it appears along with the abstract before you begin to read it. The purpose of the formal commentary activity is to introduce you to the professional literature in the CALL field and to help you become a critical and reflective reader of this literature. More information will be provided to you regarding the structure of your commentary early on in the semester.

***Leading a critical discussion of an assigned reading.** During the course of the semester, you will be asked to lead the discussion of one of the readings that appears in the syllabus. You should feel free to be creative when deciding how you want to lead the critical discussion for the given article/book chapter. You should design questions or an activity(ies) that target(s) the main components or concepts of the research article or book chapter in order to engage your fellow class members in discussion. On the day when you lead discussion, part of the class will be yours to address the main point(s) of the article and do your activity(ies). If your article is a research article, you should provide a critique of the study along with an overview of the project (i.e., why was the study needed?; how was the technological application used?; what were the findings?; how does this

inform L2 teaching and learning?). More information about leading a critical discussion of a reading will be provided during the course of the semester.

***Hands-on technology demonstration/mini workshop.** A quality graduate course should focus on the exchange of ideas about the topic of the course. Part of the academic exchange in this course will include a hands-on technology demonstration. Early in the semester, each student will choose a technological application (after consulting with the professor) and will thoroughly research how to use it on their own outside of class. During various class periods throughout the course of the semester, each student will be in charge of presenting their technological application to the rest of the class in a mini workshop format. Specifically, you will (a) provide an overview of the technological application (how it can be used by a student or instructor in a language learning environment, highlighting the tool's strengths and weaknesses, etc.), and (b) allow fellow classmates to make use of it in a meaningful way such as creating a short activity in which everyone in the class has the opportunity to use and become familiar with the tool. More information about this activity will be provided to you early on in the semester.

***Final project.** The main purpose of the final project is to allow you to apply the knowledge that you have learned during the earlier part of the semester to one of two final project formats. Each final project option can be done individually or with a partner.

Final project option A–Proposed Research Project: This option requires that you carry out a short literature review on a linguistic topic/issue that involves CALL in some way. In addition to the literature review, you should formulate research questions and explain why those questions are worth asking (making reference to the literature review). Finally, you should also include a brief section that discusses how you would carry out collecting data for your proposed research project (i.e., a methodology section). In all, the final project should be 12–15 pages in length and consist of the following parts:

- An introduction to your topic with rationale why it merits investigation;
- A literature review that culminates with the research question(s) that you are investigating;
- A methodology section that describes how you would collect and analyze data for your study;
- A works cited page.

Final project option B–Hands-on/Teaching-Oriented Project: This second option requires that you design an in-depth lesson plan that focuses on the teaching of a specific L2 linguistic or cultural topic. Your job will be to design a lesson that heavily relies on the use of one or more technologies at various points throughout the lesson. In all, the hands-on/teaching-oriented final project should be 12–15 pages in length and consist of the following parts:

- An introduction to the lesson with rationale as to why you chose the topic and why you decided to include the specific technology(ies) in your lesson (citing relevant literature along the way);

- A summary/overview that highlights the importance of each part of the lesson (e.g., what students and instructor will do during each part of the lesson, what training—if any—students will need before being able to make use of the technology(ies) embedded in your lesson);
- Actual activities that make up the lesson;
- How you would assess the overall effectiveness of the lesson and the technology(ies) used;
- A works cited page.

In addition to the written version of your final project (regardless of whether you choose Option A or B), you will also present your final project to the rest of the class during one of the last class meetings of the semester. More information about the final written project and the accompanying oral presentation will be provided to you during the semester.

***Participation.** This class is designed to provide a lively and supportive forum for the ongoing discussion of and learning about a number of issues related to CALL. Your participation in the activities of the class is a key component of its usefulness. “Participation” in this class includes your regular, active contributions to the discussions about the readings, your involvement in any oral report/presentation given by your classmates, and regular attendance.

***Attendance.** Please note that given the number of students enrolled in this course, attendance is crucial and will affect the nature of our class discussions. Specifically, when you are gone from class, the rest of the class suffers. Therefore, please try to make it to every class meeting. If you, for any reason, will not be in class, please email me beforehand (if possible) to let me know. Note that you will be allowed to miss **one** class session during the course of the semester without penalty (regardless of the nature of the absence). Beginning with the second absence, your overall grade for the course will be lowered by 3 percentage points (3%) per absence.

Grading

Two-page formal commentary	10%
Hands-on technology demonstration/mini workshop	10%
Presentation of final written project	15%
Class preparation and active participation	15%
Leading a critical discussion of an assigned reading	20%
Final written project	30%

Final letter grades are assigned according to the following scale:

A	93% and above	C	73 – 76%
A-	90 – 92%	C-	70 – 72%
B+	87 – 89%	D+	67 – 69%
B	83 – 86%	D	63 – 66%
B-	80 – 82%	D-	60 – 62%
C+	77 – 79%	F	59% or below

Academic Honesty/Integrity

It is your responsibility to know the definitions and consequences of plagiarism; please read the Academic Honesty/Integrity section of the USU General Catalog:

<http://catalog.usu.edu/content.php?catoid=3&navoid=265&returnto=search>

Other

If you have any complaints about this course, I ask you first to bring to me directly any concerns you may have about instruction in this course. Should we not be able to resolve your concerns to your satisfaction, you would then speak to Dr. Brad Hall, Chair of the Department of Languages, Philosophy, and Speech Communication (Main 204 A).

Please let me know during the first week of class (after class or during my office hours) if you have a disability for which special arrangements may be needed, such as modification in seating.

One final note regarding your written work in this course: As is customary in the fields of CALL and SLA, formal written work should follow the American Psychological Association (APA) citation style. All in-text citations and works listed in the works cited page of your final project need to follow APA guidelines. For more information about the APA citation style, please consult the following:

Publication Manual of the American Psychological Association (5th edition) (ISBN: 1557987912)

You may also want to consult a useful online guide to citing/writing via APA guidelines (created and maintained by Purdue University): <http://owl.english.purdue.edu/owl/resource/560/01/> (or simply Google “owl” and “purdue”).

LING 6520 Technology for Language Teaching

Syllabus

NOTE: This is a tentative academic schedule. The instructor reserves the right to make modifications to due dates, activities, readings, etc., as the semester progresses.

DATE	TOPIC(S), READINGS & ACTIVITIES
Week 1 Aug. 31 W	<p>Introduction to course; student introductions; introduction to computer-assisted language learning (CALL).</p> <p>Read:</p> <p>Blake, R. (2008). SLA, language teaching, and technology. <i>Brave new digital classroom technology and foreign language learning</i> (pp. 1–24). Washington, D.C.: Georgetown University Press.</p> <p>Write and bring to class: Answers to questions 2, 3, 4, 5 at the end of Blake’s chapter; be ready to share these with classmates in class.</p>

DATE	TOPIC(S), READINGS & ACTIVITIES
Week 2 Sept. 7 W	<p>CALL & Second Language Acquisition; Overview of key concepts/issues/areas of research of second language learning</p> <p>Read:</p> <p>Ortega, L. (2009). Introduction. In <i>Understanding Second Language Acquisition</i> (pp. 1–11).</p> <p>Ducate, L., & Arnold, N. (2011). Technology, CALL, and the net generation: Where are we headed from here? In N. Arnold & L. Ducate (Eds.), <i>Present and future promises of CALL: From theory and research to new directions in language teaching</i> (pp. 1–22). San Marcos, TX: CALICO. [Chap. 1 in our textbook]</p> <p>Youngs, B., Ducate, L., & Arnold, N. (2011). Linking second language acquisition, CALL, and language pedagogy. In N. Arnold & L. Ducate (Eds.), <i>Present and future promises of CALL: From theory and research to new directions in language teaching</i> (pp. 23–60). San Marcos, TX: CALICO. [Chap. 2 in our textbook]</p> <p>Bring to class: (a) Your top three choices/rank of articles that you would like to use for your “leading a critical discussion” activity this semester; and (b) your top three dates when you would like to do your hands-on technology demonstration/mini workshop (if you already know the software or technology that you will demo, please also include that information).</p>

DATE	TOPIC(S), READINGS & ACTIVITIES
<p>Week 3</p> <p>Sept. 14 W</p>	<p>Web 2.0 tools</p> <p><u>Read:</u></p> <p>Lomicka, L., & Lord, G. (2009). Introduction to social networking, collaboration, and web 2.0 tools. In L. Lomicka & G. Lord (Eds.), <i>The next generation: Social networking and online collaboration in foreign language learning</i> (pp. 1–11). San Marcos, TX: Computer-Assisted Language Instruction Consortium (CALICO).</p> <p>Sykes, J., & Holden, C. (2011). Communities: Exploring digital games and social networking. In N. Arnold & L. Ducate (Eds.), <i>Present and future promises of CALL: From theory and research to new directions in language teaching</i> (pp. 311–336). San Marcos, TX: CALICO. [Chap. 10 in our textbook]</p> <p>Sykes, J., Oskoz, A., & Thorne, S. (2008) Web 2.0, synthetic immersive environments, and mobile resources for language education. <i>CALICO</i>, 25(3), pp. 528–546.</p> <p>Hands-on technology demonstration/mini workshop #1: _____.</p>

DATE	TOPIC(S), READINGS & ACTIVITIES
<p>Week 4</p> <p>Sept. 21 W</p>	<p>Computer-mediated communication (CMC)</p> <p><u>Read:</u></p> <p>Levy, M., & Stockwell, G. (2006). Computer-mediated communication. <i>CALL dimensions</i> (pp. 84–109). Mahwah, New Jersey: Lawrence Erlbaum Associates.</p> <p>Hampel, R. (2006). Rethinking task design for the digital age: A framework for language teaching and learning in synchronous online environment. <i>ReCALL</i>, 18(1), 105–121.</p> <p>Thoms, J., Liao, J., & Szustak, A. (2005). The use of L1 in an L2 on-line chat activity. <i>Canadian Modern Language Review</i>, 62, 161–182.</p> <p>Hands-on technology demonstration/mini workshop #2: _____.</p>

DATE	TOPIC(S), READINGS & ACTIVITIES
<p>Week 5 Sept. 28 W</p>	<p>CALL & L2 Writing</p> <p><u>Read:</u></p> <p>Elola, I., & Oskoz, A. (2010). Collaborative writing: Fostering foreign language and writing conventions development. <i>Language Learning & Technology</i>, 14(3), 51–71.</p> <p>Elola, I., & Oskoz, A. (2011). Writing between the lines: Acquiring the presentational mode through social tools. In N. Arnold & L. Ducate (Eds.), <i>Present and future promises of CALL: From theory and research to new directions in language teaching</i> (pp. 171–210). San Marcos, TX: CALICO. [Chap. 6 in our textbook]</p> <p>Hands-on technology demonstration/mini workshop #3: _____.</p>

DATE	TOPIC(S), READINGS & ACTIVITIES
<p>Week 6 Oct. 5 W</p>	<p>CALL & L2 Speaking/Pronunciation</p> <p><u>Read:</u></p> <p>Levis, J. (2007). Computer technology in teaching and researching pronunciation. <i>Annual Review of Applied Linguistics</i>, 27, 184–202.</p> <p>O’Brien, M. (2011). Teaching and assessing pronunciation with computer technology. In N. Arnold & L. Ducate (Eds.), <i>Present and future promises of CALL: From theory and research to new directions in language teaching</i> (pp. 375–406). San Marcos, TX: CALICO. [Chap. 12 in our textbook]</p> <p>Hands-on technology demonstration/mini workshop #4: _____.</p>

DATE	TOPIC(S), READINGS & ACTIVITIES
<p>Week 7</p> <p>Oct. 12 W</p>	<p>CALL & L2 Reading</p> <p><u>Read</u></p> <p>Chun, D. (2011). CALL technologies for L2 reading post web 2.0. In L. Ducate & N. Arnold (Eds.), <i>Present and future promises of CALL: From theory and research to new directions in language teaching</i> (pp. 131–170). San Marcos, TX: CALICO. [Chap. 5 in our textbook]</p> <p>Hands-on technology demonstration/mini workshop #5: _____.</p> <p>Hands-on technology demonstration/mini workshop #6: _____.</p>

DATE	TOPIC(S), READINGS & ACTIVITIES
<p>Week 8</p> <p>Oct. 19 W</p>	<p>CALL & L2 Culture/Intercultural competence</p> <p><u>Read:</u></p> <p>Guth, S., & Helm, F. (2011). Teaching culture through CALL. In L. Ducate & N. Arnold (Eds.), <i>Present and future promises of CALL: From theory and research to new directions in language teaching</i> (pp. 211–256). San Marcos, TX: CALICO. [Chap. 7 in our textbook]</p> <p>Lee, L. (2009). Promoting intercultural exchanges with blogs and podcasting: A study of Spanish-American telecollaboration. <i>Computer Assisted Language Learning</i>, 22(5), 425–443.</p> <p><u>Write and turn in:</u> A one-page document that indicates (a) which option you will do for the final project, (b) if you'll work on it by yourself or with a partner, and (c) a brief description/outline of the project itself.</p> <p>Hands-on technology demonstration/mini workshop #7: _____.</p>

DATE	TOPIC(S), READINGS & ACTIVITIES
<p>Week 9</p> <p>Oct. 26 W</p>	<p>CALL & Hybrid, Blended, and Online learning environments</p> <p><u>Read:</u></p> <p>Blake, R. (2008). Distance learning for languages. <i>Brave new digital classroom technology and foreign language learning</i> (pp. 102–129). Washington, D.C.: Georgetown University Press.</p> <p>Goertler, S., & Winke, P. (2011). Blended and open/online learning: Adapting to a changing world of language teaching. In L. Ducate & N. Arnold (Eds.), <i>Present and future promises of CALL: From theory and research to new directions in language teaching</i> (pp. 471–501). San Marcos, TX: CALICO. [Chap. 15 in our textbook]</p> <p><u>Write and bring to class:</u> Answers to questions 1, 2, 4, 5, 6 (end of Blake chapter); be ready to share your answers with your classmates.</p> <p>Hands-on technology demonstration/mini workshop #8: _____.</p>

DATE	TOPIC(S), READINGS & ACTIVITIES
<p>Week 10</p> <p>Nov. 2 W</p>	<p>CALL & Teacher Training issues</p> <p><u>Read:</u></p> <p>Lord, G., & Lomicka, L. (2011). Calling on educators: Paving the way for the future of technology and CALL. In L. Ducate & N. Arnold (Eds.), <i>Present and future promises of CALL: From theory and research to new directions in language teaching</i> (pp. 441–470). San Marcos, TX: CALICO. [Chap. 14 in our textbook]</p> <p>Thoms, J. (In press). Investigating foreign language graduate student instructors' perceptions and use of technology in the classroom. In H. Maxim & H. W. Allen (Eds.), <i>Educating the future foreign language professoriate for the 21st century</i>. Boston: Heinle Cengage.</p> <p>Hands-on technology demonstration/mini workshop #9: _____.</p>

DATE	TOPIC(S), READINGS & ACTIVITIES
Week 11 Nov. 9 W	<p>Technology and its effects on society</p> <p><u>In-class viewing and discussion:</u> Documentary “Digital Nation: Life on the Virtual Frontier”</p> <p>NOTE: Be ready to give a short (i.e., ~5 min.), informal overview/report of your final research project that you are working on. The rest of the class will provide you with feedback for your project.</p> <p>Hands-on technology demonstration/mini workshop #10 (if needed): _____.</p>

DATE	TOPIC(S), READINGS & ACTIVITIES
Week 12 Nov. 16 W	<p>No readings today; continue working on final projects.</p>

DATE	TOPIC(S), READINGS & ACTIVITIES
Week 13 Nov. 23 W	<p>No class; Thanksgiving Holiday.</p>

DATE	TOPIC(S), READINGS & ACTIVITIES
Week 14 Nov. 30 W	<p>Final project presentations</p>

DATE	TOPIC(S), READINGS & ACTIVITIES
Week 15 Dec. 7 W	Final project presentations

Your final written project is due to me by 12:00 noon on Monday, December 12.