University of Georgia

ELAN7045: Computer-Assisted Language Learning

Spring 2012

Dr. Satomi Suzuki
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Course information:
Time: Wednesday at 4:40-7:25
Location: Aderhold 114/115

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Note: This syllabus is subject to change. Updated syllabus will be announced by the instructor as needed.

Course description:

The course will explore the theoretical and pedagogical implications of computer-assisted communication and multimedia in a wide array of language education contexts. Course activities include experimentation with established and emerging computer-based communication and composition tools, computer-assisted techniques for analyzing learner language, readings of relevant research drawing from foreign and second language acquisition, communication theory, linguistics, cultural studies, poststructuralism, and educational theories of development. Participants will be expected to exit this course with a broad knowledge of educational uses of technology and will have the opportunity, through a variety of course activities, to focus on specific empirical, theoretical, and/or pedagogical contexts that relate to their academic and professional specializations.

Required books:

- Oxford, R., & Oxford, J. (Eds.). (2009). *Second language teaching and learning in the net generation.* Honolulu: National Foreign Language Resource Center University of Hawaii.
- Other required course readings will be available through the eLearning Commons.
- Supplementary readings about second language acquisition theories
  - Ortega, L. (2009). *Understanding second language acquisition.* London: Hodder Arnold.
  - Mitchell, R., & Myles, F. (2004). *Second language learning theories* (2nd Ed.). London: Edward Arnold.

Methods of instruction:

The course will be conducted via informal lectures by the instructor and via student contributions in three formats:

- Whole-class discussion
- Small group discussion
- Our two electronic forums: the UGA email and Discussion via eLearning Commons

Students will actively engage in learning and teaching in the form of in-class and email discussions of assigned readings, students' sharing of products of their reading, and progress reports on participants' research projects. I expect from graduate students that they make every effort to contribute meaningfully to planned and spontaneous discussions and that they consciously create and exploit opportunities for personally relevant learning.

Course requirements and grading:

You will be expected to do the readings before each class meeting, to be fully prepared for class discussion, and to attend all 15 class sessions. **If you miss more than one class meeting, I reserve the right to lower your grade.** Please discuss with me openly and in advance any problems with class preparation or attendance that you may encounter during the semester and we'll try to find a solution.

Timely completion of assignments is essential; late assignments will receive half-credit. No credit will be granted for assignments more than one week late.

1. Class discussions and in-class activities

Some in-class discussion questions which you might want to prepare to answer are:

- Overall impressions of the articles and why you have that impression
- Research approaches taken to the issue addressed in the reading
    - What sort of approaches? What sort of technology is implemented?
    - How many participants are used by the researcher and participants?
    - What sort of tasks or activities are used by the researcher and participants?
    - Are you getting enough information about methods from a research article? What else would you need to or like to know to evaluate the work?
    - What potential strengths and weaknesses do you see in this approach?
    - In terms of research and/or pedagogy how appropriate and / or successful was it to implement the particular technology?
    - Any implications for teaching and research?

2. Discussion via eLearning Commons

You will contribute to on-going email discussion throughout the semester. All students will be expected to follow up readings and classroom discussions by posting some reflections to the electronic forum using a Discussion tool via eLearning Commons for the benefit of all course participants. You can select entries from your reading journal and post them or write new

reflections. You must contribute at least once a month to the discussion, by either initiating a message or responding to a message. This is an all-or-nothing requirement: If you do not post a minimum of one message per month (i.e., FOUR messages, January through April), you will not receive credit for this requirement.

3. Weekly reading journal and assignments *upload to teacher / before class*

You will write up to two pages (double-spaced, 12 point font) of comments and reflections on assigned chapter or course reading. Using exact page numbers and quotes will enhance your comments. These will be collected at the beginning of each class session. You will also be asked to prepare and/or bring materials to class to help us discuss and illustrate points about language education and technology.

4. Leading a class discussion one assigned reading

Look through the course readings and select one article from the optional reading list (marked with #) put together by the instructor on which to lead a class discussion. A sign-up sheet will be circulated the second class meeting. You will prepare a 20-25 minute discussion on the day indicated.

The purpose of this assignment is NOT to summarize the reading. Rather, your role, as someone who has read the article carefully and thoughtfully, is to provide any brief additional explanation/demonstration of concepts that you feel will enhance the class' understanding of the reading and then to lead a discussion based on several thought-provoking questions about the reading. You are encouraged to use handouts, illustrative materials and/or a powerpoint presentation.

5. CALL material development

You will develop one CALL project (mini lesson plans) geared at providing instruction, tasks, exercises, and/or resources to foreign/second language audiences. This project is to demonstrate your familiarity with CALL tools and understanding of how to implement these tools effectively in language learning and language education research. You will be given 20-25 minutes to share your ideas in class in a presentation.

In your presentation, you can address the following topics:

   a) Technological tool(s) you implement and how it works in general.
   b) Create an activity based on your target students (etc. target language, level, types of institution, class size, etc.)
   c) Benefits and possible issues associated with the usage of the tool(s) in the given setting
   d) What research can be generated from this?

6. Peer response

You will be asked to be a second reader for two of your peers. Twice during the semester, you will read a draft by one other student in class and will provide peer feedback in writing: once after the proposal deadline (5%), the other after the first draft deadline (5%).

7. Final paper in three installments and presentation

You are required to work through the semester towards the production of a final paper. This final paper can be literature review related to CALL, or it can be based on primary research (i.e., a data-based, small-scale study of some aspect of CALL).

Note: Follow the IRB guideline for the human subject issues.

Proposal:

You should submit THREE COPIES OF a formal proposal of your research paper (4 pages minimum), and you will get feedback from me and two peers. This initial proposal should work as a springboard into your subsequent drafts.

Working draft:

You should submit a working version of your final paper (TWO COPIES, one for me and the other one for a peer). This could look like a rough version of your literature review and/or an incomplete report on parts of your research project.

Final paper & presentation:

An electronic version of your final paper is due on May 1, Tuesday at 5 pm. Please use eLearning Commons Assignment Drop box to submit your final paper. It should be 15 to 20 pages long (double-spaced, 12 point font) excluding references, and figures, tables, and/or appendices. It should follow the APA style. You will also be responsible for giving a brief presentation about your final paper during the last class.

Grading scale:

Requirements	Distributions (pts)
Class discussions and in-class activities	Instructor reserves the right to lower grade with more than one absence
Discussion via eLearning Commons (4 times)	10
Weekly reading journal and assignments	20
Leading a class discussion one assigned reading	10
CALL material development	10
Peer response (5 pts x 2 times)	10
Final paper in three installments and presentation • Proposal (5) • Working draft (10) • Final paper (20) • Presentation (5)	40
Total	100 pts

Course schedule (Subject to change)

*Required readings
#Optional readings

Date	Topic	Readings and assignments due
W1: 1/11	Introduction to the course	
W2: 1/18	Overview of CALL and electronic literacy	
	*Chapter 1, Chapter 2, Chapter 3 *Goodwin-Jones (2003) * Thorne (2008) #Kern & Warschauer (2000) #Kessler & Bikowski (2011)	Reading Journal
W3: 1/25	Introduction to computer mediated language learning (1)	
	*Blake (2000) *Kern, Ware, & Warschauer (2004) *Ortega (1997) *Thorne (2003) *need to print* #Herring (1999) #Hudson & Bruckman (2002)	Reading Journal eDiscussion 1
W4: 2/1	Introduction to computer mediated language learning (2)	
	*Abrams (2008) *Smith (2004) *Sykes (2005) #Meskill & Anthony (2007) #Payne & Whitney (2002) #Tudini (2007)	Reading Journal
W5: 2/8	Computer mediated language learning for vocabulary, grammar, and writing	
Kesler *week 5* *ELC*	*Chapter 6 *Park and Kinginger (2010) *no read* *Sauro & Smith (2010) #deHaan, Reed, & Kuwada #Cheng (2010) *need to print* #Kost (2011) #Schuetze & Weimer-Stuckmann (2011)	Reading Journal
W6: 2/15	Computer mediated language learning for listening and speaking	
	*Chapter 8 *Alastuey (2010) *Hirotani (2009) *Winke, Gass, & Sydorenko (2010) #Tanner & Landon (2009)	Reading Journal Proposal due (3 copies)
W7: 2/22	Individual consultation	

Date	Topic	Readings and assignments due
W8: 2/29	Hybrid and online language education	
	*Chapter 5 *Blake, Wilson, Cetto, & Pardo-Ballester (2008) *White (2006) # Blake (2010) #Chenoweth, Ushida, & Murday (2006) #Lamy (2004) # Suzuki (2011)	Reading Journal eDiscussion 2 Peer response
W9: 3/7	CMC for Web 2.0, internet communities, and social networking (1)	
	*Black (2006) *Reinhardt & Zander (2011) *Warschauer & Grimes (2007) #Goodwin-Jones (2008) #Thorne (2009)	Reading Journal
W10: 3/14	Spring Break ☺	
W11: 3/21	CMC for Web 2.0, internet communities, and social networking (2)	
	*Hasko & Colomer (2010) *Mills (2011) *Sykes, Oskoz, & Thorne (2008) #Blattner & Fiori (2011) #Goodwin-Jones (2008) #Thorne & Black (2007)	Reading Journal
W12: 3/28	Internet-mediated intercultural communication and L2 learning	
	*Chapter 9 & 10 (~9) *Bauer, et al. (2006) *Belz & Vyatkina (2008) |focus on these papers| #Belz & Thorne (2006) #Chun (2011)	eDiscussion 3 Proposal due (2 copies)
W13: 4/4 *body presentation*	Critical perspective of internet-mediated intercultural communication and L2 learning	
	*Chapter 14 *O'Rouke (2005) *Ware & Kramsch (2005) #O'Dowd (2006) #Schneider & von der Emde (2006)	Reading Journal Peer response
W14: 4/11	Virtual world and online video gaming	
	*Chapter 11 & 12 *Thorne, Black, Sykes (2009) *Zheng, et al (2009) #Goodwin-Jones (2005) #Peterson (2011)	Reading Journal
W15: 4/18	Additional approaches (corpus, portfolio, CALL, multimodal discourse) to language learning and technology --- Choose 3 readings of your interest	
	*Chapter 13 *Cotos (2011)	Reading Journal

	*Kennedy & Miceli (2010)	
	*Norris (2004)	
	#Oskoz	
	#Jewitt (2004)	
	# Yamada	
W16: 4/25	Presentation	eDiscussion 4
		Final paper: due May 1, 5 pm (electronic)