電腦輔助語言教學

Computer-assisted Language Learning: An Introduction

ETMA, Summer 2019

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All course materials are available at <https://sites.google.com/site/2016callcc/home>

This graduate-level seminar is designed for in-service teachers, aiming to provide an updated overview of CALL as a line of research in TESOL and to explore new possibilities in CALL practice. Participants will be able to develop an understanding of the research and practice in various related topics as well as experience new design and applications that can be used for language learning and teaching.

The weekly schedule: Tuesdays are dedicated to conceptual discussions and/or research ideas, while Thursdays are for exploration of new tools and applications, which should lead to reflective discussions.

A **TENTATIVE** SCHEDULE

(Subject to change without prior notice.)

“How is this done?” examples are taken from Google for Educator, the Training Center

1. Thursday July 4: Introduction

Digital tool exploration and reflection.

Introduction: CALL as a line of research

* The field: LLT Volume 20 Number 2 (June 2016), the 20th Anniversary Special Issue
* Newly emerged topic 1: Informal language learning (games, YouTubers, etc.)
* Newly emerged topics 2: AR, AI, and big data

2. Tuesday, July 9:

1. Chun, D. M. (2016). The role of technology in SLA research. *Language Learning & Technology*, 20(2), 98–115.
2. Chapelle, C. A. (2016). CALL in the year 2000: A look back from 2016. *Language Learning & Technology*, 20(2), 159–161.
3. Article 1 from the book, "*Digital games in language learning and teaching*" edited by Hayo Reinders

3. Thursday, July 11:

Digital tool exploration and reflection.

4. Tuesday, July 16:

1. Blake, R. (2016). Technology and the four skills. *Language Learning & Technology*, 20(2), 129–142.
2. Article 2
3. Article 3

5. Thursday, July 18:

Digital tool exploration and reflection.

6. Tuesday, July 23:

1. Warschauer, M. (2016). Leading the way for open access research. *Language Learning & Technology*, 20(2), 155–158.
2. Thorne, S. L. (2016). Cultures-of-use and morphologies of communicative action. *Language Learning & Technology,* 20(2), 185–191.
3. *Article 4*

7. Thursday, July 25:

 YouTuber research. From the concept of LBC to LTbC

(A theme-based research discussion on YouTubers)

8.Tuesday, July 30:

1. Reinders, H., & White, C. (2016). 20 years of autonomy and technology: How far have we come and where to next? *Language Learning & Technology*, 20(2), 143– 154.
2. Lee, L. (2016). Autonomous learning through task-based instruction in fully online language courses. *Language Learning & Technology*, 20(2), 81–97.

9. Thursday, August 1:

An app party! – (part 1)

10. Tuesday, August 6:

1. Article 5
2. Article 6
3. Article 7

11. Thursday, August 8:

An app party! – (part 2)

12. Tuesday, August 13:

a. Article 8

b. Article 9

c. Article 10

13. Thursday, August 15

Digital tool exploration and reflection.

14. Tuesday, August 20. – [Preparing for the final presentation.]

15. Thursday, August 22. – Presentations

Thursday, August 29 -- Deadline for assignment 3, all projects and reflection

EVAULATION SCHEME

Assignment 1: Being a moderator, 20%

Assignment 2: Being a part of the app party, 30%

Assignment 3: A short paper, 50%

Making connections between an issue in the discussion and your experience. This is a short paper (5-8 pages) with a PPT presentation, titled “Me and My CALL.”

The paper needs to include these three sections:

1. 我的教學場域、我的學生

2. 這堂課之前我跟CALL的關係是? (把你CALL經驗跟大家分享)

3. 讀了這麼多文章、看了這麼多應用， 我的重要心得是甚麼?

4. 教學實務方面的應用：那這樣會怎麼改變 (或不改變) 我的教學呢?

5. 研究方面的設計：那我會怎麼設計我的相關研究呢?