

Computer-Assisted Language Learning
in the context of Taiwanese school system
Syllabus & Schedule,
Summer, 2011

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Class Meeting : 9am-12:10pm Mon. & 1:30-4:40pm Wed.

I、Course Objectives

This graduate-level elective course focuses on recent development in research and practice of Computer-assisted Language Learning (CALL), from Vygotskian socio-cultural historical perspectives. As a graduate course, our purpose is reflective exploration of the deeper meaning and impact of language learning environment in this ever-changing age of technology. Through discussions, activities and projects, participants will be able to develop an understanding of the critical issues involved and share their understanding with other teachers through academic publications.

II. Assigned texts: (因為沒有國內書商大批代理進口，書籍需自行訂購)

- (EP) Egbert, J. L. & Petrie, G. M. (2005). *CALL research perspectives*. Mahwah, NJ: LEA. (ISBN-10: 0805851380)
- (Rethinking) Collins, A. & Halverson, R. (2009). *Rethinking education in the age of technology*. New York: Teachers College. (ISBN 978-0-8077-5002-5)
- (MLJ93) *Modern Language Journal* Vol. 93, 2009, Focus Issue: Technology in the Service of Language Learning: Update on Garrett (1991) Trends and Issues (available in the library)

III · Schedule

Note: There will be no class meetings on August 22nd and 24th.

Meeting	Pre-class Readings (課前閱讀)	In Class (預定課內討論與活動項目)
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	Research	Discussion	Activities
1. 7/11 (Mon) 1:10-4:00	Research on CALL (EP 1 and 2)	<ul style="list-style-type: none"> ■ How would you describe CALL as an academic discipline? ■ What kind of issue or topic would interest a CALL researcher? ■ What problems are there with research focusing too much on “effectiveness”? 	<ul style="list-style-type: none"> ■ Narratives: How did you start using the computer? How have you used the computer in the language classroom? What new literacies are being developed that challenge our views about teaching and learning of languages?
2. 7/13 (Wed) 8:30-12:00	1. Metaphors that shape and guide CALL research (EP3) 2. Garrett, N. (2009), Technology in the service of language learning: Trends and issues. <i>MLJ</i> , 93(1), pp. 697-718. 3. Garrett, N. (2009). Computer-Assisted Language Learning Trends and Issues Revisited: Integrating	<ul style="list-style-type: none"> ■ Why are metaphors important for CALL practice and research? ■ How would you characterize the historical development of CALL? ■ What insights and implications does each paradigm provide? 	<ul style="list-style-type: none"> ■ <u>Assignment 1</u>: Sign up for show and tell: One resource or tool to share with the class.

	Innovation. <i>MLJ</i> , 93(1), pp. 719-740..		
3. 7/18 (Mon) 1:10-4:00	<p>Carol A. Chapelle</p> <p>1. (2009). The Relationship between second language acquisition theory & computer-assisted language learning. <i>MLJ</i> 93(1), pp. 741-753</p> <p>2. Interactionist SLA theory in CALL research (EP5)</p>	<ul style="list-style-type: none"> ■ What is Interactionist SLA theory in CALL? ■ What is project-based learning? ■ How is it done with networked computers? ■ How does it contribute to language development? ■ What challenges can be expected? 	<p>參訪</p> <p>(Tentative destination: <i>LiveABC</i>)</p> <p>Or GLOSS vs. LiveMoca</p>
4. 7/20 (Wed) 8:30-12:00	<p>Joy Egbert</p> <p>1. Flow as a Model for CALL Research (EP 10)</p> <p>2. Metacognitive knowledge (EP6)</p>	<ul style="list-style-type: none"> ■ What characterizes cognitive emphasis in call? ■ What is metacognitive knowledge? What is flow? How are the two concepts different or similar? ■ How can we encourage metacognitive strategies with technology? 	National Explorer
5. 7/25 (Mon)	<p>1. Mark Warschauer Sociocultural perspectives on CALL. (EP 3)</p>	<ul style="list-style-type: none"> ■ How do you describe Sociocultural perspectives 	Major websites from different countries.

1:10-4:00	2. Visuality and CALL Research (EP8) 3. Considering Culture in CALL Research (EP 11)	(SCT)? What are some basic concepts? ■ What kind of research focus would a researcher in SCT pursue?	
6. 7/27 (Wed) 8:30-12:00	1. Steven L. Thorne, Rebecca W. Black and Julie M. Sykes (2009). Second Language Use, Socialization, and Learning in Internet Interest Communities and Online Gaming. <i>MLJ</i> , 93, pp. 802-821 2. Thorne, S. (2003). Artifacts and cultures-of-use in intercultural communication. <i>Language Learning & Technology</i> , 7 (2), pp. 38-67 3. Situated Learning as a Framework for CALL Research (EP Chapter 12) 中山大學楊郁芬教授	■ What kind of cultures-of-use have you noticed among you and your students? ■ Web 2.0: Obsolescence of old literacy skills versus emergence of new literacy skills	Simulations and Games Gee video
7. 8/1 (Mon) 1:10-4:00	1. Design-based research in CALL (EP Chapter 13 & a handout) 2. Hung, Hsiu-Ting (2011). Design-based research: designing a multimedia environment to support language learning. <i>Innovations in Education & Teaching International</i> , 48(2), pp. 159-169 高雄第一科大洪紹廷教授	■ How is design-based research characterized? ■ How is it different from action research?	Project-based learning WebQuest
8. 8/3	1. The case-study approach (handout)	■ How is case study approach	Discussion of our book.

(Wed) 8:30-12:00	2. Yang, S. J. & Chen, Y. J. (2007). Technology-enhanced language learning: A case study. <i>Computers in Human Behavior</i> , 23(1), pp, 860-879.中山大學楊淑晴教授	characterized? ■ What kind of research questions would best work for case study approach?	
9. 8/8 (Mon) 1:10-4:00	Rethinking (chapter 1-4)	■ Interactive Stories and Digital Story Telling	■ Show & Tell: Interesting instructional designs on <u>Reading</u> . ■ Show & Tell: Interesting instructional designs on <u>Vocabulary</u>
10. 8/10 (Wed) 8:30-12:00	Rethinking (chapter 5-6-)	■ Reading discussion ■ Reading & writing on the computer (ref B&W C5): MyAccess vs. Action Mazes,	■ Show & Tell: Interesting instructional designs on <u>Writing</u>
11. 8/15 (Mon) 1:10-4:00	Rethinking (7-8)	■ Reading discussion ■ Oral communication skills on the computer (ref B&W C4): MyET vs. Traci Talk, Robots and Virtual Worlds	■ Show & Tell: Interesting instructional designs on <u>Speaking</u>
12. 8/17 (Wed) 8:30-12:00	Conclusion: What's in the future? Rethinking (Chapter 9-10)	■ Reading discussion ■ Portable computers: Smart phones, I-pad, I-phone: What	■ Show & Tell: Interesting instructional design on <u>Pronunciation</u>

		kind of possibilities do they bring?	
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8/22& 24 (Wed)	No class meetings.
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IV. Course Requirements --

1. Participation: You must do all the readings, do the activities, and participate in discussions. (30%)
2. Assignment A: Show & Tell. (30%)
3. Assignment B: (tentative) We are writing a book together, for which each of us will write a chapter. The title of the book can be called *“Rethinking English Language Education in the Age of Technology: The Digital Revolution and English Learning in Taiwan.”* Readers are teachers like you. All the other specifications, including a title of the book and those of the chapters will be discussed and decided by all of us in class. Of course we do not want to copy other’s work. Then, what can our book offer? What are some important issues and insights that we can share with our readers? (40%)