多媒體英語教學理論與實踐

Theory and Practice in Multimedia EFL Teaching

(ETMA, 2012)

Instructor: Chin-chi Chao, Ph.D. (with the invited facilitator, Professor Tsai, B. H.)

Time: 13:30-16:40 Monday & 9:00-12:00Wednesday, from July 4 to August 22, 2012

Classroom: Computer Lab 260509 at College of Commerce)

This course is about creating engaging language learning experiences with multimedia for Teaching English as a Foreign Language (EFL) in Taiwan. The term "multimedia" is used here simply because of general acceptance; we are fully aware of the fact that "multi-media" is used more often to refer to the older generation of technology, while "multiple media" or even "multi-modality" refers to more recent computer tools and related phenomenon. Although integrated use of texts, pictures, photos, videos, audio/sound, and various computer media has been taken as almost a norm when it comes to creative language teaching in Taiwan, we have to ask to what extent such English learning experience is actually better in the sense of <u>more engaging and meaningful for the learner</u>. Particularly, in discussing multimedia in TESOL at this time of technological development, we will put our focus on (1) the <u>Web2.0</u> (social media) and (2) <u>mobile learning</u> phenomena. We will explore how these newer forms of multimedia tools have impact TESOL and how we could create and research engaging language learning experience with these tools.

The papers listed below are just some of the readings for this course. More detailed syllabus and reading list will be provided during the course.

Part I. Social media and language learning: (r)evolution?
ALSIC, Vol. 15, n1, 2012 http://alsic.revues.org/2399?lang=en

- Katerina Zourou: On the attractiveness of social media for language learning: a look at the state of the art [Full text]
- Geraldine Blattner and Lara Lomicka Facebook-ing and the Social Generation: A New Era of Language Learning
- Elwyn Lloyd Language Learners' "Willingness to Communicate" through Livemocha.com
- Steven L. Thorne and Ingrid Fischer Online gaming as sociable media

Part II. Mobile Assisted Language Learning (MALL)
- George M. Chinnery (2006). Going to the MALL: Mobile Assisted Language Learning. *Language Teaching and Technology*, 10(1), 9-16. Accessed on May 30,

2012 at http://llt.msu.edu/vol10num1/emerging/.

- Reinders, H. (2010). Twenty Ideas for Using Mobile Phones in the Language Classroom. English Teaching Forum, 48(3), 20-25. (Full Text from ERIC Available online: http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ914893)
- Kukulska-Hulme, Agnes (2006). Mobile language learning now and in the future. In: Svensson, Patrik ed. Från vision till praktik: S*pråkutbildning och Informationsteknik* (*From vision to practice: language learning and IT*). Sweden: Swedish Net University (Nätuniversitetet), pp. 295–310. (http://oro.open.ac.uk/9542/1/kukulska-hulme.pdf)
- Valarmathi, K. E. "Mobile assisted language learning." Journal of Technology for ELT. 1.2 (April 2011): http://sites.google.com/site/journaloftechnologyforelt/archive/april2011/mobileassistedlanguagelearning .

Tentative Schedule

		Part I.	Social media and language learning: (r)evolution?
1.	7/9 一	Introduction	Features of W2.0 and Teaching Methods (Invited Facilitator: Professor Tsai, B. H.)
2.	7/11 三	Practice	Classroom Practice Examples (Invited Facilitator: Professor Tsai, B. H.)
3.	7/16 一	Concepts	The Social Turn in SLA
4.	7/18 三	Research	Investigating W2.0+LL with Classroom Action Research
5.	7/23 一	Research	Investigating W2.0+LL with Case Study Approach
6.	7/25 三	Research	Investigating W2.0+LL with Design-based Research
7.	7/30 一	Integration	W2.0+LL Classroom Practice and Why It Works (or not)?
		Part II	Mobile Assisted Language Learning (MALL)
8.	8/1 三	Introduction	Features of MALL and Teaching Methods
9.	8/6 一	Practice	Classroom Practice and Why It Works (or not)?

10. 8/8 二	Research	Investigating MALL with Classroom Action Research
11. 8/13 一	Research	Investigating MALL with Case Study Approach
12. 8/15 三	Research	Investigating MALL with Design-based Research
	Part III	**Final Presentation: It works! But why?**
13. 8/20 一	Your Work	(I)
14. 8/22 三	Your Work	(II)

Requirements

1. Participation & Contribution 25%: The course takes a learning community design, which means your active participation/contribution is extremely important to the quality of learning experience in this course.

2. Final Presentation 50%: The project "It Works! But Why?"requires you to present an MM classroom practice (W2.0 or MALL) that you think works well with your students and explain to the audience why it works with proper SCT perspectives. Upon request, individual conferences with the instructor can be arranged to help you build the connection between theory and practice. Email the instructor at cchao@nccu.edu.tw to make appointments.

3. Accumulated Weekly Reflection 25%: In the course management system set up for this course, you will keep a continual weekly reflection. It is expected that you will use this reflection tool to document both good and bad experiences as well as changing and developing perspectives. Photos, videos or other MM forms of documentation are encouraged.