

## School of Linguistics and Applied Language Studies Course Outline

### LALS 517, Special Topic: Computer-Assisted Language Learning, Trimester 3, 2008

**1. Course coordinator:**

Dr. Irina Elgort  
Office: Room 107, 10 Waiteata Rd.  
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Email: [Irina.Elgort@vuw.ac.nz](mailto:Irina.Elgort@vuw.ac.nz)  
Office hours: Tuesday 3 – 4pm or by appointment



**2. LALS office:**

Email: [lals@vuw.ac.nz](mailto:lals@vuw.ac.nz)  
Web: <http://www.victoria.ac.nz/lals>  
Room 210, 2nd floor, von Zedlitz (vZ) Building,  
Kelburn Parade  
10:00am – 4:30pm

**3. Course administrators:**

**Sarah Dunstan**, Administration Assistant,  
Tel: 463 5611, Fax: 463 5604; Email: [Sarah.Dunstan@vuw.ac.nz](mailto:Sarah.Dunstan@vuw.ac.nz)  
**Rachel Scholes**, Postgraduate administrator,  
Tel: 463 5894, Fax: 463 5604; Email: [Rachel.Scholes@vuw.ac.nz](mailto:Rachel.Scholes@vuw.ac.nz)

**4. Class times and locations for on-campus students:**

Thursday 1-3 pm, (Kirk) KK202  
The class meets the following ten days:  
2008: November 27; December 4, 11, 18 [Break]  
2009: January 8, 15, 22, 29; February 5, 12.

This course is available online at <http://blackboard.vuw.ac.nz>. When you enrol you will automatically be given a computer user account, which will be on your *Confirmation of Study* form. Usually, it is the first six letters of your family name and four letters of your first name. So if your name is Robert Cameron, your user name might be *camerorobe*. You need to use this computer user account to login to Blackboard, and when you access electronic journals from off-campus. **Before you log into Blackboard or the Library site you will need to change your initial password that was provided to you when your account was created. Visit [http://www.vuw.ac.nz/scs/support/change\\_pw.aspx](http://www.vuw.ac.nz/scs/support/change_pw.aspx) to change your password. You can also use this link to reset your password if it has expired.**

For help, contact [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz) or phone (04) 463 5050. ITS staff will re-confirm your username and re-set your password after confirming your identity.

## 5. Course aims:

This course engages participants in a critical examination of theoretical and practical issues in Computer-Assisted Language Learning (CALL). Students will explore such topics as CALL design, evaluation and technologies. The course also creates opportunities for students to engage in creative thinking by undertaking a CALL project.

## 6. Learning objectives:

*By the end of this course students will achieve*

- an appropriate level of **knowledge** and **understanding** of –
  - current approaches to CALL (A1&2\*)
  - links between CALL and current views on language acquisition and language learning (A1,2,3,4)
  - common computer technologies for language teaching and learning (A1,3&4)
  
- an appropriately high level of **skill** in –
  - evaluating CALL materials, resources and tools (A3)
  - designing CALL activities (A4)
  - selecting appropriate technologies and tools for different language learning tasks (A2,3,4)

\* number of assessment (see section 8 below).

## 7. Assessment requirements:

*This course is internally assessed: there is no final examination. The course will be assessed as follows:*

Assessment	Due date	Weighting
A1. CALL wiki	11 Dec 2008	<b>10%</b>
A2. Biweekly CRAs (4 best submissions)		<b>20%</b>
1. CRA#1	02 Dec 2008	5%
2. CRA#2	16 Dec 2008	5%
3. CRA#3	13 Jan 2009	5%
4. CRA#4	27 Jan 2009	5%
5. CRA#5	10 Feb 2009	5%
A3. CALL Evaluation	08 Jan 2009	<b>30%</b>
A4. CALL Project		<b>40%</b>
• Proposal	18 Dec 2008	
• Project	05 Feb 2009	
		<b>100%</b>

- A1. Contribution to the course **CALL wiki** (CALL topics and concepts). Due: **week 3**. Weighting: **10%**. The total contribution by a student will be around 500 words.
- A2. Biweekly course critical reading assignments (**CRAs**) (reflections on the course readings, and how they relate to students' own experiences). Due: **fortnightly on Tuesdays** (weeks 2,4,6,8,10). Weighting: **20%** (5 submissions – 5% each; 4 best submissions will be used to calculate the final grade). Each CRA is expected to be around 500 words or less.
- A3. Assignment (**Evaluation of CALL** software or website). Due: **week 5**. Weighting: **30%**. Word count: 2000 – 2500 words.
- A4. **CALL project**. Proposal due: **week 4** (feedback on proposals will be given to students within 1 week of their submission; early submissions are encouraged). Final project due: **week 9**. Weighting: **40%**.

By constructing a course CALL wiki students will contribute to collectively building up knowledge and understanding of the key **topics** and **concepts** in CALL. Biweekly submissions (CRAs) will enable them to **critically reflect on course readings**. In their assignment students will engage in the process of **evaluation of an existing CALL programme or website**. The CALL project, which builds on all other pieces of assessment, is an opportunity to think **creatively** about **application of the knowledge acquired** in the course and to **develop CALL design and implementation skills**.

*Assessment criteria for the CALL project will be discussed and finalised during the first two weeks of course and posted in Blackboard.*

If you have a problem with meeting the deadlines, please approach the course lecturer as early as possible.

## **8. Course content:**

### **Weeks 1 & 2 (November 24 – December 7)**

Topics: CALL – an overview. CALL theory and research. CALL & SLA. CALL and language teaching/learning. Tutor/Tool framework.

Readings: **Levy & Stockwell (2006): Chs 1, 5 & 6.**

**Donaldson & Haggstrom (2006): Chs 1 & 4.**

Levy, M. (1997). Ch 7. A tutor-tool framework. (provided electronically)

LLT 3(2) & 4(1), 2000. Special issues: The role of computer technology in second language acquisition research (Parts 1 & 2).

Online: <http://llt.msu.edu/vol3num2/> & <http://llt.msu.edu/vol4num1/>

Assessment: CRA#1

### **Week 3 & 4 (December 8 – 21)**

Topics: Design and Evaluation of CALL.

Readings: **Levy & Stockwell (2006): Chs 2 & 3.**

**Donaldson & Haggstrom (2006): Chs 8 & 12.**

Assessment: CALL Wiki contribution (A1); CALL Project Proposal (A4); CRA#2

### **Break (22 December 2008 – 4 January 2009).**

### **Weeks 5 & 6 (January 5 - 18).**

Topics: *CALL Technologies and environments; Web 2.0; Computer Mediated Communication (CMC). Language Laboratories.*

Reading: **Levy & Stockwell (2006), Chs 4 & 8.**

**Donaldson & Haggstrom, 2006, Chs 11 (pp. 229-248).**

The Emerging Technologies Column of the LLT Journal (<http://llt.msu.edu/>)

Assessment: CALL Evaluation (A3); CRA#3

### **Weeks 7 & 8 (January 19 – February 1).**

Topics: *CALL applications: pronunciation, vocabulary, grammar, listening, speaking, reading and writing; socio-cultural aspects; computer-assisted assessment.*

Reading: **Levy & Stockwell (2006), Ch 7.**

Douglas, D. & Hegelheimer, V. (2008). Assessing language using computer technology. *ARAL*, 27, p. 115-132.

Assessment: CRA#4

### **Weeks 9 & 10 (February 2 – 15).**

Topics: CALL development and adoption. The future of CALL. Learner autonomy.

Reading: **Levy & Stockwell (2006), Chs 9 & 10.**

- Godwin-Jones, R. (2003). Optimising web course design for language learners. In U. Felix (Ed.) *Language learning online: Towards best practice*. Lisse: Swets & Zeitlinger, pp. 43-58. (provided electronically)
- Hauk, M. & Hampel, R. (2008). Strategies for online learning environments. In S. Hurd & T. Lewis (Eds.) *Language learning strategies in independent settings*, pp.283-302. (provided electronically)
- Healey, D. (2007). Theory and research: Autonomy and language learning. In J. Egbert & E. Hanson-Smith (2007). *CALL environments*, pp. 377-388. (provided electronically).
- Meskill, C. (2007). 20 Minutes into the future. In J. Egbert & E. Hanson-Smith (2007). *CALL environments*, pp. 425-435. (provided electronically).  
Assessment: CALL Project (A4); CRA#5

## 9. Course readings:

### Main texts:

- Levy, M., and Stockwell, G., (2006). *Call dimensions: Options and issues in computer-assisted language learning*. Mahwah, N.J.: L. Erlbaum Associates. VUW Call No. [P53.28 L668 C1](#) – on closed reserve (or order from VicBooks)
- Donaldson, R. P., and Haggstrom, M. A., (2006). *Changing Language Education Through CALL*. Abingdon, Oxon: Routledge. (online access from the VUW Library site: <http://victoria.lconz.ac.nz/cgi-bin/Pwebrecon.cgi?BBID=1142229>).
- Annual Review of Applied Linguistics (ARAL)*, Volume 27 (2007) (online access from the VUW Library site: <http://journals.cambridge.org.helicon.vuw.ac.nz/action/displayIssue?iid=1820412>)

### Additional texts:

- Beatty, K. (2003). *Teaching and researching computer-assisted language learning*. Harlow: Pearson Education. (VUW Call No. [P53.28 B369 T](#))
- Ducate, L., & Arnold, N. (2006). Calling in CALL: *From theory and research to new directions in foreign language teaching*. CALICO Monograph Series, Volume 5. Texas: CALICO.
- Egbert, J. L., & Petrie, G. M. (2005). *CALL research perspectives*. Mahwah, N.J.: L. Erlbaum Associates.
- Egbert, J. L., & Hanson-Smith, E. (2007). *CALL environments: Research, practice, and critical issues*. Alexandria, Virginia: TESOL.
- Felix, U. (Ed.) (2003). *Language learning online: Towards best practice*. Lisse: Swets & Zeitlinger.
- Fotos, S., & Browne, C. (Eds.) (2004). *New perspectives on CALL for second language classroom*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Levy, M. (1997). *Computer-Assisted Language Learning: Context and Conceptualization*. Oxford: Clarendon Press.

**Journals** (available for online access from the VUW Library website):

1. **Language Learning and Technology (LLT)**
2. **Computer-Assisted Language Learning (CALL)**
3. CALICO
4. ReCALL
5. CALL-EJ
6. System

### **Resources:**

ICT4LT – Information and communication technology for language teachers  
<http://www.ict4lt.org/>

***Further course resources and recommended readings for each topic are included in the Blackboard course website.***

**10. Course announcements:**

Course announcements will be posted on Blackboard.  
Notice boards are also located in the corridor of Von Zedlitz (Vz) on level 2.

**11. Expected workload:**

It is anticipated that students will invest a minimum of 12 hours per week on this course (including face-to-face sessions - for on-campus students only).

**12. Submitting assignments and tasks**

***This course requires electronic submission of assignments through Blackboard.***

General guidelines for word-processed work

- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size of 12 point
- Include page numbers
- Include a title page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section)

**13. Group work:**

There is no formal group work or group assessment in this course, but students will learn collaboratively through sharing their views on the topics addressed in the course using online means, such as blogs, wiki, and discussion boards. Students can also seek their classmates' help and advice in working on their individual CALL projects.

**14. Materials and equipment:**

Students taking this course are expected to have **access to a networked computer** with AV (audio-video) capabilities for listening to and watching digital materials, and for creating and editing digital image/audio/video files, as required. Access to a digital audio recorder and camera (webcam) would also be beneficial, but are not requirements.

Students are encouraged to download and install the following freeware software:

- **Audacity** <http://audacity.sourceforge.net/>
- **Hot Potatoes** <http://hotpot.uvic.ca/>

**15. Statement of penalties:**

The statement on deadlines in the School MA Handbook applies to this course. There is no formal penalty for missing the deadline for submitting the assignments, but you must get permission in advance if you find that you have to hand work in late. *Lecturers reserve the right **not to accept** an assignment that is submitted after the deadline without prior permission.* Any course work that is plagiarised will not receive a grade and cannot be resubmitted.

**16. Mandatory course requirements (Terms):**

To meet Mandatory Course Requirements, each course member is required to

1. complete fortnightly course readings
2. submit fortnightly CRAs

3. complete all assessment requirements.

**17. Communication of additional information:**

Additional information or information on changes will be conveyed to students via class notice boards and Blackboard.

**18. VicBooks:**

VicBooks are located on both Kelburn and Pipitea campuses. Students can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). VicBooks can courier books to customers or they can be picked up from either shop the day after placing an order online.

Tel: Kelburn 463 5515; Pipitea 463 6160

Opening hours: 8am - 6pm Mon – Fri and 10am - 1pm Saturday.

**19. Academic integrity and plagiarism**

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

**20. Statement on the use of TurnItIn:**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. TurnItIn is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. TurnItIn is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by TurnItIn. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. TurnItIn will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but

access to the full text of submissions will not be made available to any other party.

## **21. General University statutes and policies**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism
- Meeting the Needs of Students with Impairments
- Student Support