

FLE 361
Introduction to Computer Assisted Language Learning Tools

COURSE OUTLINE

<http://fle361.ning.com>

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Description of the Course:

This course introduces pre-service teachers of English to Computer-Assisted Language Learning (CALL) tools. In addition to giving an overview of the uses of CALL tools in teaching/learning, the course will cover a review of interactive instructional technologies in language teaching/learning, the Internet in English language teaching, and evaluation of English language teaching software and use of Web 2.0 tools in the language classroom. Implications of CALL in language classrooms will also be discussed. Students will be provided with hands-on experience, and they will also develop their own multimedia CALL materials (e.g. web pages, wikis, blogs, etc.). Students will also review and evaluate current research in CALL.

Objectives:

Students will be able to

- Review interactive instructional technologies in language teaching/learning.
- Learn terminology related to computer-assisted foreign language learning.
- Experiment with and evaluate current computer applications in foreign language learning.
- Learn how to design and integrate computers into foreign language courses.
- Review and evaluate selected current research in CALL.
- Develop their own multimedia CALL materials.

Course Outline:		
<u>WEEK</u>	<u>TOPIC</u>	<u>READING MATERIAL</u> <u>RELATED WEB PAGE</u>
Week 1	<ul style="list-style-type: none"> • Introduction to the History of CALL – Behaviouristic CALL, Communicative CALL, Integrated CALL • Getting e-mail accounts (Yahoo, Gmail and Hotmail) in order to use throughout the course. • Introduction to Ning interface 	<p>Warschauer, M. (1996). Computer-assisted language learning: An introduction. In S. Fotos (Ed.), <i>Multimedia language teaching</i> (pp. 3-20). Tokyo: Logos International.</p> <p>http://www.gse.uci.edu/faculty/markw/call.html</p> <p>http://fle136.ning.com</p>
Week 2	<ul style="list-style-type: none"> • Creating and Using Blogs in Teaching <ul style="list-style-type: none"> ○ Blogger ○ Wordpress ○ Blog feature of Ning ○ Blog (METU) 	<p>http://www.blogger.com http://www.wordpress.com http://blog.metu.edu.tr http://fle136.ning.com</p> <p><u>Article</u> Kavaliauskiene, G., L. Anusiene, V. Mazeikiene. (2006). <i>Webblogging: Innovation for communication in English Class</i>. <i>Electronic Journal of Foreign Language Teaching</i>; 3(2), 220-233.</p>
Week 3	<ul style="list-style-type: none"> • The use of wikis in English Language Classrooms <ul style="list-style-type: none"> ○ PBworks ○ Wetpaint ○ Google Documents 	<p>http://www.pbworks.com http://www.wetpaint.com http://docs.google.com</p> <p><u>Article</u> Parker, K., J. Chao. (2007). <i>Wiki as a teaching tool</i>. <i>Interdisciplinary Journal of Knowledge and Learning Objects</i>; 3, 57-71.</p>
Week 4	<ul style="list-style-type: none"> • Online Communities of Practice – Creating and Joining Online Groups <ul style="list-style-type: none"> ○ Google Groups ○ Yahoo Groups ○ Tapped In 	<p>http://groups.yahoo.com http://groups.google.com http://tappedin.org</p> <p><u>Article</u> Schlager, M., P. Schank. (1997). <i>TAPPED IN: A new on-line teacher community concept for the next generation of Internet technology</i>. <i>CSCCL '97 Proceedings</i>.</p>

<p>Week 5</p>	<ul style="list-style-type: none"> • Creating an online classroom <ul style="list-style-type: none"> ○ Nicenet ○ Dokeos • Social Bookmarking <ul style="list-style-type: none"> ○ Delicious 	<p>http://www.nicenet.org http://campus.dokeos.com http://delicious.com</p> <p><u>Article</u> Mohamed, H., H. Dzakiria. (2005). <i>Using NICENET in language classrooms at the Universiti Utara Malaysia, Malaysia</i>. Malaysian Online Journal of Instructional Technology; 2(2), 114-123.</p>
<p>Week 6</p>	<ul style="list-style-type: none"> • Online Conference Tools <ul style="list-style-type: none"> ○ WiZiQ ○ Elluminate • Computer Mediated Communication (CMC) (Synchronous and Asynchronous) – Message Boards , Forums, Instant Messaging Services <ul style="list-style-type: none"> ○ MSN Messenger ○ Yahoo Messenger ○ Google Talk ○ Skype ○ Facebook ○ Twitter 	<p>http://www.wiziq.com http://www.learningtimes.org</p> <p><u>Article</u> Joinson, A. (2008). <i>'Looking at', 'Looking up' or 'Keeping up with' people? Motives and uses of Facebook</i>. CHI 2008 Proceedings – Online Social Networks.</p>
<p>Week 7</p>	<ul style="list-style-type: none"> • Digital Storytelling • Podcasting 	<p>Windows Movie Maker Software will have been installed before the class. http://www.podomatic.com</p> <p><u>Article</u> Robin, B. R. (2008). <i>Educational Uses of Digital Storytelling</i>. Retrieved February 23, 2010, from Educational Uses of Digital Storytelling: http://www.coe.uh.edu/~brobin/Educational-Uses-DS.pdf</p>

Week 8	<ul style="list-style-type: none"> • Creating Online Quizzes using Hot Potatoes Software 	<p>Hot Potatoes Software will have been installed before the class.</p> <p><u>Article</u></p> <p>Prensky, M. (2001). Digital natives, digital immigrants. <i>On the Horizon</i> 9, 5. Retrieved December 27, 2006 from: http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf#search=%22prensky%22digital%20native%22%22.</p>
Week 9	<ul style="list-style-type: none"> • 3D Virtual Worlds – Designing an online classroom in 3D Virtual Worlds <ul style="list-style-type: none"> ○ Active Worlds ○ Quest Atlantis ○ Second Life 	<p>http://www.activeworlds.com http://www.questatlantis.com http://www.secondlife.com</p> <p><u>Article</u></p> <p>Campbell, C. (2009). <i>Learning in a different life: Pre-service education students using an online virtual world</i>. <i>Journal of Virtual Worlds Research</i>; 2(1).</p>
Week 10	<ul style="list-style-type: none"> • Creating an interactive webpage using Pageflakes. 	<p>http://www.pageflakes.com</p> <p><u>Article</u></p> <p>Kern, R. (2006). <i>Perspectives on technology in learning and teaching languages</i>. <i>TESOL Quarterly</i>; 40(1), 183-210.</p>
Week 11	Project Presentations	
Week 12	Project Presentations	
Week 13	Project Presentations Evaluation of the course	

Reading Materials

Campbell, C. (2009). *Learning in a different life: Pre-service education students using an online virtual world*. *Journal of Virtual Worlds Research*; 2(1).

Kavaliauskiene, G., L. Anusiene, V. Mazeikiene. (2006). *Webblogging: Innovation for communication in English Class*. *Electronic Journal of Foreign Language Teaching*; 3(2), 220-233.

Kern, R. (2006). *Perspectives on technology in learning and teaching languages*. *TESOL Quarterly*; 40(1), 183-210.

Joinson, A. (2008). 'Looking at', 'Looking up' or 'Keeping up with' people? *Motives and uses of Facebook*. CHI 2008 Proceedings – Online Social Networks.

Mohamed, H., H. Dzakiria. (2005). *Using NICENET in language classrooms at the Universiti Utara Malaysia, Malaysia*. *Malaysian Online Journal of Instructional Technology*; 2(2), 114-123.

Parker, K., J. Chao. (2007). *Wiki as a teaching tool*. *Interdisciplinary Journal of Knowledge and Learning Objects*; 3, 57-71.

Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon* 9, 5. Retrieved December 27, 2006 from: <http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf#search=%22prensky%22digital%20native%22%22>.

Robin, B. R. (2008). *Educational Uses of Digital Storytelling*. Retrieved February 23, 2010, from Educational Uses of Digital Storytelling: <http://www.coe.uh.edu/~brobin/Educational-Uses-DS.pdf>

Schlager, M., P. Schank. (1997). *TAPPED IN: A new on-line teacher community concept for the next generation of Internet technology*. CSCL '97 Proceedings.

Warschauer, M. (1996). Computer-assisted language learning: An introduction. In S. Fotos (Ed.), Multimedia language teaching (pp. 3-20). Tokyo: Logos International.
<http://www.gse.uci.edu/faculty/markw/call.html>

Evaluation

Final Project 40%:

Students will design a lesson plan integrating at least 3 of the tools introduced throughout the semester. They will submit their written lesson plans and present them to their classmates.

Reflection Papers 15%:

There will be 3 articles that students are expected to read; and after that they will write reflection papers about them. Preferably, they will come together online after class and discuss these articles. WiZiQ can be used as platform for discussion as it is saved automatically.

Quizzes 15%:

There will be quizzes about the articles students are responsible for. Thus, students are expected to read the articles before coming to class.

Tasks 15%:

There will be tasks about the tools the students are informed. These tasks will be published on Ning page as well.

Classroom Participation and Interest 15%:

More than 9 hours absence will result in failure. Moreover, students should actively take part in classroom discussions and tasks