

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester A in 2010 / 2011**

This form is for completion by the *Course Co-ordinator*. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

Part I

Course Title: New Technologies in Language Teaching

Course Code: EN6482

Course Duration: One semester

Credit Units: 3

Level: P6

Medium of Instruction: English

Prerequisites: *(Course Code and Title)* Nil

Precursors: *(Course Code and Title)* Nil

Equivalent Courses: *(Course Code and Title)* Nil

Exclusive Courses: *(Course Code and Title)* Nil

Part II

Course Aims

This course aims to teach students a variety of approaches to the use of new technology in language teaching, having particular regard to students' own teaching and learning context. Students have the opportunity to experience and utilize a range of new technologies for language teaching purposes, evaluate appropriate approaches and assess the advantages and limitations of particular technological tools.

Course Intended Learning Outcomes (CILOs)

(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Identify and evaluate approaches to the use of new technologies in language teaching	20%
2.	Evaluate language learning resources according to clearly defined criteria	10%
3.	Design, deliver and evaluate lessons involving new technology	30%
4.	Design, create and evaluate online resources for language learning	40%

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLAs	Hours/week (if applicable)
CILOS 1-4	Interactive lectures/guided discussions in which students will identify, describe and evaluate key concepts related to: <ul style="list-style-type: none"> • Teaching approaches using new technologies in language teaching • Instructional design, evaluation of resources • Implementing particular technologies in the language classroom 	
CILOS 1-4	Assigned readings Self-reflection/Journal/Diary	
CILOS 1-3	In-class discussion tasks about key concepts, in which students will: <ul style="list-style-type: none"> • Describe and evaluate their current teaching practices • Evaluate technologies/resources 	
CILO 4	Workshops on multimedia editing, quiz authoring, CMC and web design techniques Demonstration of multimedia editing, quiz authoring, CMC and web design techniques Practical tasks in multimedia editing, quiz authoring, CMC and web design Assigned readings	

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILO 1	Individual project to maintain a reflective weblog This assessment task is designed to help students describe and evaluate approaches to using new technologies in language teaching. Students will use the assigned readings for the course. Students will be required to:	20%	

	<ul style="list-style-type: none"> • Read and summarize academic articles and online sources about new technology in language teaching • Identify the strengths and limitations of the approach adopted • Evaluate whether the approach adopted would be effective in the students' own teaching context (if applicable) 		
CILOS 2, 3	<p>Individual project to deliver a technology-enhanced lesson and evaluate the process</p> <p>This assessment task will be designed to help students develop skills to design, deliver and evaluate a technology-enhanced language lesson. Students will use the concepts and methodologies covered in the course. Students will be required to:</p> <ul style="list-style-type: none"> • Evaluate existing language learning technology and select an existing technology to test in practice • Design a language lesson incorporating the existing selected technology • Evaluate the lesson through observations, surveys, interviews and other established methods of classroom research • Evaluate the potential of the technology for future lessons 	40%	
CILO 4	<p>Collaborative project to design an original interactive online language learning resource and evaluate the process</p> <p>This assessment task will be designed to help students develop skills in multimedia web design for language teaching and learning purposes. Students will use the skills and concepts covered in the course. Students will be required to:</p> <ul style="list-style-type: none"> • Design and create an interactive online language learning resource • Provide a rationale for the design • Evaluate the potential of the resource • Present the resource to their peers • Incorporate peer feedback and modify the resource accordingly 	40%	

Grading of Student Achievement:

CILO ONE: Individual project to maintain a reflective weblog

Grade	
A	Makes an excellent contribution, by posting frequently to own weblog and by commenting frequently on weblogs of others. Sample post demonstrates an excellent awareness of blogging conventions, including linking to other web resources. Sample post provides a very interesting and critical evaluation of use of new technology in language teaching.
B	Makes a good contribution by posting to own weblog and commenting on weblogs of others. Sample post demonstrates a good awareness of blogging conventions, including linking to other web resources. Sample post provides a critical evaluation of use of new technology in language teaching.
C	Makes an adequate contribution by posting to own weblog and occasionally commenting on weblogs of others. Sample post demonstrates an adequate awareness of blogging conventions, including linking to other web resources. Sample post may provide a critical evaluation of new technology in language teaching.
D	Makes a contribution mostly by posting to own weblog but not by commenting on weblogs of others. Sample post does not demonstrate an adequate awareness of blogging conventions and does not provide a critical evaluation of new technology in language teaching.
F	Does not contribute to reflective weblog in any meaningful way.

CILOS TWO AND THREE: Individual project to deliver a technology-enhanced lesson and evaluate the process

Grade	Initial reflection and background review 40%	Lesson design and use of technology 30%	Discussion/evaluation of lesson 30%
A	Provides an excellent description of the institutional context, teaching and learning problem of focus, and proposed technological intervention. Provides an excellent review of approach adopted and specific application of technology in language teaching. Refers to a range of clearly relevant literature. Sources are always appropriately referenced.	Provides an excellent description of lesson design and supporting materials, with very clear aims and procedures that match the aims. The lesson focuses clearly on new technology, and uses new technology in an appropriate, creative, and student-centered way.	Provides an excellent, evaluation, with interesting, critical insight. The evaluation is based on an excellent range of evidence and suggests interesting future improvements in design.
B	Provides a good description of the institutional context, teaching and learning problem of focus, and proposed technological intervention. Provides a very good review of approach adopted and specific application of technology in language teaching. Refers to a range of relevant literature. Sources are mostly appropriately referenced.	Provides a good description of lesson design and supporting materials, with clear aims and procedures that mostly match the aims. The lesson focuses on new technology, and mostly uses new technology in an appropriate, creative, and student-centered way.	Provides a good evaluation, with some insight. The evaluation is based on a good range of evidence and suggests future improvements in design.
C	Provides an adequate description of the institutional context, teaching and learning problem of focus, and proposed technological intervention. Provides an adequate review of approach adopted and specific application of technology in language teaching. Refers to some relevant literature. Sources are sometimes appropriately referenced.	Provides an adequate description of lesson design and supporting materials, with aims and procedures that sometimes match the aims. The lesson focuses on new technology, and sometimes uses new technology in an appropriate and student-centered way.	Provides an adequate evaluation. The evaluation is based on an adequate range of evidence and may suggest some future improvements in design.
D	Does not provide an adequate description of the institutional context, teaching and learning problem of focus, and proposed technological intervention. Does not provide An adequate review of approach adopted and specific application of technology in language teaching. Sources are not appropriately referenced.	Does not provide an adequate description of lesson design and supporting materials. The lesson does not focus clearly on new technology, and/or does not use new technology in an appropriate and student-centered way.	Does not provide an adequate evaluation. The evaluation is not based on an adequate range of evidence.
F	The initial reflection/background review is not attempted.	The lesson design is not attempted.	The evaluation is not attempted.

CILO FOUR: Collaborative project to design an original interactive online language learning resource and evaluate the process

Grade	Background review 40%	Action plan: Design and use of technology 30%	Discussion/evaluation 30%
A	Provides an excellent description of the institutional context, teaching and learning problem of focus, and proposed technological resource. Provides an excellent review of approach adopted and specific application of technology in language teaching. Refers to a range of clearly relevant literature. Sources are always appropriately referenced.	The resource developed makes very appropriate and creative use of an impressive range of new technology (e.g. multimedia, CMC, interactive quizzes) in order to meet stated aims. The action plan provides an excellent description of the role of the resource in the curriculum.	Provides an excellent evaluation of the resource designed, with interesting, critical insight. The evaluation provides a very detailed account of the potential of the resource, possible problems in implementation and solutions.
B	Provides a good description of the institutional context, teaching and learning problem of focus, and proposed technological resource. Provides a very good review of approach adopted and specific application of technology in language teaching. Refers to a range of relevant literature. Sources are mostly appropriately referenced.	The resource developed makes appropriate and creative use of a good range of new technology, in order to meet stated aims. The action plan provides a good description of the role of the resource in the curriculum.	Provides a good evaluation of the resource designed, with critical insight. The evaluation provides a detailed account of the potential of the resource, possible problems in implementation and solutions.
C	Provides an adequate description of the institutional context, teaching and learning problem of focus, and proposed technological resource. Provides an adequate review of approach adopted and specific application of technology in language teaching. Refers to some relevant literature. Sources are sometimes appropriately referenced.	The resource developed may make appropriate use of an adequate range of new technology in order to meet stated aims, but may not be particularly creative. The action plan provides an adequate description of the role of the resource in the curriculum.	Provides an adequate evaluation of the resource designed. The evaluation provides an account of some or all of: the potential of the resource, possible problems in implementation and solutions.
D	Does not provide an adequate description of the institutional context, teaching and learning problem of focus, and proposed technological resource. Does not provide an adequate review of approach adopted and specific application of technology in language teaching. Sources are not appropriately referenced.	The resource developed does not make appropriate use of an adequate range of technology. The action plan does not provide an adequate description of the role of the resource in the curriculum.	Does not provide an adequate evaluation of the resource designed. The evaluation is lacking in some or all of: the potential of the resource, possible problems in implementation and solutions
F	The initial reflection/background review is not attempted.	Design and action plan is not attempted..	The evaluation is not attempted.

Part III

Keyword Syllabus

Pedagogy

Computer-assisted language learning, E-learning, behaviourist instruction, constructivism, computer as tutor, computer as tool, computer as stimulus, autonomy, tandem learning, project-based learning

Technology

The Internet, computer mediated communication, blogging, wikis, podcasting, RSS, digital storytelling, social networking, gaming, MOOS, MUDS, MUVES, email, word processor, concordancer

Design

Instructional design, evaluation, multimedia, web design, quiz authoring

Recommended Reading

Text(s)

Ahmad, K., Corbett, G., Rogers, M., & Sussex, R. (1985). *Computers, Language Learning and Language Teaching*. Cambridge: Cambridge University Press.

Beatty, K. (2003). *Teaching and Researching Computer-Assisted Language Learning*. London: Longman.

Boswood, T. (Ed.). (1997). *New Ways of Using computers in Language Teaching*. Alexandria, VA: TESOL.

Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition*. Cambridge: Cambridge University Press.

de Szendeffy, J. (2005). *A Practical Guide to Using Computers in Language Teaching*. Ann Arbor, Michigan: University of Michigan Press.

Dudeny, G. (2007). *The internet and the language classroom: A practical guide for teachers* (2nd Ed.). Cambridge: Cambridge University Press.

Dunkel, P. (Ed.). (1991). *Computer-assisted Language Learning and Testing: Research Issues and Practice*. New York: Newbury House.

Egbert, J., & Petrie, G. M. (2005). *CALL Research Perspectives*. Mahwah, NJ: Lawrence Erlbaum.

Felix, U. (1998). *Virtual Language Learning: Finding the Gems amongst the Pebbles*. Melbourne: Language Australia Ltd.

- Felix, U. (Ed.). (2003). *Language Learning Online*. Lisse: Swets & Zeitlinger.
- Fotos, S., & Browne, C. (Eds.). (2004). *New perspectives on CALL for second language classrooms*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.
- Johns, T., & King, P. (1991). *Classroom Concordancing*. Birmingham: University of Birmingham.
- Lamy, M.-N., & Hampel, R. (2007). *Online communication in language learning and teaching*. Basingstoke: Palgrave Macmillan.
- Levy, M. (1997). *Computer-assisted language learning: context and conceptualisation*. New York: Oxford University Press.
- Levy, M., & Debsky, R. (Eds.). (1999). *WorldCALL: Global Perspectives on Computer-assisted Language Learning*. Lisse: Swets and Zeitlinger.
- Levy, M., & Stockwell, G. (2006). *CALL dimensions: Options and issues in computer-assisted language learning*. Mahwah: Lawrence Earlbaum.
- Pennington, M. (Ed.). (1996). *The Computer and the Non-native Writer: A Natural Partnership*. Cresskill, NJ: Hampton Press.
- Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*. Thousand Oaks, CA: Corwin Press.
- Schwienhorst, K. (2007). *Learner autonomy and CALL environments*. New York: Routledge.
- Sperling, D. (2000). *The Internet Guide for English Language Teachers*. Upper Saddle River, NJ: Prentice Hall Regents.
- Underwood, J. H. (1984). *Linguistics, Computers and the Language Teacher: A communciative approach*. Rowley, Massuchessets: Newbury House.
- Warschauer, M. (1995). *E-mail for English teachers*. Alexander, Virginia: TESOL.
- Warschauer, M., & Kern, R. (Eds.). (2000). *Network-based Language Teaching: Concepts and Practices*. Cambridge: Cambridge Universty Press.
- Warschauer, M., Shetzer, H., & Meloni, C. F. (2000). *Internet for English teaching*. Alexandria, VA: TESOL.

White, C. (2003). *Language Learning in Distance Education*. Cambridge: Cambridge University Press.

Wichmann, A., Fligelstone, S., McEnery, T., & Knowles, G. (1997). *Teaching and Language Corpora*. New York: Addison Wesley Longman.

Online Resources

W3Schools (interactive tutorials for web development)

<http://www.w3schools.com/>

Weblogg-ed (Will Richardson)

<http://weblogg-ed.com/>

Educational technology and life (Mark Wagner)

<http://edtechlife.com/>

Derek's blog

<http://blog.core-ed.net/derek/>

Ewan McIntosh's edu.blogs.com

<http://edu.blogs.com/edublogs/>

Learning technology teacher development blog for ELT (Nik Peachey)

<http://nikpeachey.blogspot.com/>

Larry Ferlazzo's websites of the day

<http://larryferlazzo.edublogs.org/>

Language Learning and Technology

<http://lt.msu.edu/>

Returned by

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