

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester A in 2009 / 2010**

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 ESP

Course Code: EN6955

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	35%
2.	Evaluate language learning resources according to clearly defined criteria	35%
3.	Design, deliver and evaluate lessons involving new technology	20%
4.	Design, create and evaluate online resources for language learning	10%

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)
CILO 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 and web design techniques Demonstration of multimedia editing, quiz authoring and web design techniques Practical tasks in multimedia editing, quiz authoring 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 articles 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>Collaborative 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>Individual 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: Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading pattern: Standard (A+, A, A-....F). Grading is based on student performance in assessment tasks/activities.

Part III

Keyword Syllabus

Pedagogy

Computer-assisted language 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://llt.msu.edu/>

Returned by

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Date: 4 August 2008