



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: Computer-Assisted Language Learning

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
LIN	8006	86041	1, 2009	EXT	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070115

STAFFING

Examiner: Jeong-Bae Son
Moderator: Ann Dashwood

RATIONALE

With the advance of computer technology and the growth of interest in the use of computers for education, it is necessary for language teachers to become aware of the application of computers in second language learning and teaching. In other words, language teachers need to know about the basics of Computer-Assisted Language Learning (CALL) in order not to be left behind in the use of instructional technology for enhancing learning and teaching.

SYNOPSIS

This course provides language teachers with an introduction to theory and practice of CALL. Course topics include theoretical bases for CALL; current trends and issues of CALL research; language teachers' roles in CALL environments; the development and use of CALL applications such as multimedia / hypermedia materials and Internet tools; and strategies for integrating CALL into second language programs. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course students will be able to:

1. demonstrate a basic understanding of second language teaching methodology in relation to computer technology; (Both Assessment Items)
2. show an awareness of research directions in CALL; (Both Assessment Items)
3. identify language teachers' roles in CALL contexts; (Both Assessment Items)
4. demonstrate a knowledge of the practical uses of CALL in second language learning and teaching. (Both Assessment Items)

TOPICS

	Description	Weighting (%)
1.	Background	10.00
2.	Research on CALL	15.00
3.	Language teachers in CALL environments (Weighting for the following sub-topics is 15% each)	75.00
	3.1. Observation	
	3.2. Design	
	3.3. Implementation	
	3.4. Evaluation	
	3.5. Management	

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

There is no prescribed text.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library>. The gateway to education resources is here: <http://www.usq.edu.au/library/faculties/education/default.htm>

Boswood, T (ed.) 1997, *New ways of using computers in language teaching*, TESOL, Alexandria, VA.

Bush, MD & Terry, RM (eds.) 1997, *Technology-enhanced language learning*, National Textbook Company, Lincolnwood, IL.

Chapelle, CA 2000, *Computer applications in second language acquisition: foundations for teaching, testing and research*, Cambridge University Press, Cambridge.

Egbert, J & Hanson-Smith, E (eds.) 1999, *CALL environments: research, practice and critical issues*, TESOL, Alexandria, VA.

Pennington, MC (ed.) 1996, *The power of CALL*, Athelstan, Houston, TX.

Son, J-B (ed.) 2004, *Computer-assisted language learning: concepts, contexts and practices*, Lincoln, NE: iUniverse.

Warschauer, M & Kern, R (ed.) 2000, *Network-based language teaching: concepts and practice*, Cambridge University Press, Cambridge.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	35.00
Directed Study	90.00
Private Study	50.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
EVALUATION REPORT	60.00	60.00	05 Jun 2009 (see note 1)
DISCUSSION GROUP CONTRIBUTION	40.00	40.00	12 Jun 2009

NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration. This course contains a discussion forum where students' participation is formally assessed and successful participation in that discussion group is required to complete the requirements to be awarded a passing grade in the course.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.

- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
As there are no examinations in this course, there will be no deferred or supplementary examinations.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

OTHER REQUIREMENTS

- 1 Students should have basic computer literacy skills and regular access to a computer connected to the Internet.
 - 2 Students will require access to e-mail and internet access to USQConnect for this course.
 - 3 Students must complete and submit the assignment and make contributions to the online discussion group to pass the course.
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