

COURSE CODE	Eng 742	COURSE LEVEL & YEAR	2nd year level
COURSE TITLE	CALL		
COURSE TEACHER/S			
CREDIT HOURS	3		
PRE-REQUISITES			
CO-REQUISITES	None		
DURATION OF COURSE	16-week semester		
TOTAL STUDENT STUDY TIME	3 hours per each contact hour weekly		
AIMS	<p><i>Subject-specific skills (Knowledge Skills):</i></p> <ol style="list-style-type: none"> 1. Trace the historical developments in CALL 2. Show awareness of the theoretical underpinnings of best practices in CALL 3. Show awareness of the uses of computers for teaching language skills, form focused instruction and learner training 4. Show awareness of the uses of corpora for language learning 5. Show awareness of the uses of CMC in pre-service and in-service teacher education 6. Identify the major trends of research in CALL and the uses of computers in research in applied linguistics <p><i>Core Academic skills (Cognitive Skills):</i></p> <p>Design CMC authentic language learning tasks</p> <ol style="list-style-type: none"> 1. Work out a set of criteria for assessing CALL environments and tasks 2. Evaluate a few authorware and courseware produced specifically for designing language learning tasks 3. Use e-learning systems (Course management Systems) such as Gsour, WebCt and Moodle for designing interactive language learning environments <p><i>interpersonal and Key skills:</i></p> <p>Hopefully, students benefit from teamwork tasks and understand concepts like “leadership”, “cooperation” and scientific honesty”.</p>		
INTENDED LEARNING OUTCOMES	<p>Specify briefly ILOs in relation to the three aim clusters as in the above box.</p> <p>The aim of this course is not to enable students to become technicians who can maintain hardware. Nor is it to help them become programmers who can produce software. Important as these aims might be, they are beyond the scope of this course. CALL requires the collaboration of the ELT teacher with technicians, programmers and media experts.</p> <p>MA students enrolled in this course are supposed to have had an undergraduate course on the use of e-technology in language learning and teaching. Therefore, this course builds upon that course and serves the double purpose of enabling students to grow professionally in the use of CALL in language learning and teaching and preparing them for conducting research on the integration of CALL in language teaching.</p>		
LEARNING/TEACHING METHODS	<p>Pay attention to the distinction between ‘teaching’ and ‘learning’. This is not only about the ‘teaching’</p>		

methods you will use, but also about what ‘learning’ strategies you will encourage students to adopt.

This course is supposed to be a blended course so that students may practice e-learning as learners. It is also supposed to be both learner-centered and highly interactive both in face-to-face sessions and online despite the fact that the face to face sessions are going to be conducted using the closed circuit. Learner role is activated through a set of strategies:

1. Use of interactive tasks with the help of peer co-ordination
2. Use of PPPs in which theoretical mini-lectures are always preceded by interactive activities that encourage students to reflect upon the content they are focusing on.
3. Modeling through the use of the internet connection particularly when it comes to designing e-learning of English as a foreign language.

ASSIGNMENTS

List the frequency and type of formative (non-assessed) assignments given over the duration of the course.

Assignments are varied. They include:

- library-related assignments
- online-related assignments
- oral classroom presentations/talks
- research papers

ASSESSMENT

List methods, frequency, time, and percentage of the mark for each assessment, including final examination.

Students will be assessed on the basis of the following tasks:

Quizzes and/or exams as well as on-going alternative assessment will be used. The following is a proposed scheme for assessment:

Online participation and quizzes 30

In-class participation 10

Term Paper 20

Final exam 40

SYLLABUS PLAN

1. Introduction to CALL: definition and history

2. Theoretical foundations of CALL with particular focus on the Interaction Hypothesis, Constructivism, Activity Theory and Connectivism

3. Task-based language learning and CALL

4. Networked language learning and CMC: e-learning in ELT.

5. Task authenticity in CALL

6. CALL and language skills

7. CALL and Learner Training

8. Evaluating CALL authorware and courseware

9. Corpora and language learning

10. Teacher education in CALL

11. Current trends in research in CALL

INDICATIVE BASIC READING LIST

List text books and main supporting reference works.

Aijmer, K.(ed). (2009). *Corpora and language teaching*. Amsterdam. NLD: John Benjamins Publishing Company.

Aston, B. and Stewart, D. (eds.) (2004).*Corpora and language learners*. Amsterdam, , NLD: John Benjamins Publishing Company.

Beatty, Ken (2003). *Teaching and Researching Computer-Assisted Language Learning*. London: Pearson. A relatively recent and readable broad introduction to the field of CALL.

NB Although the boxes in this template are expandable, please do not allow this course outline to be any longer than roughly a page and half, or a maximum of two full pages. Please use font size 10.