

## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COLA

Dept/Division: English/TESOL

Alpha Designator/Number: ENG 6xx

☒ Graded    ☐ CR/NC

Contact Person: Mimi Li

Phone: 304-696-3392(office); 201-285-9229

### NEW COURSE DATA:

New Course Title: Computer Assisted Language Learning

Alpha Designator/Number: E N G 6 x x

Title Abbreviation: C A L L

(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

This graduate seminar course introduces students to general topics of computer-assisted language learning (CALL), focusing on the use and research of computer technologies in second-language teaching and learning. Students will gain updated pedagogical knowledge on the integration of CALL in language classes, and also develop competence to evaluate and conduct research in CALL.

Co-requisite(s): none

First Term to be Offered: Spring 2016

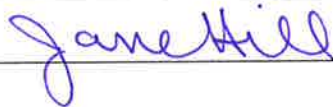
Prerequisite(s): none

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): NA

Signatures: If disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head



Date 11 Feb. 2015

Registrar

Date

College Curriculum Chair

Date

Graduate Council Chair

Date

## Request for Graduate Course Addition - Page 2

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College: COLA

Department/Division: English/TESOL

Alpha Designator/Number: ENG 6xx

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Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

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1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dr. Mimi Li

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

By the end of the course, students will:

1. Understand CALL's historical foundations and link them to current language learning approaches;
2. Review and analyse current body of literature in CALL and identify current trends of CALL;
3. Implement and evaluate updated computer applications in second/foreign language teaching and learning;
4. Development competence to understand, evaluate, and conduct empirical studies in CALL.
5. Conduct professional development in online community.

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### **7. COURSE OUTLINE (May be submitted as a separate document)**

Please see attached course syllabus.

### **8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)**

#### **1) Required textbook:**

Levy, M., & Stockwell, G. (2006). CALL dimensions: Options and issues in computer-assisted language learning. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

#### **2) Recommended textbook:**

Thomas, M., Reinders, H., & Warschauer, M. (2013). Contemporary computer-assisted language learning. New York, NY: Bloomsbury.

See course syllabus for more readings.

### **9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)**

Instructional methods will include lecture, class discussion, student presentation, and hands-on group work. See the syllabus for details.

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### **10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)**

Evaluation will include reaction paper, discussion leading, CALL activities, and final research project. See the syllabus for details.

### **11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE**

NA.

### **12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)**

Please see the attached bibliography.

## Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: English

Course Number and Title: ENG 6xx: Computer Assisted Language Learning

Catalog Description: This graduate seminar course introduces students to general topics of computer-assisted language learning (CALL), focusing on the use and research of computer technologies in second-language teaching and learning. Students will gain updated pedagogical knowledge on the integration of CALL in language classes, and also develop competence to evaluate and conduct research in CALL.

Prerequisites: None

First Term Offered: Spring 2016

Credit Hours: 3

## **ENG 6XX: Computer Assisted Language Learning**

Instructor: Mimi Li, Ph.D.

Office: Corbly Hall 454; Office phone #:304-696-3392; E-mail: limi@marshall.edu

### **COURSE DESCRIPTION**

This is a graduate-level course for pre-service language teachers. The purpose of the course is to introduce students to general topics of computer-assisted language learning (CALL), the history of CALL, and the use and research of computer technologies in second-language teaching and learning. Students will learn about the historical and cross-disciplinary foundations of CALL, pedagogical approaches and issues in CALL, integration of CALL in language skill areas, and assessments, evaluation, and implementation of CALL projects.

Course Topics include:

- ✓ Introduction to CALL/History of CALL
- ✓ CALL theoretical perspectives
- ✓ Overview of CALL pedagogy options/issues
- ✓ Reading and writing in CALL
- ✓ Speaking and listening in CALL
- ✓ Vocabulary and grammar in CALL
- ✓ Pragmatics and culture in CALL
- ✓ CALL evaluation
- ✓ Instructional technology in second language teaching and learning
- ✓ Interaction in computer-mediated communication (CMC)
- ✓ Teacher education in CALL
- ✓ Professional development in online community

### **COURSE OBJECTIVES**

By the end of the course, students will:

1. Understand CALL's historical foundations and link them to current language learning approaches;
2. Review and analyse current body of literature in CALL and identify current trends of CALL;
3. Implement and evaluate updated computer applications in second/foreign language teaching and learning;
4. Development competence to understand, evaluate, and conduct empirical studies in CALL.
5. Conduct professional development in online community.

## COURSE MATERIALS

### **Required textbook:**

Levy, M., & Stockwell, G. (2006). *CALL dimensions: Options and issues in computer-assisted language learning*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

### **Recommended textbook:**

Thomas, M., Reinders, H., & Warschauer, M. (2013). *Contemporary computer-assisted language learning*. New York, NY: Bloomsbury.

### **Other materials**

Book chapters, journal articles, and other information for weekly reading will be available on MUOnline.

### **Computer:**

Students are required to have regular access to a computer with an internet connection and speakers. All the assignments will be submitted online. Students will also need to use multimedia functions of the computer and possibly download or use (free) software for certain assignments.

## LEARNING OUTCOMES

The table below shows the learning outcomes and how students' learning outcomes will be practiced and assessed in this course.

By the end of this course, students will:	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed
1. Understand CALL's historical foundations, and fundamental concepts and principles.	Students will read book chapters/ journal articles, and engage in class discussions.	Students will participate in class discussions, and write reaction papers.
2. Review and analyse current body of literature in CALL, identify current trends of CALL, and develop competence to conduct research in CALL.	Students will read book chapters/ journal articles, and participate or lead the class discussion. They will also write a literature review or a research proposal regarding a special CALL topic.	Students will conduct discussion leading in pairs. They will also select a special CALL topic and construct a literature review or a research proposal, and then make a class presentation.
3. Implement and evaluate updated computer applications in second and foreign language learning.	Students will digest course readings, analyze and evaluate computer applications and create CALL projects themselves.	Students will do a CALL activity regarding a computer application, and provide a training workshop in class. They will also complete an assignment of website/software evaluation.
4. Conduct professional development in online community.	Students will read relevant literature regarding the topic of online professional development and participate in class discussion. They will be introduced to opportunities such as webinar training sessions, listserv subscription, and online conference participation.	Students will discuss the course readings, and participate in webinar session or listserv discussion for bonus points.

## COURSE ASSIGNMENTS

This course is composed of the following assignments. Detailed information and guidelines for each assignment will be delivered in class and/or posted to MUOnline.

- **Discussion leading---** For some topics covered in class, two members of the class will serve as discussion leaders. The discussion leaders are expected to have read the required course reading carefully. Students present a summary of the articles, prepare discussion questions and activities, and coordinate and facilitate the discussion.
- **Reaction paper----** These are short (3 pages, typed, double-spaced) papers in which students react to selected topics covered in the course readings. The reaction papers should not be summaries of course readings. Students are expected to critique theoretical positions, evaluate research methodologies and/or research findings, pose questions, and make a connection to their own instructional context.
- **CALL activity and presentation---** As a hands-on activity, student select a specific Web/computer application that they learn and conduct an applied project using this application. Present the CALL project and provide a training workshop to the class.
- **Website/Software Evaluation-----** Students choose two Websites or two pieces of software that can be used in a second language classroom. For each of the two resources, describe what the websites/software are, and discuss how they are used, how they can be implemented in class, and how the participants evaluate their usefulness, following criteria outlined in the course.
- **Final Project (Literature review or Research proposal: Choose one, and conduct presentation)**
  - ✓ **Literature Review.** This assignment gives students an opportunity to critically examine CALL theory and research and make connections between theory/research and classroom practice. Identify a specific topic, analyze, synthesize, and evaluate research on the topic, and discuss pedagogical implications of the theory/research for language instruction. The paper should be around 18 pages, typed, double-spaced, and follow the APA format.
  - ✓ **Research Proposal.** This assignment gives students an opportunity to design a research project on a CALL topic. The proposal should include a) a discussion of the research problem, objectives, significance of the study, definition of key terms, and research hypotheses, if applicable; b) a brief review of related literature; and c) a description of the research methodology. The proposal should be around 18 pages, typed, double-spaced, and follow the APA format.
  - ✓ **Final presentation.** The oral presentation will be given at the end of the semester. These should be short talks on either a research proposal or literature review. Students need to prepare a handout for everybody in class. The handout should include a summary of the main points in the talk as well as a selected reference list.

- In addition, some bonus activities (i.e. webinar participation) will be conducted.

## COURSE POLICIES

### Course Ground Rules:

Students (and the instructor) are expected to conduct themselves professionally in all learning situations. We are all growing in our knowledge and our identities as teachers and we must all work to nurture that growth in ourselves and our colleagues. To that end, everyone is expected to be prepared (i.e. readings, assignments, etc.), to share thoughtfully, reflect thoroughly, and respond respectfully, and approach each new topic as a professional growth experience.

### Assignment Submissions:

- All assignments must be submitted by 12:00 midnight on the date due for FULL CREDIT to be given.
- The submission should be in an appropriate academic format (i.e., APA format). Failure to conform to the standards will result in points deducted.
- Students who submit excused absences through Student Affairs can make-up work with no late penalty. Students with unexcused absences cannot make-up discussion leading or other in-class activities, but can turn in all other assignments for -2 percentage points/per day late.
- If you have trouble uploading the assignment to MUOnline, please e-mail the instructor before midnight on the due date.
- The late submissions must be turned in and the instructor is notified no later than Week 15.

### Grading:

The course grade will be determined based on the following criteria:

Discussion leading	15 %
Reaction paper	15 %
CALL Activity and Presentation	20%
Websites/Software evaluation	15%
Final Project and Presentation	35%

### Grading Scale:

A = 90-100      B = 80-89      C=70-79      D= 60-69      F= 0-59

### University Policies:

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on “Marshall University Policies.” Or you can access the policies directly by going to <http://www.marshall.edu/wpmu/academic-affairs/policies>.

TESOL Program, Department of English  
Marshall University

Dr. Mimi Li

University Policies: Academic Dishonesty/ Computing Services Acceptable Use/ Inclement  
Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and  
Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual  
Harassment

### TENTATIVE COURSE SCHEDULE

Weeks	Topics	Readings & Assignments Due
<b>Week 1</b>	<i>Introduction to CALL/ History of CALL</i>	Levy & Stockwell, Chs 1 & 10 Davies et al., 2013
<b>Week 2</b>	<i>CALL theoretical perspectives</i>	Levy & Stockwell, Ch 5 Chapelle, 2005
<b>Week 3</b>	<i>Overview of CALL pedagogy options and issues</i>	Levy & Stockwell, Ch 9; Brown, 2013 <b>Reaction Paper 1 due</b>
<b>Week 4</b>	<i>Reading and Listening in CALL (Discussion Leading)</i>	Thomas, Reinders, & Warschauer, 2014, Ch14; Chuan, 2006
<b>Week 5</b>	<i>Speaking and Writing in CALL (Discussion Leading)</i>	Hegelheimer & Lee, 2013; Cárdenas-Claros & Gruba, 2014
<b>Week 6</b>	<i>Vocabulary and Grammar in CALL (Discussion Leading)</i>	Levy & Stockwell, Chapter 7 Smith, 2005 <b>CALL activity and presentation due</b>
<b>Week 7</b>	<i>Pragmatics and Culture in CALL (Discussion Leading)</i>	Belz, 2003; Levy, 2007
<b>Week 8</b>	<i>CALL Evaluation</i>	Levy & Stockwell, Chapter 3 Hubbard, 2006 <b>Reaction Paper 2 due</b>
<b>Week 9</b>	<i>Instructional Technologies in Second Language Teaching and Learning</i>	Levy & Stockwell, Chs 4 & 8; Hafner, 2013
<b>Week 10</b>	<i>Enjoy the Spring Break!</i>	
<b>Week 11</b>	<i>Interaction in CMC</i>	Lai & Zhao, 2006 Li & Zhu, 2013 <b>Website/software evaluation due</b>
<b>Week 12</b>	<i>Teacher Education in CALL</i>	Hubbard & Levy, 2006; Meskill & Sadykova, 2011
<b>Week 13</b>	<i>Professional Development in Online Community</i>	Egbert, 2006; Shelley, Murphy, & White, 2013
<b>Week 14</b>	Final Project consultation with the instructor	
<b>Week 15</b>	<i>Project presentation</i>	Prepare handouts
<b>Week 16</b>	<i>Course wrap-up</i>	<b>Final Project due</b>

## REFERENCES FOR CLASS READING

- Belz, J. A. (2003). Linguistic perspectives on the development of intercultural competence in telecollaboration. *Language Learning & Technology*, 7(2), 68-117.
- Brown, J. (2013). Research on computers in language testing: Past, present and future. In M. Thomas, H. Reinders & M. Warschauer (Eds.), *Contemporary computer assisted language learning* (pp.73-94). New York, NY: Bloomsbury.
- Cárdenas-Claros, M., & Grubab, P.A. (2014). Learners' interactions with help options in CALL. *Computer Assisted Language Learning* 27(3), 228-245.
- Chapelle, C.A. (2005). Interactionist SLA theory in CALL Research. In Petrie, G. (Ed.), *Research perspectives on CALL*. Mahwah, NJ: Laurence Erlbaum Associates.
- Chun, D. (2006). CALL technologies for L2 reading. In L. Ducate and N. Arnold, (eds.) *Calling on CALL: From theory and research to new directions in foreign language teaching* (pp. 69-98). CALICO: San Marcos, TX.
- Davies, G., Otto, S., & Ruschoff, B. (2013). Historical perspectives on CALL. In M. Thomas, H. Reinders & M. Warschauer (Eds.), *Contemporary computer assisted language learning* ( pp.19-38). New York, NY: Bloomsbury.
- Egbert, J. (2006). Learning in context: Situating language teacher learning in CALL. In P. Hubbard & M. Levy, (Eds.), *Teacher education in CALL* (pp. 169-182). Amsterdam.
- Hafner, C. (2014). Embedding digital literacies in English language teaching: Students' digital video projects as multimodal ensembles. *TESOL Quarterly*, 48(4), 655-685.
- Hegelheimer, V., & Lee, J. (2013). The role of technology in teaching and researching writing. In M. Thomas, H. Reinders & M. Warschauer (Eds.), *Contemporary computer assisted language learning* (pp.73-94). New York, NY: Bloomsbury.
- Hubbard, P. (2006). Evaluating CALL software. In L. Ducate and N. Arnold, (Eds.), *Calling on CALL: From theory and research to new directions in foreign language teaching* (pp. 313-338). CALICO: San Marcos, TX.
- Lai, C., & Zhao, Y. (2006). Noticing and text-based chat. *Language Learning and Technology*, 10(3), 102-120.
- Levy, M. (2007). Culture, culture learning, and new technologies: Towards a pedagogical framework. *Language Learning and Technology*, 11(2), 104-127.
- Levy, M., & Stockwell, G. (2006). CALL dimensions: Options and issues in computer-assisted language learning. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

- Li, M. & Zhu, W. (2013). Patterns of computer-mediated interaction in small writing groups using wikis. *Computer Assisted Language Learning*, 26(1), 62-81.
- Meskill, C., & Sadykova, G. (2011). Introducing EFL faculty to online instructional conversations. *ReCALL*, 23 (3), 200-217.
- Shelley, M., Murphy, L., & White, C. (2013). Language teacher development in a narrative frame: The transition from classroom to distance and blended settings. *System*, 41, 560-574.
- Smith, B. (2005). The relationship between negotiated interaction, learner uptake, and lexical acquisition in task-based computer-mediated communication. *TESOL Quarterly*, 39, 33-58.
- Thomas, M., Reinders, H., & Warschauer, M. (2013). *Contemporary computer-assisted language learning*. New York, NY: Bloomsbury.

### CALL Journals and Organizations

#### Selected Journals

- ✓ Computer Assisted Language Learning: An International Journal
- ✓ Language Learning & Technology
- ✓ ReCALL Journal
- ✓ CALICO Journal
- ✓ System: An International Journal of Educational Technology and Applied Linguistics
- ✓ International Association for Language Learning Technology (IALLT) Journal
- ✓ Computers & Education

#### Organizations

- ✓ CALICO (Computer Assisted Language Instruction Consortium) <http://www.calico.org/>
- ✓ EuroCALL (Europe Computer Assisted Language Learning) <http://www.eurocall.org/>
- ✓ IALLT (International Association of Language Learning Technology) <https://www.iallt.org/>
- ✓ ICT4LT (Information and Communications Technology for Language Teachers)  
[www.ict4lt.org](http://www.ict4lt.org)

## Bibliography/References

### Books

- Beatty, K. (2010). *Teaching and researching computer-assisted language learning*. New York: Routledge.
- Ducate, L., & Arnold, N. (2006). *Calling on CALL: From theory and research to new directions in foreign language teaching*. CALICO: San Marcos, TX.
- Hubbard, P., & Levy, M. (2006). *Teacher education in CALL*. Philadelphia, PA: John Benjamins.
- Levy, M., & Stockwell, G. (2006). *CALL dimensions: Options and issues in computer-assisted language learning*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Stockwell, G. (2012). *Computer-assisted language learning: diversity in research and practice*. New York: Cambridge University Press.
- Thomas, M., Reinders, H., & Warschauer, M. (2013). *Contemporary computer-assisted language learning*. New York, NY: Bloomsbury.

### Journal Articles and Book Chapters

- Belz, J. A. (2003). Linguistic perspectives on the development of intercultural competence in telecollaboration. *Language Learning & Technology*, 7(2), 68-117.
- Brown, J. (2013). Research on computers in language testing: Past, present and future. In M. Thomas, H. Reinders & M. Warschauer (Eds.), *Contemporary computer assisted language learning* (pp.73-94). New York, NY: Bloomsbury.
- Cárdenas-Claros, M., & Grubab, P.A. (2014). Learners' interactions with help options in CALL. *Computer Assisted Language Learning* 27(3), 228-245.
- Chapelle, C.A. (2005). Interactionist SLA theory in CALL Research. In Petrie, G. (Ed.), *Research perspectives on CALL*. Mahwah, NJ: Laurence Erlbaum Associates.
- Chun, D. (2006). CALL technologies for L2 reading. In L. Ducate and N. Arnold, (eds.) *Calling on CALL: From theory and research to new directions in foreign language teaching* (pp. 69-98). CALICO: San Marcos, TX.
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- Hafner, C. (2014). Embedding digital literacies in English language teaching: Students' digital video projects as multimodal ensembles. *TESOL Quarterly*, 48(4), 655–685.
- Hegelheimer, V., & Lee, J. (2013). The role of technology in teaching and researching writing. In M. Thomas, H. Reinders & M. Warschauer (Eds.), *Contemporary computer assisted language learning* (pp.73-94). New York, NY: Bloomsbury.
- Hubbard, P. (2006). Evaluating CALL software. In L. Ducate and N. Arnold, (Eds.), *Calling on CALL: From theory and research to new directions in foreign language teaching* (pp. 313-338). CALICO: San Marcos, TX.
- Lai, C., & Zhao, Y. (2006). Noticing and text-based chat. *Language Learning and Technology*, 10(3), 102-120.
- Levy, M. (2007). Culture, culture learning, and new technologies: Towards a pedagogical framework. *Language Learning and Technology*, 11(2), 104-127.
- Levy, M., & Stockwell, G. (2006). CALL dimensions: Options and issues in computer-assisted language learning. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Li, M. (2013). Individual novices and collective experts: Collective scaffolding in wiki-based small group writing. *System*, 41(3), 752-769.
- Li, M. & Zhu, W. (2013). Patterns of computer-mediated interaction in small writing groups using wikis. *Computer Assisted Language Learning*, 26(1), 62-81.
- Smith, G., Li, M., Drobisz, J., Park, H., Kim, D., & Smith, S (2013). Play games or study? Computer games in eBooks to learn English vocabulary. *Computers & Education*, 69, 274-286.
- Li, M. (2012a). Use of wikis in second/foreign language classes, a literature review. *CALL-EJ*, 13(1), 17-35.
- Li, M. (2012b). Politeness strategies in wiki-mediated communication of EFL collaborative writing tasks. *LALLT Journal*, 42(2), 1-26.
- Meskill, C., & Sadykova, G. (2011). Introducing EFL faculty to online instructional conversations. *ReCALL*, 23 (3), 200-217.
- Shelley, M., Murphy, L., & White, C. (2013). Language teacher development in a narrative frame: The transition from classroom to distance and blended settings. *System*, 41, 560-574.
- Smith, B. (2005). The relationship between negotiated interaction, learner uptake, and lexical acquisition in task-based computer-mediated communication. *TESOL Quarterly*, 39, 33-58.