Ministry of Education
Riyadh Teachers College
English Department

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Undergraduate Program
Course Syllabus

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Whenever there is a question about what assignments are due, please remember that this syllabus is considered to be the ruling document.

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Course Title:	Computer-Assisted Language Learning (CALL)
Course Code:	Eng487
Number of Credit Hours:	2 hours

Instructor's Name:	Montazar K. AnNayef
Office Phone:	(Not Available)
Cell Phone:	00966 50 710 6855 (10 am to 11 a.m. and 10 p.m. to 11 p.m.) DO NOT CALL ME THURSDAYS & FRIDAYS. USE EMAIL TO CORRESPOND WITH ME.
Office Hours:	**12** hours (Usually starting in week 8 when students start work on their lesson plans, where they have to meet with the teacher one-to-one to discuss their individual lesson plan drafts.)

Email: mannayef@gmail.com (CANNOT OPEN FILES IN ARABIC)

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"A teacher can but lead you to the door; learning is up to you." Chinese Proverb

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Welcome to the CALL Class:

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Hi everyone and welcome to the Computer-Assisted Language Learning (CALL) class. I am looking forward to working with you throughout this learning experience. I hope this class not only meets but exceeds your expectations. I value your input and I appreciate any feedback you may have regarding the class. Feel free to email me any comments that you feel may make the class a more enjoyable experience.

I- Course Description:

This class focuses on developing the skills necessary to understand the various uses of computers and computer software in language classrooms, develop computer-mediated materials for language classrooms, design classroom activities, develop computer-mediated lessons and tests using Microsoft PowerPoint and other software, and to implement computer software to enhance classroom interaction. Students will also be exposed to various language

classroom computer programs that show the development such software has been through since the emergence of computer-assisted language learning.

During the next fourteen weeks, we will cover a great deal of material to provide you with a solid foundation in Computer-Assisted Language Learning (CALL). You can know what we will cover each week by reviewing this syllabus. You will also participate in a learning team to complete some of the assignments. You need this syllabus as well to know the due dates of your individual and team learning assignments.

Students are encouraged to communicate with their instructor and with each other by e-mail. The instructor welcomes online questions from students provided that students use reliable e-mail addresses that show their names. Students will also have to use English exclusively in all of their posts, including subject and file names.

II- Rationale:
Due to the technological development happening at a breath-taking rate, it has become necessary to equip our teachers with the required tools to meet the needs of our schools and students looking forward to coping with educational institutions worldwide. Computer-mediated teaching has become a fact that we cannot play a blind eye to. The college offers this course, 2 hours though, so as to ensure future teachers have the essential knowledge and skills to use computer software in teaching.

III- Course Objectives:
Performance Based Objectives:
By the end of the semester students will be able to:

- **Understand the various uses of computers and computer software in language classrooms.**
    - Identify the benefits of using computers and computer software in the classroom.
    - Choose the appropriate approaches and software in computer-mediated language classrooms.
- **Develop computer-mediated materials and lessons for language classrooms.**
    - Design classroom activities.
    - Use Microsoft PowerPoint to develop lessons.
    - Incorporate games and PowerPoint presentations into the curriculum.
- **Develop computer-mediated tests using Microsoft PowerPoint.**
    - Incorporate different computer programs to design tests.

- **Implement computer software to enhance classroom interaction.**
    - Use collaborative email to enhance classroom interaction.
    - Use multimedia to connect content with real life examples shown in photographs, videos, and other media types.

IV- Calendar, Course Contents and Assignment Specifications:

Week	Topic	Assignments
1	**Introduction to the course**	Students must create valid email addresses to be used for correspondence. Email addresses should be like this:

		Student's FirstLast Names@ gmail.com (e.g. alishehri@gmail.com) Email addresses such as: thedreamer@hotmail.com ali777@yahoo.com aa2yqe55@gmail.com are not accepted at all. Whenever students send a post to the instructor they are requested to include the following information: **Subject:** content of the post (e.g., Subject: week4-assignment) **Students will be referred to the teacher's homepage when it is ready.**
2	**Introduction to CALL**	**Required Reading:** Warschauer, M. (1996). "Computer-Assisted Language Learning: An Introduction". In S. Fotos (Ed), *Multimedia Language Teaching*, pp 3-20. Tokyo: Logos International. Retrieved Feb15, 2000 at http://ilc2.doshishaac.jp/users/kkitao/library/article/call/ **Assignments:** - Participate in presenting the article in class. - Create a table that compares and contrasts between the three phases of CALL: Behavioristic CALL, Communicative CALL, and Integrative CALL.
3	**Behavioristic CALL, Communicative CALL, & Integrative CALL**	**Required Reading:** Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31, 57-71. **Assignments:** - Participate in presenting the article in class. By the end of these two weeks, students will have been exposed to three different approaches to computer-assisted language learning. These approaches mark the development of language learning theories together with the technological advancements in the computer industry.
4	**Communicative computer-based activities**	**Required Reading:** Belisle, R. (Dec 1996). "E-Mail Activities in The ESL Writing Class."*The Internet TESL Journal*, Vol. 2(12). Retrieved Oct 15, 2004 at http://iteslj.org/Articles/Belsile-Email.html

		Assignments: - Participate in presenting the articles in class.
5	**A comparison between using transparencies and Microsoft© PowerPoint**	**Required Reading:** Ho, B. (no d.). "From Using transparencies to Using PowerPoint Slides in The Classroom." Retrieved Oct 15, 2004 at http://www.aare.edu.au/01pap/ho01072.html **Assignments:** - Participate in presenting the articles in class.
6	**Using the Internet in learning**	**Required Reading:** Moras, S. (Jun, 2001). Computer-Assisted Language Learning (Call) And The Internet. Cultura Inglesa de São Carlos: Brazil. **Assignments:** - Participate in presenting the articles in class.
7	**Internet/Intranet-based learning tasks**	**Required Reading:** Xie, S. (1997). "HyperCard: Using Imagination and Creativity to Enhance Learning." *Asian Journal of English Language Teaching,* Vol. 7, pp. 101-112. **Assignments:** - Participate in presenting the articles in class. - Start work on your individual lesson plan. Students will make copies of an English Unit from one of the English books taught at the Intermediate Stage in the Kingdom: **ONE copy for the teacher** and **ONE** copy for the student.
8	**Strategies for the one-computer classroom**	**Required Reading:** Burkhart, L. J. (1999). "Strategies and Applications for The One-Computer Classroom." Retrieved September 23, 2003 at http://www.lburkhart.com/elem/start.html **Assignments:** - Participate in presenting the articles. - Continue work on your individual lesson plan. In Weeks Eight, Nine & Ten, students will be exposed to language software that dates back to the Behavioristic CALL and up to the current approaches of computer-assisted language learning: Integrative CALL, Corpus Linguistics, Computational Linguistics, etc. Students will also be introduced to Microsoft PowerPoint, its advantages and disadvantages, and its classroom use. Students will be introduced to designing lessons using Microsoft PowerPoint. They will be provided with enough samples and basic knowledge to be able to carry out this

		project. See table under **Point Values for Classroom Assignments** for the submission deadline. Students will also be teamed to start work on their team project.

9	**Microsoft © PowerPoint**	**Required Reading:**
		'On -Line Technology Practice Modules – Microsoft PowerPoint.''Retrieved Oct 15, 2004 at http://www.internet4classrooms.com/on-line_powerpoint.htm
		Assignments:
		  - Participate in presenting the articles.
		  - Meeting with the teacher to discuss the first draft of the lesson plan.
		  - Students will have been working on developing bits of computer-mediated PowerPoint activities for their second week now. They are expected to do more practice at home or whenever they have a chance to work on a computer.

10	**Interaction and computer-mediated learning**	**Required Reading:**
		Warschauer, M. (n.d.). Interaction, Negotiation, and Computer-Mediated Learning. (No retrieval Information)
		Assignments:
		  - Participate in presenting the articles.
		  - Meeting with the teacher to discuss the second draft of the lesson plan.
		
		At this stage students will have been exposed to various computer programs and language software on testing. They will also be shown samples of computer-mediated lessons developed by other students and English language practitioners around the globe.

11	**Network-based language teaching**	**Required Reading:** Kern, R. & Warschauer, M. (2000). Theory and practice of network-based language teaching. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice.* New York: Cambridge University Press. Students will also be presented with more examples of language software and classroom activities. This goes in line with the required readings in weeks 8,9, & 10, which focus on types of activities and criteria to be taken into consideration when designing computer-mediated classroom activities. **Mid Term Exam** is (DATE), coinciding (DATE). All

		articles mentioned above in weeks **1** to **11** are required on the test. The test will be administered in classroom.
12	**Barriers to the use of CALL**	**Required Reading:** Lee, K. (n.d.). 'English Teachers' Barriers to the Use of Computer-assisted Language Learning". Hsuan Chuang University (Hsinchu, Taiwan). (n. retrieval information). Students will continue their work on their lesson plans. The instructor expects to start receiving final drafts in the beginning of week 12. The instructor will NOT tell students what to do about their lesson plans. He will only refer them to weak areas in their work. **Assignments:** - Participate in presenting the article in class. - Individual lesson plans are due in week 12. Any late assignments will be subject to grade reductions as shown under **Late Assignments**. - Students start work on their Microsoft PowerPoint® presentations individually or in groups of not more than 3 students as soon as their lesson plans are graded Good or higher. **<u>Lesson plans that are graded Weak or Fail will be rejected.</u>**
13	**Technology and second language learning**	**Required Reading:** Warschauer, M., & Meskill, C. (2000). Technology and second language learning. In J. Rosenthal (Ed.), *Handbook of undergraduate second language education* (pp. 303-318). Mahwah, New Jersey: Lawrence Erlbaum. **Assignments:** - Participate in presenting the article in class. - Continue work on the PowerPoint Lesson Project.
14	**CALL activities**	**Required Reading:** CALICO, EUROCALL, AND IALLT (30 April-1 May 1999). Scholarly Activities in Computer-Assisted Language Learning: Development, Pedagogical Innovations, and Research. Joint Policy Statements Arising from a Research Seminar at the University of Essen, Germany. **Assignments:** - Participate in presenting the article in class. - Continue work on the PowerPoint Lesson Project.
15	**Technology in Classroom**	**Required Reading:** Warschauer, M. (2002). A developmental perspective on technology in language education. *TESOL Quarterly*, 36(3), 453-475.

		Assignments:
		- Participate in presenting the article in class.
		- Continue work on the PowerPoint Lesson Project.
		Students continue work on their team projects due (DATE), coinciding (DATE). Any late assignments will be subject to grade reductions as shown under **Late Assignments**. Team members will decide which individual lesson plan they want to develop into a Microsoft PowerPoint presentation/computer-mediated lesson.
		Students will meet with the instructor to discuss their projects in class. Classes will be held in the computer lab. Reference to CALL theories and teaching strategies will be made during discussions.
		- The instructor receives students' final work.
		- Students are expected to submit their projects in an envelope or folder. The folder should contain the following:
		• CD Rom that contains the Microsoft PowerPoint Presentation. Students will take full responsibility if the file does not open. (Make sure no Arabic names are included in the names of files or even the CD title. My computer cannot access anything in Arabic.)
		• A hardcopy of the lesson plan that was developed into a PowerPoint presentation.
		• A softcopy of the lesson plan that was developed into a PowerPoint presentation.
		• A hardcopy of each student's individual lesson plan.
		• A softcopy of the final drafts of each individual lesson plan.
		• All the drafts of the individual lesson plans (Hardcopies).
		• Contact telephone numbers and email addresses of all the team members.
		The instructor preserves the right not to contact students who have something missing or whose files do not open. Students are held responsible for checking that everything is well done.
		Students are expected to come all or send a team representative to submit their project. Otherwise, the instructor preserves the right not to receive any projects, especially in cases when students show indifference to the consequences and carelessness.

V- <u>Evaluation:</u>

Mid Term Test	Individual	DATE	**10**
Final Exam	Individual	DATE	**40**

VI- <u>Required Texts:</u>

Belisle, R. (Dec 1996). "E-Mail Activities in The ESL Writing Class."*The Internet TESL Journal*, Vol. 2(12). Retrieved Oct 15, 2004 at http://iteslj.org/Articles/Belsile-Email.html

Burkhart, L. J. (1999). "Strategies and Applications for The One -Computer Classroom." Retrieved September 23, 2003 at http://www.lburkhart.com/elem/start.html

CALICO, EUROCALL, AND IALLT (30 April-1 May 1999). Scholarly Activities in Computer-Assisted Language Learning: Development, Pedagogical Innovations, and Research. Joint Policy Statements Arising from a Research Seminar at the University of Essen, Germany.

Ho, B. (no d.). "From Using transparencies to Using PowerPoint Slides in The Classroom." Retrieved Oct 15, 2004 at http://www.aare.edu.au/01pap/ho01072.html

Kern, R. & Warschauer, M. (2000). Theory and practice of network-based language teaching. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice*. New York: Cambridge University Press.

Lee, K. (n.d.). "English Teachers'   Barriers to the Use of Computer-assisted Language Learning". Hsuan Chuang University (Hsinchu, Taiwan). (n. retrieval information).

Moras, S. (Jun, 2001). Computer-Assisted Language Learning (Call) And The Internet. Cultura Inglesa de São Carlos: Brazil.

 "On -Line Technology Practice Modules – Microsoft PowerPoint." Retrieved Oct 15, 2004 at http://www.internet4classrooms.com/on-line_powerpoint.htm

Warschauer, M. (1996). "Computer -Assisted Language Learning: An Introduction". In S. Fotos (Ed), *Multimedia Language Teaching*, pp 3-20. Tokyo: Logos International. Retrieved Feb15, 2000 at http://ilc2.doshishaac.jp/users/kkitao/library/article/call/

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31, 57-71.

Warschauer, M. (2002). A developmental perspective on technology in language education. *TESOL Quarterly*, 36(3), 453-475.

Warschauer, M., & Meskill, C. (2000). Technology and second language learning. In J. Rosenthal (Ed.), *Handbook of undergraduate second language education* (pp. 303-318). Mahwah, New Jersey: Lawrence Erlbaum.

Warschauer, M. (n.d.). Interaction, Negotiation, and Computer-Mediated Learning. (No retrieval Information)

Xie, S. (1997). "HyperCard: Using Imagination and Creativity to Enhance Learning." *Asian Journal of English Language Teaching,* Vol. 7, pp. 101-112.

VII- <u>Instructional Procedures:</u>

In addition to the discussions that will take place in the classroom and via email, students will have to present the required articles with the attempt to project their own prospective and give an individual flavor to their style of presenting the article. Instruction includes as well

hands-on experience in the computer lab so that students learn the required skills by seeing and then doing.

VIII- <u>General Course Requirements:</u>

Assignment	Individual/Team	Due Date	Points
Giving a presentation	Individual/team	All Course Thru	**5**
Lesson Plan	Individual	DATE	**10**
PowerPoint-mediated Lesson	Individual/team	DATE	**30**
Classroom Participation	Individual	All Course	**5**

Attendance:
The number of hours students are allowed to be absent is six hours only, including medical excuses and emergencies. If a student is out of attendance for three weeks successively, he will be automatically withdrawn and will not be eligible to submit the end-of-term project and thus will not be graded for any work he submits.

Students who show up after the lesson starts will be marked **absent**.

Participation:
Participation is different from Attendance. Participation for this course means that you are expected to contribute to the class discussion in a substantive way. Learning Team Participation does NOT count toward participation. Participation includes the quality of your comments and questions.

Late Assignments:
Unless you notify me by e-mail or phone and have a valid reason for not meeting your due date, late assignments will be penalized with a 10% grade deduction for each day late.

Academic Honesty:
Academic honesty is highly valued in this class as it is in other classes. Academic dishonesty could involve:
- Having a friend or a tutor do or complete a portion of your assignments.
- Having a reviewer make extensive revisions to an assignment.
- Copying work submitted by another student.
- Giving your assignments to a computer specialist to do the work for you.

If a student is involved in any of these acts, he will fail the course and be reported to the Head of the Department.

IX- <u>Internet Sites for teaching English as a second or foreign language:</u>

Useful Web Sites:
http://www.owcp.net/clc
http://www.tnis.net
http://ikra.call.uvic.ca/LangCen

http://www.rain.org
http://thetis.bl.uk/lookup.html
http://titania.cobuild.collins.co.uk
http://rkenner.concordia.ca
http://www.glencoe.com

Useful English language learning Web Sites:
http://occawlonline.pearsoned.com/bookbind/pubbooks
http://www.livetutoring.net/teachers.htm
http://www.English.com
http://www.toefl.org

X- <u>References:</u>

Adult Education and Distance Learning Master's Program at the University of Phoenix Online

FAQs:
Q: Do we have to read all the articles listed in the syllabus?
A: Yes. You cannot read the part you expect you may present in class and leave the rest. Presenters will be chosen randomly with no previous assigning to ensure that each student prepares each and every article assigned by the teacher.

Q: Will we be tested on these articles?
A: Yes. Not only on Mid Term tests and final exam but you will take quizzes every time we finish presenting and discussing an article.

Q: Can we surf the Internet for further articles to use in our discussions or on exams?
A: Yes. This will help you widen your scope of CALL and its applications. The more you read, the better.

Q: Can we develop lesson plans in pairs?
A: No. Developing a lesson plan is an individual work. Each student is required to pick up a full unit from any of the English textbooks used in the Intermediate and Secondary stages to develop a lesson plan for a computer-mediated classroom.

Q: Can we work on our PowerPoint presentations individually?
A: Yes. You can work individually, in pairs, or in groups of 3 students, but not more. The purposes of allowing students to work collaboratively are: a) to induce a sense of collaborative work, b) to give students the chance to exchange opinions, creative thoughts, and experience, and c) to help students who have little experience using the Microsoft PowerPoint® find someone who they would work with and benefit from.

Q: Can we use quotations from articles online in our online-mediated mid-term test?
A: Yes, as long as you mention the source and you include it in the references section.

Q: Is there a chance we fail in this course?
A: Yes. If you do not meet the minimum requirements of each assignment, you will fail.

Q: Is there a chance we score A in this course?
A: Yes, as long as you surprise your instructor with your classroom performance and meet the maximum requirements of assignments.

Q: Do you think that the knowledge we will gain in this course will help us out there when we start teaching?
A: Yes, it should. The kind of articles you read and the software and its applications you are exposed to are invaluable. However, you should not stop at this stage. Your duty is to carry on learning and self-developing after you graduate. Technology and its applications are advancing at a breathtaking rate. In five years you may sound outdated to teachers updating their knowledge and skills continuously.

Thanks.

"Learning is a treasure which accompanies its owner everywhere."
Chinese proverb

END
Montazar K. AnNayef