

## Computer-Mediated Language Teaching (Fall 2017)

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**Course Description:** This course explores the linguistic characteristics and language learning affordances of computer-mediated communication (CMC). This exploration includes text-based and oral, synchronous and asynchronous environments and is guided by ideas related to, among others, affordance, instructional conversation, task-based language teaching, and intercultural communicative competence. The course is designed to prepare pre- and in-service teachers with the theoretical and practical knowledge and skills to integrate CMC into their teaching practices.

**Course Objectives:** At the end of this course, students will be able to:

- 1) Identify affordances across CMC types
- 2) Explain and apply principles related to SCT, TBLT, and ICC
- 3) Control instructional talk and negotiate developmentally appropriate feedback in CMC-based interaction
- 4) Use various CMC affordances in interaction and task design
- 5) Evaluate various synchronous and asynchronous tasks in terms of language learning potential
- 6) Construct learning activities utilizing synchronous and asynchronous technologies
- 7) Locate international partners and plan intercultural telecollaboration

**Required Texts:**

Meskill, C., & Anthony, N. (2010). *Teaching languages online*. NY: Multilingual Matters. Other course materials will be distributed throughout the semester.

Date	Week/Focus	Homework
September 4	1. Course introduction  Lin (2015)	
September 11	2. Computer-mediated communication: An overview of types and affordances  Lamy & Hampel (2007), Ch. 3	Reader Response

	Chun (2008) Smith (2003)	
September 18	3. The role of language in instruction and cognitive development  Tharp & Gallimore (1988), Ch. 2 Swain (1997) Ohta (2001)	Reader Response
September 25	4. Language-based interventions  Aljaafreh & Lantolf (1994) Meskill & Anthony (2010), Ch. 1 Lantolf & Poehner (2011)	Reader Response
October 2	5. Written computer-mediated environments  Meskill & Anthony (2010), Ch. 5, 6, 7	Reader Response
October 9	6. Oral synchronous computer-mediated environments  Meskill & Anthony (2010) Ch. 2, Ozkos (2009)	Reader Response  Instructional Conversation Journal
October 16	7. Oral asynchronous computer-mediated environments  Meskill & Anthony (2010) Ch. 3 & 4	Reader Response  Instructional Conversation Journal
October 23	8. Midterm exam/report	Instructional Conversation Journal
October 30	9. Overview and principles of Task-based Language Teaching (TBLT)  Willis (1996), Ch. 3	

	Ellis (2003)	
November 6	10. TBLT and technology  Doughty & Long (2003)  Lai & Li (2011)  Muller-Hartmann & Dittfurth (2010) in Thomas & Reinders, Task-based language learning and teaching with technology	Reader Response  Article Review & Task Demonstration 1:  Hampel (2010) Ch. 7 (in Thomas & Reinders)
November 13	11. Task type, complexity, and interaction  Pica, Kanagy, & Falodun (1993)  Stockwell (2010) in Thomas & Reinders	Reader Response  Article Review & Task Demonstration 2:  Swain & Lapkin (2001)
November 20	12. Intercultural Communicative Competence (ICC)  Byram (1997): Introduction, Ch. 1 & 2	Reader Response  Article Review & Task Demonstration 3:  Guth & Helm (2012)
November 27	13. ICC through CMC  Furstenberg, Levet, English, & Maillet (2001)  Kern, Ware, & Warschauer (2004)	Reader Response  Article Review & Task Demonstration 4:  Lee (2011)
December	14. Organizing and facilitating	Reader Response

메모 포함[LM1]: Lai, Zhao, and Li (2008)

4	intercultural telecollaboration  Hauck (2010) in Thomas & Reinders  Ware & Kessler (2014)	Article Review & Task Demonstration 5:  Chao (2013)
December 11	15. The future and technology-mediated TBLT Motteram & Thomas (2010) in Thomas & Reinders	Final Presentations

### Reader Response (10%)

Reader Response assignments are due nearly every week. For these weeks, you will read and review, at minimum, two articles. The reader response for each article includes four components:

*Stating 3-4 questions before reading the article.* Questions can be a combination of curiosities based upon your own experiences and questions arising after reading the abstract or introduction of the article. Write the 3-4 questions, and for each question write a sentence describing why you have this question.

Approximately 1 paragraph.

*Answering your questions.* Describe how the article provided, or did not provide, information to answer your questions. Support each answer with evidence (e.g., quotes, numbers) from the reading. Properly cite the support using APA.

Approximately 1 paragraph per question/answer.

*Noting other interesting findings.* What other facts or ideas did you find from the reading? Write these and state why are interesting/important. Approximately 1 paragraph.

*Asking clarification questions.* What ideas confused you, and with what part of the idea are you confused? What terms were difficult? Write 2-3 clarification questions. Approximately 1 paragraph.

Responses for each article will be between 1.5 and 2 pages in length (1.5 spacing, and 2.54cm margins) and are due at the beginning of class on Monday. First, write your paper with a word processor and save it. Then, create a page on the wiki in the correct folder and paste your work to the wiki page. Note that late assignments are not accepted.

### **Article Review & Task Demonstration (8%)**

This 15-20 minute assignment is comprised of two parts, and it will be completed in groups/pairs. The first part of the assignment is a review of the article assigned. This 7 minute review should include: 1) the purpose of the paper and the research questions; 2) information about the participants (age, proficiency, L1 background, etc); 3) what the basic procedure of the research was (e.g., first Ss were divided in groups by a proficiency test, then they completed weekly chatting tasks for 12 weeks, and finally the data from the chats were analyzed); 4) a basic description of the task(s) the students completed; and 5) the answers to the research questions.

The second part of the assignment involves showing us the task used in the article (8 minutes) and a critical response (5 minutes). Our class will watch as you and your partners demonstrate the task, so be sure to assign roles within your group as to who will be the teacher and student. The task may, and probably should, be adapted. Adaptations could include changing: the technology used (if they used a particular chat program, say msn, you can use gmail), the time of the task (mind the 8 minute time limit). In some cases you will not be able to do *exactly* what is in the article, so some creativity will be needed. It is your responsibility to prepare how your group will present the task, so collect the materials and check the technology before presenting (some technologies will not be compatible with our lab). Be sure check the technology in our lab a week before you present.

Lastly, offer critical comments by evaluating how the aim/task/study related to the major ideas we have studied in the course. First, provide the researcher's explanation of the results. Then, state whether you agree with these explanation or not, and why. For example, if we are reading about instructional conversation and the article found the direct grammar instruction enhanced grammatical competence/knowledge, tell us how this fits with the ideas of instructional conversation and how it does not. Offer why you think the study found what they found (this will be your opinion and will be difficult, the point is to *try* to explain the findings based on rationale), and offer any ways the study/teaching/task could be improved in light of our readings. Students must present this assignment on the date scheduled.

### **Instructional Conversation Journal (12%)**

On multiple occasions, you will have opportunities to practice instructional conversation with students. After these sessions, you will review the interactions and reflect upon them. Different prompts highlighting elements of instructional conversation and CMC will be provided.

**Midterm Exam/Report (25%)**

The midterm exam for this course will consist of small-scale research report on the concepts and experiences from the first half of the semester. Guidelines for this assignment will be distributed in class.

**Final Exam (30%)**

The final exam is either a literature review or a mini research project. Additionally, an oral presentation will be required. Guidelines for this assignment will be distributed in class.

**Attendance/Participation (15%)**

The class is delivered in a student-centered, seminar-style manner. Therefore, classes cannot be made up. Missing class will result in a lower course grade. If a student misses more than **2** classes, the student shall not receive a final grade greater than B+.

**Grading-** 90-100= A; 80-89= B; 70-79= C; 60-69= D; 59 and below= F