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Sookmyung Women's University
Graduate School of TESOL
Theoretical Foundations of CALL
Policy - Spring 2017

Overview: Technology opens a learner up to a range of possibilities that simply are not available in the classroom. This course centers on some of the main theoretical underpinnings and simultaneously challenges of CALL (Computer-Assisted Language Learning) as they are seen today. These are the concepts of situated learning, collaboration, and new literacies. In this course we will review each of these ideas in relation to second language learning and the learning environments/situations afforded by CALL. From this review of theories the students will be able to discern and evaluate different types of on-line learning situations and tasks for their efficacy.

Objectives: The class has two main objectives. The first of these is help the students understand the concepts underlying computer/technology-based learning environments. Then, using these different concepts, students are to be able discern aspects of the different environments regarding their potential for learning. All practice whether we are able to acknowledge it or not is grounded in theory. It, therefore, behooves us all as practitioners to be aware of and make constant use of these theories in the decisions we make about our teaching.

Texts and Materials

Land, S. and Jonassen, J. (Eds.) (2012). *Theoretical foundations of learning environments*. London: Routledge

This is the main text for the class and we will be using almost all of it.

Classroom Texts

Knobel, M. and Lankshear, C. (Eds.) (2007). *A new literacies sampler*. New York: Peter Lang.

Lantolf, J. P. and Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.

Meskill, C. (Ed.) (2013). *Online teaching and learning: Sociocultural perspectives*. New York: Bloomsbury Academic Press.

We will be using some bits and pieces from these texts. The articles/chapters will be made available and although students are encouraged to buy these books, they are not required.

Winter Reading Text

Conrad, R.-M. and Donaldson, A. (2011). *Engaging the on-line learner: Activities and resources for creative instruction* (2nd Edition). New York: Jossey-Bass.

Methodology

Language Policy: Following the tenets of international educational situations, students are expected to produce all course work in English. This means all assignments, writing, and discussion must be in English. Korean can and should be used appropriately as a means of enhancing and integrating understanding of the course materials, not as a way of avoiding English. Students are expected to follow international standards on language use and sensitivity.

Classroom: In the class the students are expected to take an active role in discussions and classwork. This will enable the class to be much more student-centered. Following this we will try to use a small portion of

class time for lecture and much larger proportion of the time should be used for activities and discussion. To do this, however, students need to come to class well prepared. How the classroom runs is directly dependent on the students and their level of preparation. Please bear this in mind.

Attendance: Students are expected to attend all scheduled classes and to be fully prepared when they do so. Failure to attend 2 or more classes, or to come to class less than fully prepared as evidenced by one's lack of effective participation, will result in a significantly lower grade. If students know that they are going to be absent in advance they are requested to contact the instructor in advance.

Assignments: In addition to the regular reading assignments, which are essential for effective participation in the class, there will also be written homework or various kinds given each week. All homework, unless specifically stipulated, must be typed and handed in on the day it is due. Students should expect a fair bit of written work to do for this class.

Winter Reading Project: The winter project is due on March 15th (Week 2). It basically revolves around reading Conrad and Donaldson (2011) writing up responses to the text. The basic purpose of this is to give students a chance to think about different types of practice situations.

Midterm Project: The midterm project is due on May 1st (week 9). It will take the form of a project and there will be several different options that students can choose from. Specific information about each of the options will be released in due time. It is generally seen as an initial and somewhat rough draft of what will be done for the final project.

Final Project: The final project will be a continuation of the midterm project. It should be done alone and is due on June 17th.

Grades: Final grades will be based on performance in the following categories.

Class Participation	25%
Assignments	35%
Midterm Project	15%
Final Project	25%

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There is also a web site to accompany this course. The address is: <http://www.udindfor.com>

It is important that you go there periodically to post messages/inquiries on the web board and to get assignments and class summaries.