

Technology in Foreign Language Education

FORL 472/772 | LING 472/797 | FOL6326
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COURSE WEB HOME

EdModo (www.edmodo.com). To join the TIFLE2013 class, go to <http://www.edmodo.com/home#/join/95c18c81e4129b23ea1cee20dc46e12>. You will need to create a (free) account if you do not already have one. If you are asked for a Group Code, use **9ntoqa**.

What is EdModo?

Edmodo provides teachers and students a secure place to connect and collaborate, share content and educational applications, and access homework, grades, class discussions and notifications.

COURSE DESCRIPTION & GOALS

This course will acquaint students with the principles and practices concerning the use of technology in foreign language education. Its main focus will be to explore the connection between Second Language Acquisition theories and the implementation of current Internet and multimedia technologies. Specifically, we will examine ways in which technology can be used to support the development of communicative competence as learners engage in the process of acquiring another language. Open to students of any specialization, this course aims to cover the essentials that language educators need in the field of second/foreign language education. Only basic prior technical experience is required (i.e., email and World Wide Web).

LEARNING OUTCOMES

1. Students will be able to critically examine the interface between pedagogy, SLA theory, and technology through discussion of selected articles/readings.
2. Students will be able to explain the role of technology in FL instruction.
3. Students will be able to use various technological tools in the context of foreign language education.
4. Students will develop technology-enhanced activities to use in the classroom.

TEXTS

- *Present and Future Promises of CALL: From Theory and Research to New Directions in Language Teaching*. Lara Ducate and Nike Arnold (Eds.) (2011). CALICO: St. Marcos, TX. Available from www.calico.org. (South Carolina students may purchase the book at the Russell House Bookstore. Florida students may look at any of the local booksellers but might have better luck ordering it directly online.)
- Required articles will be available online at EdModo.



EVALUATION

The following components will be evaluated for the final grade:

Attendance.....	5%
Discussion/In class participation / Participation in collaborative chats.....	15%
Article presentation (grads) / Reading journals (undergrads).....	15%
Homework projects (5).....	35%
Survey project.....	10%
Final research paper.....	20%

At **UF**, The final grade scale is as follows:

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

NOTE to UF students: A grade of C will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

At **USC**, the final grade scale is as follows:

A = 100-90	C = 76-70
B+ = 89-87	D+ = 69-67
B = 86-80	D = 66-60
C+ = 79-77	E = 59-0

COMPONENTS

Attendance and Class Discussion/Participation

Both regular attendance and active participation during in-class and out-of-class discussions of readings are expected. In order to participate adequately and appropriately in class discussions and activities, you **MUST** come to class having read and prepared all assigned articles and activities. For each absence over 2, you will lose 10% off your participation grade.

*Please note that we will be using the computers each class period. You should be aware that the instructor podium is able to see each individual computer screen to make sure you are on task. If you are using the computer for work other than what is required for class (such as browsing the Web, emailing or visiting Facebook), 5 percentage points will be deducted from your final grade for each occurrence.

Weekly readings

As a way to facilitate in-class discussion and consideration of the readings, you should consider several things while you are reading for class each week. Come to class with notes prepared to make our class discussions richer and more interesting.

Your reaction/notes could contain any of the following:

- Is there a quotation from the reading that you find particularly interesting? Explain.
- What ideas discussed in the reading do you agree or disagree with? Why?
- How does the reading relate to language learning theory?
- What are the pedagogical implications of the specific technology (or technologies) addressed in the reading?
- How would you apply what you have learned from this reading to your own language teaching?

EdModo

In addition to serving as our course management system, EdModo will serve as an online collection of your and your peers' semester work, and thus offers a forum for other students to browse your work and provide feedback. You are required to provide feedback to **at least three (3) other students** by the start of the next class.

Homework Projects

The purpose of the Homework Projects is to link theory and practice via reflection on issues and ideas emerging from our readings and discussion. Five small mini-projects are due throughout the semester and should be posted to EdModo as described above. Refer to the calendar for due dates.

1. PROJECT 1 - Internet Use Analysis

Analyze your Internet use for one week, keep track of your use of Internet tools, noting the length of time you spend actively online each day, what modalities you use (web, chat, blogs, email, search, etc.), how many messages you send and receive and of which modality, for what purposes you use the internet, and what relationship you have with the people with whom you interact via the internet, etc. What type of Internet user do you characterize yourself as based on your log?

2. PROJECT 2 - New Tool for Language Teaching

Explore three tools that you have not used before (Glogster, Prezi, etc.) for language teaching. Write a brief (i.e., one paragraph) overview each and provide a critical assessment of their potential in language classes. Use the ACTFL world language 21st century skills infographic (<http://actfl.pbworks.com/w/page/53615419/Infographic>) to choose a tool, being sure to explain in your write-up how each tool relates to a particular skill or skills.

3. PROJECT 3 - Activity with language tool

Develop an activity for use in a language class using one of the infographic tools referenced in #2, including a theoretical justification/analysis of the activity, an instructor guide, and an explanation of the assessment. Provide an example of the project.

4. PROJECT 4 - Teaching with Technology Philosophy Statement

Write a teaching with technology philosophy statement (2-3 pages) describing your

views on teaching with technology and why and how – and when – it’s important, etc. Support your statement with appropriate SLA theory and research.

5. PROJECT 5 – Extreme Makeover Syllabus

Visually redesign a syllabus with graphics. It could be a current syllabus you have or are using. Think extreme makeover! Include a brief (i.e., 1 or 2 paragraph) statement explaining what tools you used for redesign (infographic tools, MS word newsletter templates, QR reader etc.) and what changes you made to make it more visual, and why. Begin this project by reading the following article:

<http://chronicle.com/blogs/profhacker/creativeapproachestothesyllabus/35621>

Further descriptions and rubrics will be posted on EdModo.

Article and Discussion Presentations / Reading journals

Once during the semester each graduate student will present an article assigned for that day and lead a discussion tying it in with the other weekly readings. Presentations should use PowerPoint or Prezi. Each student is responsible for:

- 1) Creating and presenting the PowerPoint or Prezi and posting it to EdModo;
- 2) Using the PowerPoint to briefly summarize the readings (no more than 15 minutes);
- 3) Initiating discussion by asking critical questions for the class, and engaging the group in discussion (1530 minutes).

Undergraduate students are required to submit three (3) reading journals *instead* of an article presentation. Please use the questions in the “Participation” section above to give you ideas for what to include in each journal. Journals should be 1.5-2 pages typed and you should submit one in February, one in March, and one in April.

Survey Project

Researchers and educators alike have long recognized the potential benefits of incorporating various tools and technology based activities in to our language curricula. Generally speaking, cited benefits include enhanced opportunities for target language input and output, cultural awareness, maximized student participation, the ability to meet the needs of different learner styles, and increased motivation, among many others. Unfortunately, though, much of these benefits arise from anecdotal evidence rather than empirical data. In this class, we will develop a tool to examine learner characteristics and web 2.0-related information, focusing on aspects that are beneficial to SLA researchers, educators, students and administrators. Your role in this project will be three-fold. You will be responsible for carrying out a portion of the relevant literature review and for designing portions of the survey itself. You will work in teams, and some class time will be devoted to the development of the instrument. You will also be expected to administer the survey to the students in the class(es) you teach or work with. More details will be provided later in the semester.

Final project

As one of the goals of this course is to examine the link between research, theory, and practice, your final project will also concentrate on applying what you have learned to your role as a foreign language educator. Your final project should be one of the following:

OPTION A: Research Proposal

Write the proposal for a research project investigating the use of technology in a language

classroom. It will not be necessary to collect data, but the proposal will serve as a base for anyone wishing to investigate further. The research project should be designed so that it would, if carried out, shed new light on a theoretical premise or problem. The proposal consists of four main sections (subdivided as you see fit): an introduction explaining the issue and why it is of interest, being sure to include relevant theoretical perspectives; a review of previous literature on the topic, with an emphasis on empirical studies as opposed to pedagogical reports; an overview of the methodological design; and a hypothesis and justification of predicted results. This option is suitable for those students pursuing a Ph.D. and interested in the intersection between theory and practice, research and teaching.

OPTION B: Visual Technology Portfolio

Create a visual portfolio with Glogster (www.glogster.com) or another similar tool, focusing on your beliefs and practices as a teacher and how technology fits in with these. Your portfolio can take a variety of formats but should include embedded video, audio, images and text that display you teaching with technology. This is an ideal project for those considering a career in teaching, as it will provide the basis for a portfolio you can share with future employers.

OPTION C: Software Review

Select a language learning tool/software to review. Be sure to get your software/tool approved by your instructor asap. Begin by stating why you are evaluating this particular tool/software and then briefly (3-5 pages) analyze the tool based on the evaluation framework at www.calico.org. Your written review should follow the format of the CALICO journal for Courseware (<https://calico.org/page.php?id=523#Courseware>) and include references to SLA throughout the review to reflect your knowledge of SLA and its interface with technology. The final version should be a document that you could imagine sending to the journal for submission. This option is suitable for all students, and could potentially yield a publication.

UNIVERSITY POLICIES

University of South Carolina

Academic Integrity

Academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Violations of the honor code include, but are not limited to: plagiarism, cheating, bribery, misrepresentation, fabrication, and conspiracy. Such violations may result in the following: lowering of grades, mandatory 0 on assignments, redoing assignments, a final failing grade in the course, expulsion from the course, referral to the student-run Honor Court.

Students with Special Needs

The University of South Carolina encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible. For more information, refer to: <http://www.sa.sc.edu/dss/>

University of Florida

Academic Integrity

All students are required to abide by the Academic Honesty Guidelines, which have been accepted by the University. The UF Honor Code reads: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." For more information please refer to <http://www.dso.ufl.edu/studentguide>.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

Counseling and Wellness

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 3921575.