Technology for TESOL
LLC 323 – 3 credits
 Semester
 Location; Timings

Instructor: TBD
Office: TBD
Phone: TBD
Email: TBD
Course Website: TBD
Office Hours: TBD

Course Description

This course familiarizes students with the use of instructional technology in TESOL to improve language learning in a variety of educational contexts. The course will explore the theory, practice and pedagogical implications for using the latest internet and computer technologies to enhance student learning. The course is composed of lectures, discussion of selected readings, group work, and hands-on practice.

Topics Covered

• Introduction to Technology & TESOL
• Computer Assisted Language Learning (CALL)
• Internet Resources for Materials Development
• Teaching English as an Additional Language Online
• Using Learning Management Systems
• Corpus Linguistics & Developing Authentic Materials
• Using Corpora to Teach English Language Skills
• Computer Mediated Communication & Mobile Technology
• Blogging, Wikis, and Social media
• Gaming and Language Learning

Required Textbook

There is no required textbook for this course. All required book chapters and journal articles will be posted in the course management system (see references at the end of syllabus).

Course Learning Outcomes & Performance Indicators

After completing this course, the student will have...

- Demonstrated an understanding of the pedagogical implications for using technology in teaching English as a second/foreign language.
- Described and critiqued underlying principles of using technology for teaching ESL/EFL
- Critically evaluated how various approaches and techniques can be applied in practice
- Developed knowledge and skills necessary to applying various technological approaches and techniques in the classroom
- Acquired and applied knowledge of using Corpora in the ESL/EFL classroom
- Explored applications of various technologies in the ESL/EFL classroom
- Effectively incorporated various tools and technologies to support ESL/EFL learners
Grading Policy

Grade Weighting:

- Tools Evaluation: 20%
- Lesson Plan: 25%
- Tech Demonstration: 25%
- Participation/Discussions/Tasks: 30%

Grade Ranges:

- 95% – 100% = A
- 90% – 94% = A-
- 85% – 89% = B+
- 80% – 84% = B
- 75% – 79% = B-
- 70% – 74% = C+
- 65% – 69% = C
- 60% – 64% = C-
- 55% – 59% = D+
- 50% – 54% = D
- >54% = F

Assessments*

*Specific guidelines and rubrics will be given to the students regarding each of these assessments.

Tools Evaluation (20%): Using a set of research-informed criteria, the students will be asked to evaluate three technological tools that have been used in ESL contexts. Each evaluation will be no more than 2 pages, double-spaced and will be shared with the class on the course management system.

Lesson Plan (25%): The students will be asked to prepare a lesson plan utilizing technology for learning one aspect of English (e.g., a grammar point, a vocabulary lesson, a pronunciation lesson, or a lesson devoted to one of the four skills). The lesson plans will be shared with the class in a poster format for discussion and feedback.

Tech Demonstration (25%): Each student will perform a demonstration for the class of one of the technological tools examined in the evaluation assessment. The demonstration should be a simulation of a how you would use it in a classroom context. The demonstration will be followed by Q & A.

Participation (30%): Students will participate in and complete a variety of short discussions and tasks related to various course topics. This includes class-discussion, reaction and reflection papers, and other short pre-defined tasks, such as analyzing scenarios, evaluating peer performance in tech demonstrations, etc.

Course Policies

Expected Time Required: A general guideline for the amount of time you should plan to study for this course is 3 to 5 hours of homework/readings per hour spent in class. It is crucial (and required) to read all assigned texts before class lectures and/or discussions.

Office Hours: You are encouraged to come to office hours for help with the course material. Do not hesitate to make an appointment if office hours conflict with your class schedule. If you are having trouble, it is strongly suggested that you attend office hours.
**Academic Honesty**

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/).

**Accommodations**

The University of Massachusetts Amherst is committed to making reasonable, effective and appropriate accommodations to meet the needs of students with disabilities and help create a barrier-free campus. If you are in need of accommodation for a documented disability, register with Disability Services to have an accommodation letter sent to your faculty. It is your responsibility to initiate these services and to communicate with faculty ahead of time to manage accommodations in a timely manner. For more information, consult the Disability Services website at http://www.umass.edu/disability/.
**Course Schedule**

*This schedule is subject to change; any modifications will be updated on the course management system*

*Note: All reading assignments refer to the readings posted to the course website and outlined in the reference list. Students should complete the assigned readings prior to the class in which the topic is covered.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Reading(s)</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Technology/CALL &amp; ESL</td>
<td>Levy (1997), Ch.1 / Levy (2009)</td>
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</tbody>
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| 2    | Using Technology to Develop Materials  
   - Internet Resources  
   - Tools (Hot Potatoes, Socrative, etc) | Hubbard (2006) / Hubbard (2011) |  |
| 3    | Teaching Online & Learning Management Systems (Moodle, Blackboard, others)  
   - Unit and Course Design  
   - LMS Implications & Considerations | Meskill & Anthony (2010), Ch. 1 | Tools Eval #1 |
| 4    | Learning Management Systems (Moodle, Blackboard, others)  
   - Incorporating Tools  
   - Application | Hauck & Stickler (2006) |  |
| 5    | Corpus Linguistics & Authentic Materials  
   - Why use corpora?  
   - Corpora software (e.g., Wordsmith Tools, AntConc, etc.) that can help  
   - Word lists, word frequencies & collocations (e.g., Coca Database) | O’Keeffe, McCarthy, & Carter (2007), Ch. 1-3. | Tech Demos |
| 6    | Corpus Linguistics, Authentic Materials & Teaching  
   - Vocabulary, Chunks & Idioms  
   - Incorporating Corpora into Courses | Jones & Durrant (2010) | Tools Eval #2 |
| 8    | Blogging, Wikis for Language Learning | Sturm (2009) |  |
| 9    | Blogging, Wikis for Language Learning | Mompean (2010) |  |
| 10   | Social Media & Language Learning | Sykes, Oskoz, & Thorne (2008). | Tools Eval #3 |
| 11   | Gaming & Language Learning  
   - Gaming Theory | Sykes & Reinhardt (2009), Ch. 1-2 |  |
| 12   | Gaming & Language Learning  
   - Applications | Sykes & Reinhardt (2009), Ch. 3 |  |
| 13   | Presentations of Lesson Plans |  | Lesson Plan & Lesson Plan Posters |
References


