A. Course description

Language educators today have at their disposal an ever-increasing variety of technologies that can be harnessed to increase student motivation and learning both inside and outside of the classroom. In this class, students will explore what technologies are available to them as teachers or for their multilingual students, understand the challenges for teachers and students in both high-and-low tech teaching contexts, and become critical consumers of commercial language learning products. Students will research various new media technologies (e.g., wikis, podcasts, blogs, websites, digital stories, & gaming among others) for language learning and will theorize multiliteracies in the early 21st century. Finally, students will plan to teach using Computer-Assisted Language Learning (CALL) and/or tech-mediated Task Based Language Teaching (TBLT) tools, internet resources, and new technologies in varied contexts.

B. Prerequisites

None

C. Relationship of this course to the program knowledge base

This course prepares teachers of English and other languages to use current technologies for language education in a variety of second or foreign language contexts.

D. Course objectives

Course Purpose: Teachers of languages and linguistically diverse learners must know how to use new communication technologies to teach language and academic content. The purpose of this course is for you to explore new technologies for your teaching in a variety of cultural and linguistic contexts.

1. Explain teaching and learning in the digital age and its relevance for ESL/EFL and multilingual students, and know how to teach in high and low technology contexts,
2. Define and critically examine digital/new media and multiliteracies,
3. Relate cognitive and sociocultural theories of SLA to teaching through technology,
4. Learn the theory and methods of “language learners as ethnographers,” and analyze the potential of this approach for language teachers in general, as well as in your own teaching,
5. Identify and critically analyze software, websites, and other technologies for a variety of teaching contexts,
6. Evaluate the usefulness of software, websites, and other technologies for your own teaching context(s)
7. Create communicative lesson plans that utilize a variety of technologies to develop student language proficiency and fluency in social and academic language production/comprehension.
8. Develop lessons that demonstrate an understanding of design principles using technology to promote collaboration, creativity, and intercultural communication skills.
E. Course content

1. Teaching and learning in the digital age
2. A pedagogy of multiliteracies & Language learning
3. Second Language Acquisition (SLA): Computer-Assisted Language Learning (CALL) & Task Based Language Teaching (TBLT)
4. Identifying & evaluating technological resources for classroom use
5. Teaching and learning with new technologies
6. New media technologies: Digital writing
7. Virtual gaming, avatars & immersive environments
8. Computer mediated communication (CMC) & collaborative learning
9. Blogs, wikis & multimedia SLA
10. Creating & assessing TBLT in class & online
11. Redefining technologies and language learning for innovation
12. Affordances, delivery & design
13. Culture, cultural awareness & new technologies
14. Online intercultural learning & a pedagogy of powerful communication
15. Review of TBLT developments & future directions

F. Course requirements

Please note that this is a fully asynchronous online course. In order for you to stay informed about updates and notifications or changes in the course, please ensure you have turned on and are able to receive all notifications in and from CANVAS. Email communication will be through Canvas, and or through UNC Bear Mail only please. It is your responsibility to ensure you are receiving these notifications, and the instructor may make periodic checks/requests for reply.

1. Participation in Online Discussions and Professionalism (15%)
   Engaged and meaningful participation in this course is important both for developing an understanding of the complex issues and concepts involved in language teaching and for educating linguistically diverse students, and for creating a community of learners. Participation consists of a variety of supported discussion formats and activities related to the readings. Students are required to engage in the online conversation and discussion boards before Thursday on assigned weeks. This is an opportunity to learn from your classmates, share ideas, and explore various online tools for extended discussions. In addition to participation in any whole class discussions and activities (weeks 1 and 16), each student is expected facilitate or lead the online discussion in a small group with peers at least once (Weeks 2, 6, 11). To do this successfully the lead facilitators should post two to three important questions/points/issues from the week’s readings (and previous class discussion if you like) on Canvas by midnight Monday of the corresponding week. The facilitators will also summarize and comment upon the main learning and discussion points in the final post by end of day on the Thursday of corresponding week. Due week 1, 2, 6, 11, 16.

2. CALL/TBLT News from the Field (15%)
   Students will work in pairs of groups (3 max) to identify and summarize three different media reports or articles (e.g. from TESOL English Language Bulletin, Education Week, Language Learning and Technology Journal) related to new developments in CALL/TBLT or educational technologies that could be applied to second language teaching/learning. Include the link to the original article in your Canvas post. Due by end of Thursday in each of the following weeks 3, 7 and 9.
3. **Technology-Mediated Task-Based Language Teaching (TBLT) Knowledge Bank (15%)**

   Students will demonstrate knowledge of design principles, theory, and methodologies related to Technology-Mediated, Task-Based Language Teaching by contributing a series of brief individual and collaborative assignments to a collective Knowledge Bank of TM-TBLT. These will be due as follows: **A collaborative TBLT in week 5, individual TBLT in week 10 and contributions to a collective or individual TBLT in week 13.** (same as CALL/TBLT groups)

4. **TBLT Technology presentation (15%)**

   Students will work in small groups (same as CALL/TBLT groups) to identify a tech tool that can be used for L2 teaching and learning. Students will explore and evaluate the tool, and then create a 3-5 min. video in which they show their classmates how to use it with L2 students. Special emphasis should be given to how to teach students to use the tech tool and how the tool can be used in a variety of ESL/EFL teaching contexts. A one-page type written handout/flier with highlights of the demonstration should be provided. Either produce the video directly in Canvas or upload the video to YouTube with link provided in Canvas. Peers will post comments and evaluate each other’s videos and tools on Canvas. **Sign up to indicate what tool you will present by week 5 (this is to avoid duplication). Presentations/videos due by Thursday week 12.**

5. **Language Learner as Ethnographer Portfolio (LLEP) (20%)**

   Students will complete three short individual assignments over the course of the semester related to developing intercultural competence through technology-mediated communication in virtual cultural immersion contexts. The final portfolio will present a range of tasks, websites, and technology that students have explored, with a brief explanation of each and a final reflection on the usefulness of the Language Learner as Ethnographer approach. This may take any format permitted by Canvas (i.e. it does not need to be a formal academic type paper, but might be a short video presentation, a Wiki or Blog, an illustrated flier, or a PowerPoint). The three tasks are to be done and shared online **weeks 4, 8 & 11. Final Portfolio due date: Thursday week 15.**

6. **TBLT Instructional Module (20%)**

   Students will work in pairs or small groups (max. 3) to design a task-based, technology-mediated instructional module using the models provided (Memories, Story Telling Contest, and other programs referenced in González-Lloret & Ortega [2011]); students will also draw on their knowledge of new developments in TBLT drawing on the TBLT Knowledge Bank developed in this class. The TBLT module should include the following:
   1. Introduction
   2. Brief literature review relevant to the module (2-3 pages maximum);
   3. Detailed lesson plan
   4. Conclusion

   Submit the module via Canvas and include a link to your multimodal project. Your project must be uploaded in a file supported by Canvas, please do not upload it using an external GoogleDocs or file sharing system outside Canvas. **Due date: Thursday week 14. Note this is Thanksgiving Week so you may want to submit beforehand. No late assignments.**

**G. Technology requirements**

Because this is an online course, there are certain technical competencies that are required for course completion. You must have the ability to use a common word processor, use email, and work with a
browser to access the online course and other course materials. This course will require access to technology and software (i.e. cameras, microphones, publisher software) outside of Canvas and a general word processor. For example, you will create a YouTube or other format video, which requires a webcam and microphone.

H. Grading criteria

Please note that all work is due by 11:59pm Thur of the week indicated. Grading will usually occur on Fri.

1. Participation and Professionalism 15%
2. CALL/TBLT News from the Field 15%
3. TM-TBLT Knowledge Bank 15%
4. Technology presentation 15%
5. Language Learner as Ethnographer Tasks & Portfolio 20%
6. TBLT Instructional Module 20%

Total 100%

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-95%</td>
<td>A</td>
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<tr>
<td>94-90%</td>
<td>A-</td>
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<tr>
<td>89-85%</td>
<td>B+</td>
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<tr>
<td>79-75%</td>
<td>C+</td>
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<tr>
<td>69-65%</td>
<td>D</td>
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<tr>
<td>74-70%</td>
<td>C</td>
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<tr>
<td>≤ 64%</td>
<td>F</td>
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</table>

A note about Grades in CANVAS. The default student view of Grades in Canvas shows a running total of your grade calculated only on assignments that have been turned in and graded. If you have outstanding assignments, this view can be misleading. It is highly encouraged that students uncheck the box on the right that says, "Calculate based only on graded assignments." Toggling this box off will give you the total value earned for the assignments/course, which is ultimately the grade that Ursa will collect at the completion of course.

I. Required textbook & Readings*


*PDFs available in Canvas


**Recommended reading:**


**Useful links:**


[http://www.openculture.com/freelanguagelessons](http://www.openculture.com/freelanguagelessons)


**J. Disability Resources**

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at [http://www.unco.edu/disability-support-services/](http://www.unco.edu/disability-support-services/)

**L. Inclusivity in the Classroom and UNC Community**

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own. Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity: [http://www.unco.edu/cebs/diversity/framework.html](http://www.unco.edu/cebs/diversity/framework.html)

**M. UNC Academic Policy and Student Code of Conduct**

University Incomplete Policy: An Incomplete grade is assigned due to unanticipated circumstances the last week of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she missed the final examination due to sickness, an emergency in the family).
Incompletes will not be given for any other circumstances.”

**UNC Plagiarism Policy:** Plagiarism may result in one or all of the following: a zero on the assignment, failing the class, violation reported to the UNC Honor Code Committee, and/or violation reported on Personal and Professional Disposition for teacher education students. This is UNC policy regarding plagiarism, quoted from the Student Handbook: “Regarding written work in particular, direct quotations, statements which are the result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotations. As long as a student adequately acknowledges his/her sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgment may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgment and some may evaluate a project on the basis of form.”

**ECLD 590 Course Readings and Assignments:** All work/assignments are due by 11:59pm Thursday of the corresponding week. Grading and feedback will usually occur on Fridays.

<table>
<thead>
<tr>
<th>Module</th>
<th>TBLT Ch.</th>
<th>PDF Readings</th>
<th>Graded Assignments Due 11:59pm Thur ea. wk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching and learning in the digital age</td>
<td></td>
<td>Hubbard (2009)</td>
<td>Personal introductions on Initial Online Discussion Board #0</td>
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<tr>
<td>3. A pedagogy of multiliteracies &amp; language learning</td>
<td></td>
<td>NLG (1996), Blake (2016)</td>
<td>Online Group Discussion #1 Sign up open for Tech Presentation, ISTE &amp; TESOL Standards Wiki</td>
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<tr>
<td>4. SLA, CALL &amp; TBLT</td>
<td>1</td>
<td>Sauro (2011)</td>
<td>CALL/TBLT News from the Field #1</td>
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<tr>
<td>5. Identifying &amp; evaluating tech resources for classroom use</td>
<td>2 &amp; 8</td>
<td></td>
<td>LLEP Task #1 due</td>
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<tr>
<td>8. Virtual Gaming, Avatars &amp; Immersive Environments</td>
<td>6 (8)</td>
<td>Ibanez et al. (2001)</td>
<td>CALL/TBLT News from the Field #2</td>
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<tr>
<td>9. Comp-mediated communication (CMC) &amp; collaborative learning</td>
<td>7</td>
<td></td>
<td>LLEP Task #2 due</td>
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<tr>
<td>10. Blogs, wikis &amp; multimedia SLA</td>
<td>9</td>
<td></td>
<td>CALL/TBLT News from the Field #3</td>
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<tr>
<td>11. Creating &amp; assessing TBLT in class &amp; online</td>
<td>10, 11</td>
<td></td>
<td>Technology-Mediated Task-Based Language Teaching KB (individual)</td>
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<tr>
<td>12. Redefining technologies and language learning for innovation</td>
<td>12</td>
<td>Blattner &amp; Fiori (2011)</td>
<td>Online Discussion # 3 LLEP Task #3</td>
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<tr>
<td>15. Online intercultural learning &amp; pedagogy of powerful communic.</td>
<td></td>
<td>O’Dowd (2011), Walker, Ch 6</td>
<td>TBLT Instructional Module (collective or individual), THANKSGIVING WEEK</td>
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<tr>
<td>FINALS</td>
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<td>Online Discussion #4 Reflections</td>
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