

In the Name of Allah
University of Bojnord, Department of English
Technology and Language Teaching Course Syllabus for MA Students of TEFL (2 Credits)

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Office Hours: After class or by Appointment

Course Date: January, 2019

Class Time: Saturday 15:30 – 17:00

1. COURSE DESCRIPTION/OVERVIEW

This course aims to provide you with essential background in the area of technology and second or foreign language teaching. This course will enable students to explore how technology is integrated in the teaching and learning of specific aspects of language knowledge and skills. It will show them how technology-based tutors, tools, and pedagogy contribute to language development. It will also help students understand the implications of technology-mediated pedagogy for the future, which lay the foundation for effective EFL teaching.

2. COURSE OBJECTIVES

By the end of the course, students in this class are expected to:

- A.** Explore the development of technology in language teaching, learning, and assessment.
- B.** Read, understand, and think critically about current technologies pertaining to language education.
- C.** Learn to integrate technology in their educational activities.
- D.** Be able to apply the implications of technology-mediated pedagogy in the future.

3. REQUIRED TEXT AND INSTRUCTIONAL RESOURCES

Chapelle, C. & Sauro, S. (eds.) (2017). The handbook of technology in second language teaching and learning. UK: Wiley-Blackwell.

4. COURSE ASSIGNMENTS/REQUIREMENTS

Students are expected to be regular and punctual in attendance at all classes. They are to read the required texts in advance and supposed to raise their problems on the issues. The dominant class method would follow cooperative approach through class discussions. Throughout the course, students are to handle at least two presentations on a language-related issue geared to course objectives. The essential requirements could be summarized as follows:

- A. Class participation:** Prompt attendance and participation at scheduled class meetings and examination dates are expected.
- B. Individual Oral Presentation:** Each student will make two presentations on two given topics to the class (30 to 50 minutes).

C. Formal examinations: A mid-term and a final exam are required in this course.

5. COURSE PROCEDURES/CLASS POLICIES

Primary instructional modalities in this course are lecture and self-directed study, but a part of most class sessions will be devoted to participative learning. Active participation is the central requirement for the class. Effective participation requires preparation. It is crucial to come to class having carefully read and thought about the day's reading. To ensure a smooth flow of discussions, students are encouraged to listen with an open mind, respect the contributions of others, and avoid personal attacks. Students will often be faced with alternative viewpoints from the professor or their peers. Thus, students should be prepared to defend their own positions with empirical data, obtained from the assigned readings, and reasoned argument.

Plagiarism or academic dishonesty will have consequences from failure of the assignment or exam to failure of the entire course. Rest assured that I am an expert in tracing plagiarism using various computer programs and other resources and must and will treat all cases very seriously.

Any student missing class quizzes, examinations, or any other class work because of unexpected problems shall be given an opportunity during that semester to make up missed work. The makeup will apply to the unavoidable absence only. Making up false excuses for absences will be considered cheating and may result in a grade of 'F' for missed work. Opportunity to make-up the missed work requires prior notification of the absence and an excused absence (that is one that your instructor accepts as reasonable and legitimate). How and when the work will be made up will be determined by the instructor. Students who represent UB at any official extracurricular activity shall have the opportunity to make up assignments, but they must provide official written notification to the professor no less than one week prior to the missed class.

6. GRADES

Participants are assessed through formative and summative evaluation. Performance-based evaluation would also play a part of measurement process. The grade assigned for this course is based on the total points earned on all assignments and class participation. The possible points earned for each exam and for class participation are as follows:

Class Participation	20 points
Individual Oral Presentation	30 points
Midterm Exam	25 points
<u>Final Exam</u>	<u>25 points</u>
TOTAL	100 points

7. TENTATIVE SCHEDULE:

SESSION	TOPIC	READING(S)	SOURCE
1	Introduction From Past to Present	Article 1&2	Chapelle, C. & Sauro, S. (eds.) (2017)
2	Technologies for L2 Grammar and Vocabulary	Article 3&4	Chapelle, C. & Sauro, S. (eds.) (2017)
3	Technologies for L2 Reading and Writing	Article 5&6	Chapelle, C. & Sauro, S. (eds.) (2017)
4	Technologies for L2 Listening and Speaking	Article 7&8	Chapelle, C. & Sauro, S. (eds.) (2017)
5	Technologies for Intercultural Competence and Interlanguage Pragmatics Distance Language Teaching with Technology	Article 9&10	Chapelle, C. & Sauro, S. (eds.) (2017)
6	Blended Language Learning Telecollaboration	Article 11&12	Chapelle, C. & Sauro, S. (eds.) (2017)
7	Virtual Worlds Digital Gaming	Article 13&14	Chapelle, C. & Sauro, S. (eds.) (2017)
8	Mobile Learning Revolution Technology for Task-based Language Teaching	Article 15&16	Chapelle, C. & Sauro, S. (eds.) (2017)
9	MID-TERM EXAM	Article 1-16	Chapelle, C. & Sauro, S. (eds.) (2017)

10	ESP and Corpus-based Pedagogy Technology and New Literacies Language Teacher Education and Technology	Article 17,18&19	Chapelle, C. & Sauro, S. (eds.) (2017)
11	Integrating Assessment with Instruction through Technology Technology and High-stakes Language Testing	Article 20&21	Chapelle, C. & Sauro, S. (eds.) (2017)
12	Validation of Technology-assisted Language Tests Authoring Language-Learning Courseware Design-based Research	Article 22,23&24	Chapelle, C. & Sauro, S. (eds.) (2017)
13	Evaluation of Technology and Language Learning Research Methods for Investigating Technology	Article 25&26	Chapelle, C. & Sauro, S. (eds.) (2017)
14	CALL Meta-analyses and Transparency Analysis Researching Technology-mediated Multimodal Interaction	Article 27&28	Chapelle, C. & Sauro, S. (eds.) (2017)
15	Technology-Enhanced SLA Research Toward Langua-technocultural Competence	Article 29&30	Chapelle, C. & Sauro, S. (eds.) (2017)
16	FINAL EXAM	Article 17&30	Chapelle, C. & Sauro, S. (eds.) (2017)