

COURSE SYLLABUS

COURSE NAME:	COMPUTER ASSISTED LANGUAGE LEARNING (CALL)	
LECTURER:	PROF. DR. NURDIN NONI, M.HUM.	
COURSE DESCRIPTION:	This course provides students with practical knowledge of computer use in English language learning. It focuses on theories and practices of synchronous and asynchronous computer assisted language learning in the modes of blended and online learning. Students learn how to use computer applications for English language teaching purposes, make CALL-based teaching plan, and do teaching practice using appropriate computer applications. The applications are offline and online, such as presentation slides, word processing, social media, audio and/or video recording, video conferencing, simple authoring tools, and learning management system.	
COURSE OBJECTIVES:	<p>The students are able to</p> <ol style="list-style-type: none"> 1. Define the term ‘computer assisted language learning’; 2. Explain the history of CALL; 3. Find and evaluate CALL resources and courseware; 4. Design powerpoint-based materials and exercises for fun learning activities; 5. Use the most common used social media for ELT; 6. Demonstrate the use of video in ELT; 7. Select appropriate application to achieve learning objectives in assigned lesson plan; 8. Conduct a showcase of CALL product. 	
TOPICS:	<ol style="list-style-type: none"> 1. Overview of CALL 2. Advantages and Apprehension of CALL 3. Evaluating CALL Software 4. Ideas for Using PowerPoint in a Classroom 5. Microsoft Powerpoint: Its Features and use in ELT 6. More Ideas of Social Media Use in ELT 7. Video for ELT 8. Video Conferencing 9. Presenting language skills via IT tools and application 10. CALL Expo 	
LEARNING MEDIA:	Software	Hardware

		UNM E-learning (MOODLE) Quizizz.com Plickers.com Kahoot.com	PC & LCD Projector; Mobile Phone;			
Mg ke	CP Mata Kuliah (sesuai tahapan belajar)	Materi Pembelajaran (Pustaka)	Aktivitas Belajar (Metode/strategi pembelajaran) (Estimasi Waktu)	Assessment		
				Indikator	Bentuk	Bobot
1.	Students are able to elaborate the nature of CALL, the terms related to CALL, types of CALL, and roles of computer in language learning.	The Nature of CALL: <ul style="list-style-type: none"> • What is CALL? • Related Acronyms • Types of CALL Programs • Roles of Computers in Language Learning • Teachers and CALL (Torat, 2015)	Lecture & discussion; (2 x 50 minutes) Assignment 1: Questions to answer Assignment 2: Summary	a. Define CALL. b. State related terms and acronyms. c. Elaborate types of CALL programs. d. Elaborate roles of computers in language learning. e. Explain different teacher roles in CALL	- Quiz using Quizizz - Non-test: summary of the lecture	5%
2.	The students are able to describe the advantages and apprehension of CALL.	Advantages and Apprehension of CALL: <ul style="list-style-type: none"> • Advantages • Apprehensions • Problems or Challenges? (Ravichandran. 2000)	Lecturing & discussion (2 x 50 minutes) Assignment 3: Summary.	a. Explain the advantages of CALL in EFL class. b. Explain the apprehensions of CALL in EFL class. c. Explain the challenges of implementing CALL in EFL class.	- Tes dengan Plickers - Non-test: summary of article review	10%
3 - 4	The students are able to Evaluate CALL Software.	CALL Software Evaluation: <ul style="list-style-type: none"> • Purpose of Evaluation; • Approaches to Evaluation; 	Lecture, Group work, and Presentation; (4 x 50 minutes) Assignment 4: Perform CALL Software evaluation.	a. Elaborate the purpose of evaluation. b. Explain the approaches to evaluation. c. Elaborate the criteria for selecting materials. d. Elaborate the	- Quiz using Kahoot - group performance	10%

		<ul style="list-style-type: none"> • Criteria for Selecting Materials • Evaluation Framework • Implementation Schemes; • Evaluating Student Outcomes; <p>(HUBBARD, 2006)</p>		<p>evaluation framework.</p> <p>e. Explain the implementation schemes.</p> <p>f. Explain the evaluation of student outcomes.</p> <p>g. Perform CALL software evaluation.</p>		
5-6	The students will be able to generate ideas for Using PowerPoint in a Classroom.	<p>Ideas for Using PowerPoint in ELT:</p> <ul style="list-style-type: none"> • Gagne’s Events of Instruction • Some Good Reasons to Use PowerPoint • Diverse Ways of PowerPoint Use in Lectures and Seminars • PowerPoint for Initial Teaching, Practice and Drilling, Games, and Tests <p>(Hashemi, Azizinezhad, and Farokhi, 2011))</p>	<p>Individual practice, group work, and group presentation; (4 x 50 minutes) Assignment 5: -Creating PowerPoint slides for presentation; -Creating a PowerPoint learning material or game.</p>	<p>a. Elaborate Gagne’s events of instruction;</p> <p>b. Explain some good reasons to use PowerPoint;</p> <p>c. Explain some diverse ways of PowerPoint use in lectures and seminar;</p> <p>d. Explain possible uses of PowerPoint for initial teaching, practice and drilling, games, and tests;</p> <p>e. Create an interactive PowerPoint presentation for lectures and seminars;</p> <p>f. Create interactive slides for language learning or game activities.</p>	- Individual and group Performance in class	10%
7 - 8	The students are able to generate more ideas of social media use in ELT.	<p>More Ideas of Social Media Use in ELT:</p> <ul style="list-style-type: none"> • Efficacy of Online Social Networks on Language Teaching • Social Media Anticipation 	<p>Individual practice, group work, and group simulation; (4 x 50 minutes) Assignment 6: Designing learning materials using selected social media.</p>	<p>a. Explain the efficacy of online social networks on language teaching;</p> <p>b. Explain social media anticipation;</p> <p>c. Elaborate advantages and drawback of</p>	- Individual Performance in class - Group Performance in class - Product-based	10%

		<ul style="list-style-type: none"> • Advantages and Drawback of Social Media in ELT • Impacts of Social Media on Teaching and Learning English • Roles of Teachers and Learners • Affective and Attitudinal Effects • More Ideas to Support English Learning via Social Media <p>(Sitthirak, 2013; Li, 2017, pp. 148-153)</p>		<p>social media in ELT;</p> <ul style="list-style-type: none"> d. Describe the impacts of social media on teaching and learning English e. Describe the roles of teachers and learners in social media use of English language teaching and learning; f. Describe the affective and attitudinal effects of using social media in ELT; g. Generate more ideas on how to use social media in English language teaching and learning. 		
9	Midterm evaluation (Test)					(1-7: 40%)
9 - 11	The students are able to demonstrate the use of video in ELT.	<p>Video Use in ELT</p> <ul style="list-style-type: none"> • Video in ELT • Teacher's Attitude toward Video Use • Student's Perspective about Video Use • How and When to Use Video • Content Video in the EFL Classroom • Practical Aspects of Using Video in the Foreign Language Classroom • Ideas of Using Video in ELT • Video Production in the 	<p>Group work, group presentation, and group simulation; (6 x 50 minutes) Assignment 7: Creating PPT Presentation and simulating the ICT-based ideas in the classroom</p>	<ul style="list-style-type: none"> a. Identify the advantages of video use in ELT; b. Describe the teacher's attitude toward the use of video in ELT. c. Describe the student's perspective about video use in ELT. d. Identify how and when to use video in EFL classroom. e. Elaborate content video in the EFL classroom. f. Elaborate the practical aspects of using video 	<ul style="list-style-type: none"> - Group and Individual performance - Product-based - Peer evaluation 	10%

		<p>Foreign Language Classroom</p> <p>(Brooke, 2003; Canning-Wilson, 2000; Furmanovsky, 1997; ,</p>		<p>in EFL classroom.</p> <p>g. Generate ideas of using video in EFL classroom.</p> <p>h. Plan and design video production for EFL activities.</p> <p>i. Demonstrate the scenario of video production.</p> <p>j. Produce short video for EFL purpose.</p> <p>k. Display produced video for Q&A activities.</p>		
12-13	The students are able to set up and perform video conferencing in EFL class.	<p>Video Conferencing for ELT:</p> <ul style="list-style-type: none"> • What is video conferencing? • Key Research Evidence about video conferencing in teaching and learning • Video conferencing within the context of CMC: Asynchronous versus Synchronous • Advantages and disadvantages of video conferencing • Connected classroom with video conferencing • Best Video Conferencing Apps for Teams <p>(Drexhage, et al. 2016, pp. 70-88; Coverdale-Jones, 2000, pp. 27-40; Guay,</p>	<p>Group Work and Class Discussion; (4 x 50 minutes) Assignment 8: -Designing video conferencing activity -Simulate video conferencing activity</p>	<p>a. Define video conferencing for EFL</p> <p>b. Identify video conferencing software for EFL</p> <p>c. Describe key research evidence about video conferencing in teaching and learning.</p> <p>d. Design video conferencing activity in the context of CMC.</p> <p>e. Elaborate the advantages and disadvantages of video conferencing for EFL.</p> <p>f. Describe the connected classroom with video conferencing</p> <p>g. Perform video conferencing activity using introduced application</p>	<p>- Individual and group performance - Product based</p>	10%

		2017)		(BigBlueButton, Google Hangouts, Rabbit, Zoom, etc).		
14-15	The students are able to conduct CALL Expo.	<p>CALL Expo:</p> <ul style="list-style-type: none"> • Manual for CALL Expo • Workshop manual • Selected Apps for CALL Expo <p>(lms.unm.ac.id)</p>	<p>Group Work and group Expo; (4 x 50 minutes) Assignment 9: - Preparing materials and tools for CALL Expo. - Participating in CALL Expo</p>	<p>a. Identify materials for CALL Expo. b. Identify applications for CALL Expo c. Prepare materials for CALL Expo. d. Prepare application for CALL Expo. e. Advertise CALL products before the CALL Expo. f. Simulate CALL applications in the CALL Expo. g. Respond to visitor's questions.</p>	<p>- Product based - Team Performance - Visitors' Feedback</p>	10%
16	Final term evaluation (Test)					(9-15: 60%)