

Course Title	Technology in Second Language Learning				
Course Code	LIN380				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	3 rd Year / 6 th Semester or 4 th Year / 7 th or 8 th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	up to 6 teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>This course introduces students to key theoretical, research, and practical implementations of technological tools that can facilitate second language skills development. In particular, the course will offer opportunities to students to become adept at CALL/TELL teaching practices and to implement Web 1.0- and Web 2.0-related technologies and tools. Students will have the chance to develop multiple pedagogically sound activities that can be implemented in the second language classroom so that the perceptive and productive language skills of the second language learners will be enhanced. The course also aims at guiding students in integrating technology in their everyday teaching practices so that they will develop more immersive, motivating, creative, and knowledge-laden instructional materials.</p>				
Learning Outcomes	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Develop a conceptual understanding of key theoretical frameworks driving the use of Web 1.0- and Web 2.0-related tools in the second language classroom; • Implement key theoretical frameworks to investigate second/foreign language learning in different contexts; • Critically examine the use of specific activities using multiple emerging Web technologies and tools to teach the four skills in various contexts; • Explore more critically the different cultural, sociopolitical, and linguistic values that mold instructors' and students' expectations about the use of emerging technological tools; • Apply in praxis such Web 1.0- and Web 2.0-related tools to devise pedagogically sound instructional materials; • Develop more collaborative, motivating, immersive, and knowledge-laden learning environments for their students; • Devise innovative instructional materials and activities that will help create new affordances for learning in highly immersive, collaborative virtual settings; • Produce papers and critical scholarship discussing the rationale, theory, goals, and objectives driving the use of specific language learning activities in specific virtual environments. 				
Prerequisites	LIN230, LIN315 or Consent of Instructor	Co-requisites	None		

Course Content	<p>Indicative content that the course will cover:</p> <p>The students of this course will be introduced to the concept of Digital Literacy and the multiple characteristics of a digitally literate person and further a student of a second language classroom.</p> <p>Moreover, they will familiarize themselves with the Computer Assisted Language Learning – CALL Approach covering theoretical and historical issues related to it and its development.</p> <p>They will also discuss issues of teaching methodology, lesson planning based on it and challenges related to the use of this approach. Special emphasis will be placed on fostering Technology Enhanced Language Learning contexts and Multimodal Learning Environments. The information of the lessons are interactive and not presentational while the use of rich media and dynamic materials will be also discussed.</p> <p>Furthermore, students will be engaged in processes of choosing, adopting or creating Digital Materials that can be used in second language teaching classrooms. Emphasis will be placed on the teaching of the four language skills in the target language – receptive and productive.</p> <p>In the last part of the course, attention will be paid to the approach of “Learning Communities at school”, which has been acknowledged as a highly-collaborative approach and can be practiced through the use of digital modes and the school network. Students will have the opportunity to realise and appreciate the importance of sharing knowledge and working in groups online so that they will achieve a goal using the target language as a medium of communication and collaboration.</p>				
Teaching Methodology	E-Learning				
Bibliography	<p>Chapelle, C.A., & Sauro, S. 2017. <i>The handbook of technology and second language teaching and learning</i>. Oxford: Wiley-Blackwell.</p> <p>Cutrim Schmid, E. & S. Whyte. S. 2014. <i>Teaching languages with technology: communicative approaches to interactive whiteboard use. A resource book for teacher development</i>. London: Bloomsbury.</p> <p>Gregori-Signes, C. & Alcantud-Díaz, M. 2013. <i>Experiencing digital storytelling</i>. Valencia, Span: PM Ediciones.(Eds)</p> <p>Kessler, G. 2016. <i>Landmarks in CALL research: Looking back to prepare for the future</i>. Connecticut: Equinox</p> <p>Walker, A. & White, G. 2013. <i>Technology enhanced language learning: Connecting theory and practice</i>. Oxford, UK: Oxford University Press</p> <p>Warschauer, M. 2011. <i>Learning in the cloud: How (and why) to transform schools in digital media</i>. NY: Teachers College, Columbia University Press</p>				
Assessment	<table border="1" data-bbox="488 1633 1183 1734"> <tr> <td data-bbox="488 1633 1053 1682">Final Examination</td> <td data-bbox="1053 1633 1183 1682">50%</td> </tr> <tr> <td data-bbox="488 1682 1053 1734">Assignments/On-going Evaluation</td> <td data-bbox="1053 1682 1183 1734">50%</td> </tr> </table>	Final Examination	50%	Assignments/On-going Evaluation	50%
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Language	English				