

DALAT UNIVERSITY
FACULTY OF FOREIGN LANGUAGES



MID-TERM/ FINAL ASSIGNMENT

Topic:

Teacher:

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Student:

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Class: MAE 24

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MID-TERM ASSIGNMENT DESCRIPTION (2000 words)

1) Purpose & Alignment

This assessment evaluates your ability to:

- $\frac{3}{4}$ Explain how CALL/AI can improve language learning (LO1).
- $\frac{3}{4}$ Design/evaluate effective CALL materials and assessments (LO2, LO3).
- $\frac{3}{4}$ Use AI tools judiciously to enhance learning (LO4).
- $\frac{3}{4}$ Engage with research in CALL (LO5).

2) Your Task (choose ONE of the following prompts)

Option A — Design & Rationale of a CALL Mini-Module

- $\frac{3}{4}$ Context & needs: learner profile, goals, constraints.
- $\frac{3}{4}$ Toolset: specific CALL/AI tools (e.g., TTS/ASR, quiz apps, chatbots), why they fit.
- $\frac{3}{4}$ Learning design: outcomes, sequencing, sample tasks, teacher/learner roles, feedback.
- $\frac{3}{4}$ Assessment: formative/summative plan; rubrics; validity, reliability, washback.
- $\frac{3}{4}$ Ethics: data privacy, bias, accessibility, academic integrity.
- $\frac{3}{4}$ Evaluation plan: how you would measure effectiveness (e.g., analytics, pre/post).

Option B — Analytical Evaluation of a CALL/AI Tool

- $\frac{3}{4}$ Use case & context: learners, goals, constraints.

- ³/₄ Pedagogical analysis: affordances/limitations (interaction, feedback, scaffolding).
- ³/₄ Evidence: research and/or analytics/logs/screenshots (appendix).
- ³/₄ Assessment use: how to use it for learning assessment (criteria, risks, mitigation).
- ³/₄ Ethics & fairness: bias, privacy, transparency, access.
- ³/₄ Recommendations: adoption/alternatives/improvements.

Option C — Mini Research Proposal in CALL

- ³/₄ Problem & RQs: grounded in literature; focused and answerable.
- ³/₄ Design: participants, instruments, tasks, procedure.
- ³/₄ Measures: constructs, validity, reliability/triangulation.
- ³/₄ Analysis plan: quantitative/qualitative/ML-assisted; expected outcomes.
- ³/₄ Ethics: consent, data security, power dynamics, AI transparency.
- ³/₄ Implications: for pedagogy/materials/assessment.

Option D — AI-Enhanced Assessment for Language Learning

- ³/₄ Construct definition & blueprint.
- ³/₄ Task design & rubrics (analytic/holistic).
- ³/₄ AI's role: generation, feedback, rating support—controls to protect validity.
- ³/₄ Bias & fairness checks (e.g., accent, L1 background, bandwidth).
- ³/₄ Pilot & evaluation plan (inter-rater reliability, error analysis).
- ³/₄ Teacher training & policy (clear guidance for students).

3) Required Structure (for all options)

1. Title
2. Introduction
3. Main Section (Design/Evaluation/Proposal/Assessment)
4. Discussion: implications, limitations, future work
5. Conclusion
6. Appendices (e.g., screenshots, sample items, rubrics, prompts, consent forms)

4) Assessment Rubric (100 points)

Criterion	Excellent (A)	Good (B)	Satisfactory (C)	Limited (D/F)	Pt s
Relevance & Focus	Clear purpose tightly aligned to prompt; coherent scope	Mostly clear; minor scope drift	Purpose present but uneven focus	Unclear purpose; off-topic	10
Literature Grounding	Integrates ≥ 12 high-quality sources; accurate synthesis; theory-practice link	Adequate coverage; some synthesis	Basic coverage; more summary than synthesis	Sparse/outdated; misunderstandings	15
CALL/AI Pedagogical Quality	Sound learning design; strong justification; learner/context fit	Generally sound; some gaps	Mixed coherence; limited tailoring	Weak/unsupported; misaligned	20
Assessment Design & Validity	Clear criteria, rubrics, evidence of reliability/fairness	Mostly clear; minor validity issues	Basic criteria; limited reliability	Vague/invalid; risk of construct under-representation	15
Ethics, Privacy, Fairness, Accessibility	Specific risks & mitigations; concrete policies	Identifies key risks; partial mitigations	Mentions ethics; generic mitigation	Ethics largely overlooked	10

Analytical Rigor / Evaluation Plan	Feasible, well-argued metrics/analysis; limitations acknowledged	Reasonable plan; minor gaps	Basic plan; limited feasibility	Infeasible or missing	10
Use of Evidence & Examples	Data/screenshots/rubrics/specs convincingly support claims	Some evidence; could be tighter	Minimal/illustrative only	Largely anecdotal	8
Organization & Argumentation	Logical flow; excellent cohesion; signposting	Generally well-organized	Some disorganization; weak transitions	Disjointed; hard to follow	6
Language & APA	Clear, concise, near-native; accurate APA	Minor language/APA slips	Noticeable errors; readable	Frequent errors; impedes understanding	4
AI Use Transparency	Complete log; clear human oversight	Mostly complete	Partial or vague	Missing or shows over-reliance	2

FINAL ASSIGNMENT DESCRIPTION

This final writing assignment for the CALL course requires students to select one topic from the course weeks (Introduction to CALL, Types of CALL Tools, Benefits and Challenges, Designing CALL Materials, Assessing Language Learning with CALL, AI Tools in Language Learning, or Research on CALL) and write a comprehensive essay. The essay should be more than 3000 words, excluding the reference list, and must follow academic writing style and APA 7th edition formatting.

Guidelines

- **Topic Selection:** Choose one topic from Weeks 1-7, aligning with course content.
- **Length and Structure:** Essays should be 2000-2500 words, with a clear introduction, body, and conclusion, using headings and subheadings as needed.
- **Research:** Cite at least 10 scholarly sources, including the course textbook (*An Invitation to CALL: Foundations of Computer-Assisted Language Learning*), and use academic databases for additional sources.
- **APA Format:** Follow APA 7th edition for citations, references, title page, and document formatting (12-point Times New Roman, double-spaced, 1-inch margins).

****Mendeley/ Zotero is recommended.***

- **Originality:** Ensure the work is original, with proper paraphrasing and quotation, and submit via plagiarism detection if required.

- **Submission:** Submit in Microsoft Word (.docx) format by the deadline, with late submissions subject to penalties per course policy.

Rubric

The rubric below evaluates the essay out of 10 points, with detailed criteria for each category:

Criterion	Points	Description
Content and Understanding	4	- Demonstrates thorough understanding of the chosen topic. - Provides in-depth analysis and critical thinking. - Connects ideas coherently and relates to broader course themes.
Research and Evidence	2	- Uses at least 10 scholarly sources, including the textbook. - Sources are relevant, credible, and properly integrated into the essay. - Accurate and consistent citation in APA format.

Structure and Organization	2	- Clear introduction with thesis statement. - Well-organized body paragraphs with topic sentences and supporting details. - Logical flow of ideas; effective use of transitions. - Strong conclusion that summarizes main points and may suggest implications or further research.
Writing Style and Clarity	1	- Clear, concise, and precise language. - Free of grammatical, spelling, and punctuation errors. - Maintains an academic tone throughout.
APA Formatting	1	- Correct application of APA style for in-text citations and reference list. - Proper formatting of title page, headings, and overall document structure if required.

Scoring Notes:

- **Content and Understanding (/4):** 4 = Excellent (all criteria met,

exceptional depth); 3 = Good (most criteria met, some areas lack development); 2 = Fair (basic understanding, little analysis); 1 = Poor (significant gaps); 0 = No attempt or off-topic.

- **Research and Evidence (/2):** 2 = Excellent (all scholarly, well-integrated, accurate APA); 1 = Fair (some sources, poor integration, APA errors); 0 = Poor (insufficient sources, major errors).
- **Structure and Organization (/2):** 2 = Excellent (clear, well-developed structure); 1 = Fair (structure present but weak); 0 = Poor (disorganized).
- **Writing Style and Clarity (/1):** 1 = Excellent (clear, error-free, academic tone); 0 = Poor (unclear, many errors, non-academic).
- **APA Formatting (/1):** 1 = Correct (accurate throughout); 0 = Incorrect (significant errors).

The essay must present their understanding of the related topics in the field, following academic writing style and APA format, reflecting the course's emphasis on research and application of CALL technologies.

Link to submit: <https://forms.gle/Udjt3bvXeo5j2obg7>

Assignment Overview

This outline is designed for the final writing assignment in the CALL course, where students choose one topic from Weeks 1-7 (e.g., AI tools in language learning) to write a more-than-3000 word essay in academic style, following APA format. The outline structures the essay as a book chapter, ensuring clarity and depth.

Sample Outline Structure

Below is a sample outline for students to follow, adaptable to any CALL topic:

- **Title:** Clearly state the topic (e.g., "Artificial Intelligence in Language Learning: Opportunities and Challenges").
- **Abstract:** Provide a brief summary (150-250 words) of the chapter's content and relevance.
- **Learning Objectives:** List what readers will understand or achieve, such as defining AI tools' role in CALL.
- **Introduction:** Set context, explain importance, state purpose, and outline structure.
- **Main Body:** Include sections like conceptual framework, applications, benefits, challenges, and future directions, with subsections for detail.
- **Conclusion:** Summarize key points, reinforce significance, and suggest actions for educators.
- **References:** List at least 10 scholarly sources in APA format, including the course textbook.
- **Appendices:** Optionally include supplementary materials like screenshots or lesson plans.

This structure ensures the essay meets academic standards and demonstrates understanding of the chosen CALL topic.