

**These are notes for those students who are unable to go through video lectures & handouts. These are not prepared for grand quiz but you can comprehend topics of grand quiz or basic concepts.**

### Lecture: 01

**CALL** - the study of applications of the computer in language teaching and learning. Also known as:

- Computer-Aided Language Learning (CALL)
- Computer-Assisted Language Instruction (CALI)
- Computer-Enhanced Language Learning (CELL)

#### **CALL – Language learner**

- CALL allows learners to control their own learning process
- CALL can provide communicative meaningful language learning
- CALL software can offer a balance of controlled practice and free communicative expression

#### **What do we mean by “computer”?**

It does not include simply the canonical desktop and laptop devices but also includes the networks connecting them, peripheral devices such as:

- PDAs (personal digital assistants)
- Mp3 players
- Mobile phones
- Electronic whiteboards
- DVD players

#### **What do we mean by “improve”?**

It can be answered with respect to a number of different perspectives:

- Learning efficiency: learners are able to pick up language knowledge or skills faster or with less effort
- Learning effectiveness: learners retain language knowledge or skills longer, make deeper associations, and/or learn more of what they need
- Access: learners can get materials or experience interactions that would otherwise be difficult or impossible to get or do
- Convenience: learners can study and practice with equal effectiveness across a wider range of times and places
- Motivation: learners enjoy the language learning process more and thus engage more fully
- Institutional efficiency: learners require less teacher time or fewer or less expensive resources.

### Lecture: 02

#### **Views regarding CALL**

**Chapelle (2001)**, who links the design and evaluation of CALL tasks to a set of principles derived primarily from the research base of the interactionist perspective of second language acquisition (SLA).

**Bax (2003)**, who views “normalisation” as the defining direction for the field, a state where technology is fully integrated into language teaching.

### **Technology Deriving CALL**

1. CALL Emergence
2. Early Work with Micro- computers
3. Random-Access Laser Videodisc
4. Artificial Intelligence Improvisation

**MIT’s Athena Language Learning Project** - an attempt to bring together interactive videodisc and artificial intelligence (AI) applications to revolutionize language learning.

### **The Focus of Research in CALL**

Early CALL research often focused on attempting to demonstrate the superiority of using computers over traditional language teaching.

### **CALL Design and Evaluation**

- Colpaert’s framework which creatively blends engineering principles and pedagogical approaches and is specifically oriented toward the creation of language courseware.
- Levy who categorized the uses of the term design in a corpus of 93 CALL articles from 1999

### **Three General Approaches by *Levy and Stockwell***

- 1) Checklists
- 2) Methodological frameworks
- 3) Applications of SLA principles

## **Lecture: 03**

### **CALL in the 1950s and 1960s**

#### **Introduction of computer in education**

The first phase of CALL which was called Behavioristic CALL, conceived in the 1950s and implemented in the 1960s and '70s, was based on the then-dominant behaviorist theories of learning. Programs of this phase entailed repetitive language drills and can be referred to as "drill and practice".

#### **Applications used for the language teaching and learning**

##### **PLATO Programmed Logic / Learning for Automated Teaching Operations - 1959**

The first and most significant applications for the teaching and learning of language at the computer were those used on the PLATO system.

Its programming languages were custom-designed for the purpose of teaching language.

Much of PLATO’s first-language learning work was done in teaching *Russian* using a GTM.

#### **Simulations**

The learner is placed in a "world" defined by the teacher. It is a form of experiential learning. It is a strategy that fits well with the principles of Student-centred and constructivist learning and teaching.

Simulations take a number of forms. They may contain elements of:

- A game
- A role-play

### CALL in the 1970s

#### **Communicative CALL by John Underwood**

According to Underwood, communicative call:

- Focuses more on using forms rather than on the forms themselves
- Teaches grammar implicitly rather than explicitly
- Will never try to do anything that a book can do just as well
- Does not evaluate everything the students nor reward them with congratulatory messages
- Avoids telling students they are wrong

### **Lecture: 04**

### **CALL in the 1980s**

In the late 1970s and early 1980s, CALL was undermined by two important factors.

- 1) Drilling and rote learning approaches to language learning had been rejected at both the theoretical and the pedagogical level.
- 2) The introduction of the microcomputer allowed a whole new range of possibilities.

#### **Points of Pederson's assessment 1988**

1. Meaningful Practice
2. Encourage development of language
3. Students differences and difficulties better documented
4. Difference may affect strategies, gains and attitude in CALL
5. Teachers have to secure the needed computer resources

#### **Programs and applications used in language teaching process**

**Macario** - an early videodisc program for learning Spanish. It was developed at Brigham Young University and was an attempt to create learning materials by adapting existing materials.

**Montevidisco and Interactive Dígame** - it was a teacher-controlled situation in which on-screen video provided visual and listening opportunities that were intended to be followed up with in-class conversation in the target language.

**HyperCard** developed by *Apple Computer* - provides an influential metaphor for CALL.

It works by creating a set of virtual index cards that can be cross-referenced. On these cards, text, images, audio, animations and video can be added.

**Hypermedia** - an extension of the term hypertext, is a nonlinear medium of information that includes graphics, audio, video, plain text and hyperlinks. This contrasts with the broader term *multimedia*, which may include non-interactive linear presentations as well as hypermedia.

**Multimedia** - any combination of text, graphic art, sound, animation, and video that is delivered by computer.

## Lecture: 05

## Presage variables

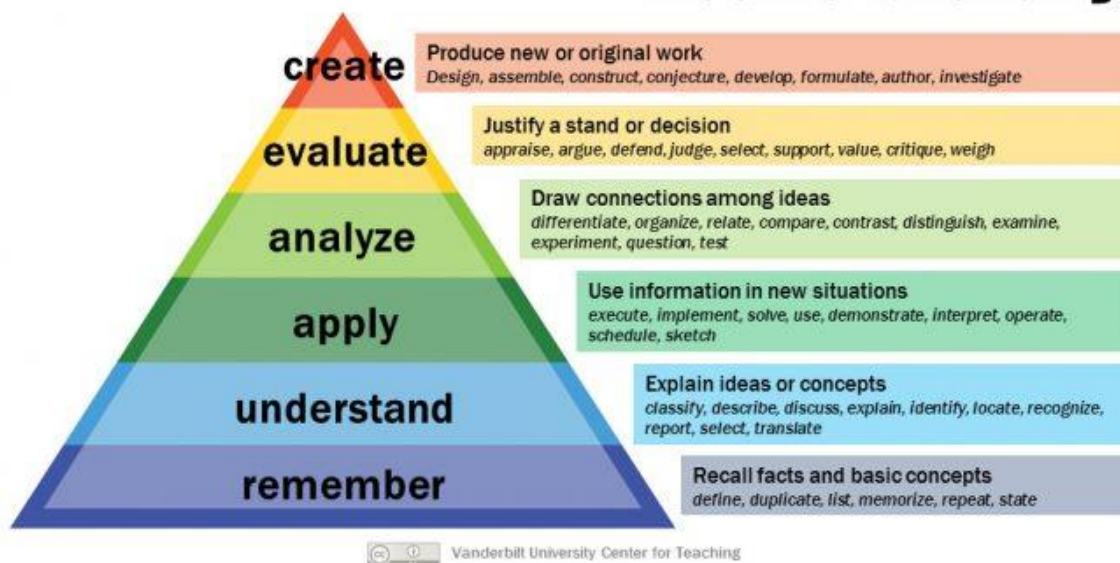
1. **Teacher formative experiences** - Teacher formative experiences refer to factors such as those experienced because of social class and sex
2. **Teacher training experiences** - Teacher training experiences refer to the formal education that a teacher receives from both academic institutions and training in school placements.
3. **Teaching skills** - refers to psychological traits, motives, abilities and attitudes

Presage variables	Presage variables in a CALL context
Teacher formative experiences	Materials developers' collective experiences
Teacher training experiences	Ideas of models of instruction
Teacher properties	Technical affordances of the program

## J. Morariu commented on the design of learning environments as:

1. Goals/Objectives
2. Navigation - How does the learner know where he/she is?
3. Structure - The overall organization of the information
4. Format - Media for presenting the content /data

## Bloom's Taxonomy



## Lecture: 06

**Locus of control** - refers to the continuum between the program's and the learner's responsibility for decisions about the sequence and outcomes of learning, learner interactions and, even, the content of what is taught.

## Measurement of Language Learning

Traditional measurement of language learning depends on teacher observations and tests. But CALL programs present many opportunities for different kinds of measurement. For example,

- A learner's links can be tracked to see the extent of a program a learner explores and the time he or she spends in each section.
- Many CALL programs allow for a learner to obtain immediate feedback on progress, that is, an opportunity to observe their own changes in behavior.

**Virtual classroom** - an online classroom that allows participants to communicate with one another, view presentations or videos, and engage with resources in work groups.

### Characteristics of a Virtual Classroom

- 1) Non-Restricting - VC allows both learners and instructors around the world to participate in live classes
- 2) Affordable - Learners can save time & money by not having to worry about travel expenses
- 3) Flexible Learning – By recording the content is accessible even after being delivered
- 4) Practical - Synchronous learning is a learning environment where everyone takes part in the learning at the same time like traditional lecture.
- 5) Accessible

### Lecture: 4: 07

#### CALL Applications

##### 1) Word Processing

Programs like Microsoft Word, are widely used in the composition process. Within such word- processing packages, spelling and grammar checkers are standard tools.

Word-processing programs do not record misspellings or give any feedback to learners interested in reviewing their errors

##### 2) Games

The best educational games are those which embed the pedagogical objectives so that the learners' perceptions are of play, while the teachers' hidden objectives are still achieved.

##### 3) Commercial Quiz Software

Like games, quizzes are very motivating for learners as they appear to illustrate a learner's progress and give some security against fear of more formal exams. As computer-based quizzes are often done outside of class and not marked by teachers, learners may feel less threatened.

### Lecture: 4: 08

#### Justifications for the use of Literature in the language classroom

1. Valuable authentic material
2. Cultural enrichment
3. Language enrichment
4. Personal involvement

#### Corpus linguistics

The corpus in *corpus linguistics* refers to a body of text. The text can be made up of different examples of spoken or written language or a combination of both. Corpora can be un-formatted text made up of individual words or formations such as the British National Corpus.

To access, or make use of, a corpus, one uses a concordancer to look at language patterns. A concordancer is a tool that looks at individual words or groups of words and lists them with their immediate contexts.

### Corpus Linguistics in the Classroom

A teacher might collect a set of student assignments and use a concordancing program to analyse examples of learners' language looking for typical error patterns. Systematic errors in learners' writing can be used as a basis for the development of learning materials.

#### Lecture: 4: 09

### Computer-mediated Communication

Communicating using the computer is often referred to as computer-mediated communication (CMC) and is one of the more popular activities associated with CALL. CMC encompasses communication by email, bulletin boards, and chat lines.

**Personal Digital Assistant (PDA)** is a small hand-held computer for downloading and storing information such as documents, databases and calendar entries. It is less powerful than a desktop or laptop computer, but less expensive and more portable.

#### Lecture: 5: 10

**Negotiation of Meaning** - The interactional work done by speakers and listeners to ensure they have a common understanding of the ongoing meanings of the discourse.

### Characteristics of Input by Krashen

- It is comprehensible
- It is interesting
- It is in sufficient quantity
- It is not grammatically sequenced

**Computer-Adaptive Testing (CAT)** uses a database of questions to match the difficulty of each test item to the abilities of the learners being tested. Learners take a CAT test at the computer and because the computer can instantly mark each answer, the following question can be tailored. If a learner answers a question correctly, the computer will ensure that the next question will be more difficult.

#### Lecture: 5: 11

**Mastery learning** is based on the assumption that learning is a function of time. By varying time for learning, nearly all students are able to learn a subject to the point of 'mastery'

### Components of an ideal teaching system by *M. Pennington*

- Allow learners to experiment
- Allow learners to learn according to their own purposes
- Allow learners to expand their zone of proximal development
- Allow learners to be in touch with other learners
- Promotes social and cultural learning

**Schema theory** suggests that the knowledge we carry around in our heads is organized into interrelated patterns. These patterns are constructed from our previous experiences and they enable us to make predictions about future.

#### Lecture: 5: 12

### Behaviourist Models of Instruction

Within the area of CALL, behaviourist aspects generally include:

- Stating the purpose of the program or task
- Offering reinforcement through text, images, audio, animations and/or video
- Providing a marks system for each task with grades

**The behaviourist theories of Skinner** are based upon the idea that learning is a function of change in overt behavior.

Another important feature of Skinner's theory is the role of reinforcement: things or actions that strengthen a desired response by making the learners feel better about themselves.

### **Programmed Instruction**

A behaviourist model of instruction suggests that learners can be taught a wide variety of subjects if,

- Presented with information in small steps
- Each step requiring appropriate responses from the learner before going on to more advanced steps.

### **How Constructivism differs from Behaviourism**

**Behaviourism** often assumes that the learner's state of mind is that of a blank slate, waiting to be written on

**Constructivism** assumes that the learner comes to the classroom with a rich set of ideas and experiences.

## **Lecture: 6: 13**

### **Criteria for Call evaluation**

1. Incorporate findings and theory-based speculation
2. A theory of evaluation needs to be articulated

### **Criteria for CALL task appropriateness**

1. Learner-focused
2. Meaning -focused
3. Positive Impact
4. Authenticity
5. Practicality

### **Principles for CALL Evaluation**

- Evaluation of CALL is a situation- specific argument.
- Criteria should come from theory
- Criteria should be applied in view of the purpose of the task.
- Criteria should focus on Language learning potential

**Language learning potential** - the extent to which the activity can be considered to be a language learning activity rather than simply an opportunity for language use.

## **Lecture: 6: 14**

**Micro-world** - designed for beginning learners of German. The goal of this situation is to locate objects in a room and to differentiate between stationary physical location vs. the action involved in placing an object somewhere.

**Text Analysis** - The writing class took a process- oriented approach in which learners were required to write, participate in peer editing, receive comments from the instructor, and revise.

**Storyboard** - The activity is therefore a guessing game, which is set up as a storyboard containing a text on superstition. The learners work collaboratively through oral conversation to determine what, when, and how they will input words into the game.

**Lecture: 6: 15**

**Empirical evaluation of CALL** offers a methodology for making systematic hypotheses about the benefits to be attained through CALL tasks.

**Modified Interaction** - can be seen when an interruption of meaning making occurs due to a breakdown in comprehension or production. Such a breakdown can occur during face-to-face conversation, during the process of reading or listening.

**Lecture: 7: 18**

A 'Call for Participation' should have the following elements:

- Topic
- Content
- Target audience
- Timeline
- Outcomes
- Summary

A project should also have the following:

- Project materials
- Projects guidelines
- List of participants
- Activities
- Assessments

**Authoring programs** for CALL and other subjects most commonly include low-level question types such as true/false and multiple choice questions as opposed to higher-level synthetic, analytical and evaluative tasks

**Lecture: 7: 19**

**Computer safety rules**

- I will never send a person my picture
- I will not give out personal information such as my address
- I will not give out my Internet password to anyone
- I will tell my parents if I come across any information that makes me feel uncomfortable.
- I will not respond to any messages that are mean or in any way make me feel uncomfortable

**Cyberbullying** - encompass any kind of online harassment, including threatening emails and postings to social networking pages like MYSace.

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