SECOND LANGUAGE LEARNING AND TECHNOLOGY

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INTRODUCTION

WHAT IS CALL?

- Any process in which a learner uses a computer and, as a result, improves his or her language
- Cover a broad range of activities:
  - Materials design
  - Technologies
  - Pedagogical theories
  - Modes of instruction

TERMS PERIPHERAL TO CALL

- **CAI** *Computer-Aided Instruction*
- **CAL** *Computer-Assisted Learning*
- **CALI** *Computer-Assisted Language Instruction*
- **CALT** *Computer-Assisted Language Teaching*
- **CALT** *Computer-Assisted Language Testing*
- **CAT** *Computer-Adaptive Testing*
- **CAT** *Computer-Assisted Teaching*
- **CBT** *Computer-Based Training*
- **CMC** *Computer-Mediated Communication*
- **CMI** *Computer-Mediated Instruction*
- **ICALL** *Intelligent Computer-Assisted Language Learning*
- **TELL** *Technology-Enhanced Language Learning*
- **WELL** *Web-Enhanced Language Learning*

EMERGENCE OF CALL AS A DISCIPLINE

CALL IN THE 1950S AND 1960S

- Large 1950s mainframes only available at university campus research facilities
- Parallel research also took place on machine translation

CALL IN THE 1950S AND 1960S

PLATO project (Programmed Logic/Learning for Automated Teaching Operations)

- Developed in 1959 by the University of Illinois
- Teaching Russian using a grammar translation approach
- Grammar explanations, vocabulary drills and other drills and translation tests over a course of 16 lessons requiring 70 hours to complete
- Intelligent feature: adaptive feedback

CALL IN THE 1970S AND 1980S

- Computers were classified into mainframe computers, mini-computers and microcomputers
- Focus of CALL research during this period was videodisc technology (vs. tapes)
- Macario: videodisc program for learning Spanish.
  - made into an interactive format by adding a pedagogical layer and using it to teach listening skills
  - Each scene of the *Macario* video was given annotations, footnotes, questions and/or comments
- Others: *À la rencontre de Phillippe,* Eliza, No Recuerdos, Athena Language-Learning Project

CALL IN THE 1990S

- Thousands of new CALL programs published with multimedia features:
  - *Multiplicity of protagonists*
  - *Multiplicity of plot events*
  - *Knowledge-based choice points*
  - *Choice-points based on the temperament of the learner*
  - *Whimsical surprises*:
  - *Multimedia for presentation*:
  - *Intrinsic rather than extrinsic rewards*:

CALL IN THE 21ST CENTURY

- MALL
- RALL
- Virtual reality
- Web 2.0 & web 3.0
- GloCALL
- ApaCALL
- ReCALL
- VietCALL

CALL DEVELOPMENT

Stage	**Structural CALL**	**Communicative CALL**	**Integrative CALL**
Technology	Mainframe	PCs	Multimedia & Internet
English-teaching paradigm	Grammar-translation & audio-lingual	Communicative language teaching	Content-based, ESP/EAP
View of language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)
Principal use of computers	Drill & practice	Communicative exercises	Authentic discourse
Principal objective	Accuracy	… and fluency	… and agency
Role of computers	Tutor	Tool	Medium

THE SWOT ANALYSIS

Strengths

1. Strong commitment from high management
2. Good training resources available
3. High motivation in ICT
4. English support for using ICT
5. Plenty of practice & immediate feedback
6. Increasing demand for ICT
7. Digital native generation: Push & Pull
8. ICT is supported in all languages
9. Promote collaborative learning/crowdsourcing
10. Expand learning opportunities outside the classroom

Weaknesses

1. Lack of qualified human resources & expertise
2. Low ICT literacy among teachers & students
3. Teachers' resistance to changing methodology
4. Low real life implementation of ICT
5. Ineffective and inefficient use of budget
6. Digital divide & digital equality
7. No edtech specialists in schools
8. Inefficient and insufficient professional development.
9. Predominant instructional style promotes passive learning
10. Lack of research background for policy makers/teachers...

Opportunities

1. Government and business aspiration to be world top-ten internet penetration.
2. Global connections, global access to resources
3. New technologies expand learning opportunities
4. Recognition and support from MOET/DOET/ NFL2020 administrators for ICT integration
5. Commitment to support educational ICT from international partners.
6. Upgrading policy in place
7. Nationwide education reform and innovation
8. Abundant free and affordable ICT and EFL resources.
9. Free Asian Economic Community is operational by 2015.
10. ICT skills are expected in job applications.
11. ICT started from a fad to a trend, and now a culture
12. Increased interest from software developers
13. Technology cost going down very quickly

Threats

1. Online security/safety for teachers & students
2. Dependence on technology in cases of infrastructure failure
3. Possible repercussions for copyright infringement.
4. Software, hardware upgrading/maintenance policy not in place
5. Technology can be a source of distractions.
6. Online material creation/ and course design is time consuming
7. Overconfidence in technology solutions
8. Limited financial resources
9. Novelty effect
10. Compatibility issues/Changes of technology
11. Unrealistic expectations
12. Insufficient policy/legislation support

TESOL TECHNOLOGY STANDARDS FOR VIETNAM

Goal 1: Language teachers acquire and maintain foundational knowledge and skills in technology for professional purposes.	Goal 2: Language teachers integrate pedagogical knowledge and skills with technology to enhance language teaching and learning.
Goal 3: Language teachers apply technology in record keeping, feedback, and assessment.	Goal 4: Language teachers use technology to improve communication, collaboration, and efficiency.

SLA FOUNDATION OF CALL

SLA THEORIES

TASK: present the basic ideas of the followings:

- Behaviorism: Pavlov, Skinner
- Mentalism: Chomsky
- Constructivism: Vygotsky
- i+1: Krashen

DISCUSSION

Imagine that you have to convince your colleagues, who are mostly interested in literature, to make an investment in using technology for the FL curriculum. List five reasons why it is also in their interests to support your plan. Consider scientific as well as social reasons that provide an incentive for your department's investment in technology.

WHY CALL?

- SLA is both an intensive and time-consuming activity: Romance language (600 hrs to fluency); Chinese (1320 hrs to fluency)
  - Less than 3% of university students go abroad for academic or internship programs (Davidson, 2007)
  - L2 teaching is often unsuccessful because learners receive impoverished or insufficient input in the target language (Cummins 1998, 19).
  - Technology, if used wisely, could play a major role in enhancing L2 learners' contact with the target language, especially in the absence of study abroad.

WHY CALL?

- The advantages for carrying out online discussions via computer have been well documented in the research literature
  - a text-based medium that amplifies students' attention to linguistic form (Warschauer 1997b)
  - a stimulus for increased written L2 production (Kern 1995)
  - a less stressful environment for L2 practice (Chun 1998)
  - a more equitable and nonthreatening forum for L2 discussions, especially for women, minorities, and nonassertive personalities (Warschauer 1997a, 1997b)
  - an expanded access channel with possibilities for creating global learning networks (Cummins and Sayers 1995)

WHY CALL?

- Educational advantages of increased access to instruction and other learners outside the normal constraints of the classroom via computer:
  - Public schools, in particular, are faced with ever-increasing enrollment pressures
  - Some L2 instruction in the future will have to take place at a distance or through what publishers call the home market
  - All kinds of learners will make known their interests in acquiring some type of L2 proficiency
  - Less commonly taught languages (LCTLs) often suffer from another curriculum dilemma: the need for quality pedagogical materials at all levels, which typically goes unmet due to low commercial profit margins at the publishing houses.

WHY CALL?

- Most institutions of higher education are affected by the prevalent student trend to gravitate toward courses that deal with either culture or language rather than literature:
  - Extended class discussions via e-mail, listservs, or chat programs can further augment student interest as well as student-student and student-instructor interactions

WHY CALL

- New technologies allow an institution's human resources to work more efficiently and can provide greater educational access for students, along with offering new channels for learning
- New advances in technology allow an institution's personnel to do new things and therefore represent a catalyst for change.

WHY CALL?

- 84% of teenagers today, who will be the college language learners of tomorrow, use the Internet primarily as a tool for communications through instant messaging (IM) and text messaging (Lenhart, Madden, and Hitlin 2005)

4 MYTHS

TECHNOLOGY IS MONOLITHIC

TASK

- Produce a mind map of technology tools you use for your work as a teacher, as a learner and as an individual

TECHNOLOGY CONSTITUTES A METHODOLOGY

TODAY'S TECHNOLOGY IS ALL WE NEED TO KNOW

TECHNOLOGY WILL REPLACE TEACHERS

TECHNOLOGY WILL REPLACE TEACHERS

- some in our profession fear that the use of technology will replace them and the courses they teach, especially when mention is made of completely virtual online courses
  - Who will teach the distance learning courses?
  - Who will write the curriculum?
  - Who will train students to work within this format?

- The technology platforms —the web, CDROM/DVD, and CMC—do not pose a threat to language professionals but rather complement what can be done in the L2 classroom, if used wisely
- A rational response to this question might be that technology will not replace teachers in the future, but rather teachers who use technology will probably replace teachers who do not (Clifford 1987, 13)

DISCUSSION

Is it a problem or an advantage for language teachers that this generation of incoming students will most likely know more about using certain technological tools than they do.

CALL FUTURE: PROMISES AND POSSIBILITIES

GLASS TECHNOLOGY

SKYPE TRANSLATE

ILI DEVICES

HOLOLENS

ENGKEY