

New Directions in Computer-Assisted Language Learning



Theories and Practices in CALL



Warm-up

- Is there any technology associated with your course? How has this technology been selected?
- Think of a failed task in a class you taught or took. Why did it fail? Would it still have failed if you have used technology?
- What are some of your hesitations about using CALL in your class?

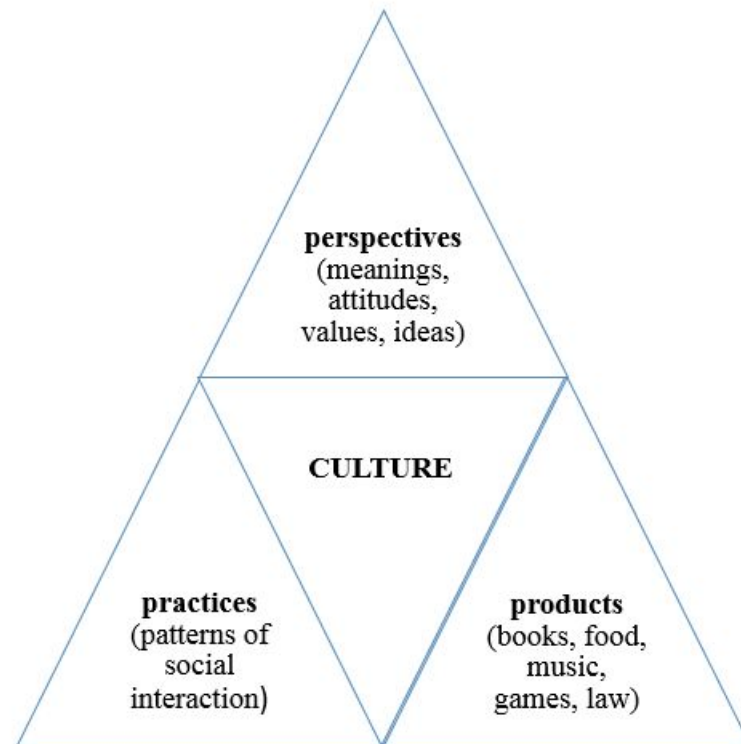
Outline

- Design a plan for one learning objective using ACTFL 5 Cs World Readiness Standards and the 3 Ps for teaching culture: Perspectives, Practices, Products.
- Use the topic of summer break in the target culture to outline the following:
 - Objective/s:
 - Will the focus be on perspectives, practices, or products?
 - Will the students look at the topic through the prism of the target culture? Will they draw comparisons with the L1 culture?
 - Theoretical framework: Interactionist, Cognitive, Sociocultural, other?
 - Task/s and the CALL tool accompanying the task/s. Think about how the tool will assist in learning.
 - How will your task and the tool used include different types of learners?
 - How will you assess the students' performance and the task itself?



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Practical Communication: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	Practical Communication: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Informal and Diverse Perspectives: Learners access and use diverse perspectives on language and its uses.	Practical Communication: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Practical Communication: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals for using languages for personal and professional advancement.	Practical Communication: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.



Evaluate

- Go to <https://oli.cmu.edu/courses/elementary-chinese-1-open-free/>
- The course was created based on the technology available to the designers at a particular point in the past. Choose one section of the course and discuss how the design of the activities could be revised so that it more closely reflects the research discussed in today's reading.

Reflect

- Every CALL tool has disadvantages. What are some of the things you could do to overcome them?

Next meeting

- Wednesday, October 9th, 4pm - 5pm
- CLS at the Language Resource Center
- CALL and the Inclusive Language Classroom
- *Meeting Special Educational Needs in Technology-Enhanced Language Teaching: Learning from the Past, Working for the Future* by D. Wilson

Thank you!