

Language & IT

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Lecture 1

CALL, NLP, Corpus Linguistics



What is CALL?

CALL = Computer Assisted/Aided Language Learning.

For the purposes of this course we take CALL to embrace any computer software that is usable in some way to help language learners, ^{يشتمل} whether intended for that purpose or not, and whether directly used by them, or used by someone else to create a ^{المألوفة} ^{المادة} conventional material (e.g. a coursebook) which learners use.



What is CALL?



Though the acronym “**CALL**” implies a limitation to language learning, we do not, as some do, distinguish that from computer aided language acquisition (**CASLA**). And we include in our scope language use by learners, and of course language teaching. Computer aided language testing (**CALT**) is often discussed separately from **CALL**, and for various reasons will not be much focused on in this course (lack of time and lack of the software!). We are also excluding use of computers in AL and ELT research in general (**CASLR**), and in the learning of linguistics rather than language (though there is an unclear borderline here, as much language teaching involves teaching about language, especially grammar, or raising awareness of language forms, and so resembles simple linguistics).

ليست معنا في الدراسة

نفرق

يشابه

applied linguistics and English linguistics



What is CALL?

اختصارات

There are many other acronyms and terms around with broader scope than **CALL**, or scope overlapping with **CALL**. They refer to areas of theory and research which have implications for CALL: e.g. CAL, CAI, CBE, TELL, Telematics, HCI, AI, NLP, Corpus Linguistics. On these neighbouring areas see Chapelle 2001 ch2 and Levy 1997 ch3 and pp77-82.

CALL 'tasks' include what may be otherwise referred to as games, exercises, activities, materials, even tests, and just 'ordinary use' of facilities like word processing. Sometimes they are fully determined by the program, sometimes they are largely in the hands of the teacher or learner using the software. They may be done in class or at home, etc.



What is CALL?

Thinking about **CALL** means thinking about many of the same things one considers when thinking about 'materials' for language learning/teaching (coursebooks, visual aids like posters or videos, pen and paper exercises, dictionaries etc.). Both involve something physical that teachers and learners use alongside a teaching method, syllabus etc. in a taught program OR which may be just used independently by the learner. Both have to be bought (or ^{مقرصنة} pirated). Both have a tangible form, but at the same time when exploited form ^{التمائل} part of a less tangible 'task' or the like. This parallel leads us to the conclusion that there are three main areas of concern (see Hubbard 1996 in ed. Pennington The Power of CALL for a fuller exposition, attempting to relate this to the Richards and Rodgers framework for analysing teaching methods):

^{ملصقات}
^{ملموس}
^{مستغلة}



What is CALL?

- 1) **Development/creation.** I.e. the principles and processes of writing software or authoring new materials within some existing software (Cf. Chapelle 2001 p166ff, and Levy 1997 ch4 onwards (esp. p104-108), for concepts rather than practicalities). Compare materials development, course book writing.
- 2) **Use/implementation.** I.e. how teachers use software with their learners (in or out of class, individually or in groups, for what sort of tasks, integrated with other aspects of the teaching-learning process or not, etc. etc.)... and how the learners use the software (which may be differently from how the teacher plans, or indeed entirely independently of school), their processes and strategies. Compare discussion of the role of materials like coursebooks or tapes in a course, different 'task types' they can be involved in, learner use of materials like dictionaries or cribs out of class unknown to the teacher etc... (Levy 1997 Ch4 onwards touches on ideas about Use repeatedly, esp p100-103; Jones and Fortescue ch14 old but practical)
- 3) **Evaluation.** I.e. how to decide what is good or bad software.... including inevitably considering what is a good or bad use of the software. Compare materials evaluation. (Chapelle 2001 Ch3).



HISTORY OF CALL

In terms of the development of hardware, program types, relation to ideas about language learning and teaching... This is filled out in class. See also Chapelle 2001 ch1 and Levy 1997 ch2 and the online <http://www.history-of-call.org/>

- The computer-as-big-as-a-room era. Entire courses like that of PLATO organised at a few universities. Audio-lingualism.
- ^{مساعد} The arrival of the home/school computer (Sinclair, Apple, BBC). CALL tasks as ancillary, and produced by many small publishers such as WIDA and even teacher enthusiasts. Attempts to fit it in with the Communicative approach.
- The era of the powerful PC (and Mac). Professionalisation of software writing but lack of transfer of much software from earlier platforms.
- PC + CD, multimedia. Software out of the hands of teachers, largely audio-lingual in mode. New attempts at entire courses.
- The era of the Internet. Teacher as selector. Learner-centred.
- ^{التقاء} The future: convergence of media and 'omnimedia' ←

هي الميديا التي تشمل الصورة والكتابة وغيرها
- Social networking? →

تجمع الميديا والأومني ميديا في الشبكات الاجتماعية

