

# SYNCHRONIZING LANGUAGE PEDAGOGY AND LANGUAGE SOFTWARE

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# OUTLINE

- ◉ Different eras - different software - different pedagogies
  - 1960s-1970s: PLATO
  - 1980s: Microcomputers
  - Late 1980s to mid-1990s
  - Mid-1990s to early 21st century
  - Today - Web 2.0 and ubiquitous computing
- ◉ Recap and overview: What does this mean to us now?

# 1960'S TO 1980'S: PLATO



- ◉ Programmed Logic and Automated Teaching Operations
- ◉ Mainframe with terminals

[http://en.wikipedia.org/wiki/PLATO\\_system](http://en.wikipedia.org/wiki/PLATO_system)

# SOFTWARE AND PEDAGOGY

- ◉ Drill and practice
- ◉ Sophisticated error-checking
  - Possible, but not required
- ◉ Graphics (of a sort)
- ◉ Teachers created content
  - If they were interested ...





# 1980S: MICROCOMPUTERS & CALL

- ◉ Opened doors
- ◉ Teacher-created content
- ◉ Programmer-created content
- ◉ Error-checking



[http://en.wikipedia.org/wiki/BBC\\_Micro/](http://en.wikipedia.org/wiki/BBC_Micro/)



<http://oldcomputers.net/pics/appleii-system.jpg>

# 1980S: MICROCOMPUTERS & CALL

- ◉ Magister and Pedagogue
  - Taskmaster versus knowledgeable slave
- ◉ Knower of the Right Answer
  - Drills, cloze, most games
- ◉ Workhorse
  - Word-processing, sound recording, authoring
- ◉ Stimulus
  - Simulations, concordancers, multimedia dictionaries



# ANYTHING CAN BE COMMUNICATIVE

## Grammar Mastery on an Apple IIe

QUESTION #3

PERCENTAGE :

I THINK I'LL WRITE THIS IN INK.

SOMEONE COULD ERASE IT IF I WRITE

IT ON THE BLACKBOARD.

A) IF I WRITE

B) IF I WROTE

C) IF I'D WRITE

=====

O.K.? IF NOT, CHANGE IT. THEN RETURN

I'M SORRY, BUT THE PRESENT TENSE ISN'T  
CORRECT FOR THIS ANSWER

I'LL GIVE YOU ANOTHER CHANCE TO CHOOSE THE  
CORRECT ANSWER

Pressing  
HELP:

HYPOTHETICAL

CONDITIONS

IF CLAUSE

MAIN CLAUSE

IF.. (PAST TENSE	#	
VERB)	#	WOULD
	#	
IF... COULD	#	COULD
	#	
IF... WERE	#	MIGHT
	#	
	#	

SPACE BAR

QUESTION #3

PERCENTAGE: 50%

I THINK I'LL WRITE THIS IN INK.  
SOMEONE COULD ERASE IT IF I WROTE  
IT ON THE BLACKBOARD.

- A) IF I WRITE
- B) IF I WROTE
- C) IF I'D WRITE

=====

YOU'RE REALLY LEARNING, ALI.

Their next try - but they still weren't quite sure why.

# LONDON ADVENTURE

You want to buy a postcard at a kiosk...

Excuse me, where is Trafalgar Square?

I want this postcard.

Excuse me, I like this postcard.

I'd like this postcard, please.

I'd like these postcards, please.

# EXCUSE ME, WHERE IS TRAFALGAR SQUARE?

“It’s right outside the National Gallery.”, but  
no other action is forthcoming.



I WANT THIS POSTCARD.

The assistant ignores you and serves another customer.

EXCUSE ME, I LIKE THIS  
POSTCARD.

“Yes. It is nice.”, but no other action is forthcoming.

I'D LIKE THIS POSTCARD, PLEASE.

“That will be 25p, please.” followed by the sale of the postcard.

I'D LIKE THESE POSTCARDS,  
PLEASE.

“I’m sorry. You can’t have them all.” No other  
action.

# SOFTWARE AND PEDAGOGY

- ◉ Disconnect

- What teachers wanted software to do
- What they could do with it

- ◉ Software by programmers

- ◉ Software by teachers

- ◉ Lack of teacher training in CALL

- You use what you know
- No skill with learning spaces for students
- Not familiar with simulations, games, text reconstruction
- No student autonomy

# TEACHERS AS KEY

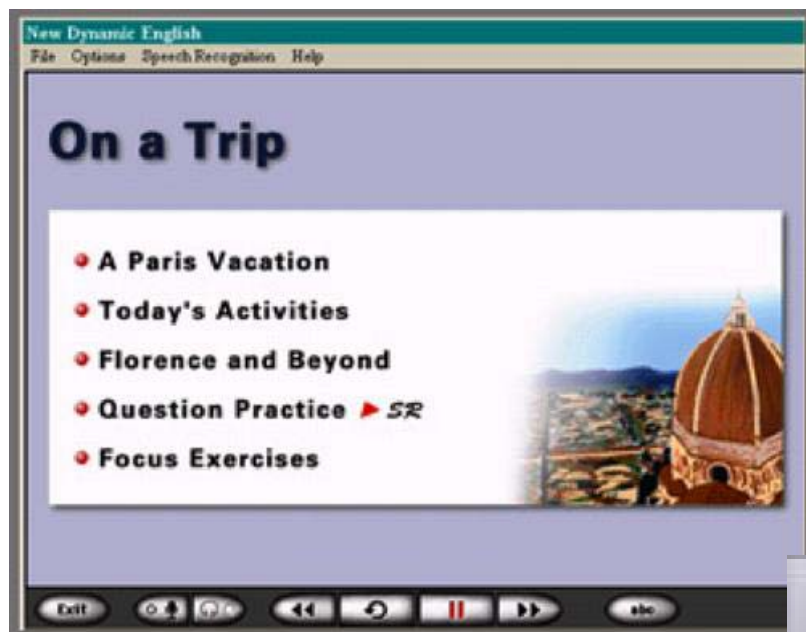
- “It’s not so much the program, more what you do with it”
  - Chris Jones, 1986

# LATE 1980'S TO MID-1990'S

- ◉ Multimedia - HyperCard
- ◉ Comprehensive programs
- ◉ Error-checking
- ◉ Record-keeping
- ◉ Emerging voice recognition



# NEW DYNAMIC ENGLISH



<http://tesl-ej.org/ej17/m2f2.html>



<http://www.dyned.com/products/nde/>

# SOFTWARE AND PEDAGOGY

- ◉ “Communicative”
- ◉ Learner-centered
- ◉ Multiple learning styles
- ◉ Teacher as the key (as usual)
  - Immigrant children not well-served



[http://www.frontier-electronics.co.za/images/old\\_386dx66.jpg](http://www.frontier-electronics.co.za/images/old_386dx66.jpg)

# MID-1990S TO EARLY 21<sup>ST</sup> CENTURY

- ◉ The Internet - finally!
  - Not just email
  - Not command-line
- ◉ From Gopher to Mosaic to Netscape
  - Text and graphics to look at
  - Links to other sites with text and graphics to look at
- ◉ Simple online drills
- ◉ Some student content

# DAVE'S ESL CAFE

- ◉ Quizzes with ✕ for wrong, ✓ for right
- ◉ Learner input - Graffiti Wall

**ESL GRAFFITI WALL**  
IN LOS ANGELES  
**WHERE YOUR GRAFFITI IS WELCOME!**  
(Updated by Dave in his spare time)

[Add Your Graffiti](#)

**Want to Make E-mail Friends? ....**  
If you want to make e-mail friends, please don't post here. Instead, go to the [Student E-mail Connection](#) or the [Teacher E-mail Connection](#).

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**New Graffiti:**

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**Hello!!!! How about your health???????**  
Written by KHWAN from Thailand at khwan@loinfo.co.th

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**I love my life because my life are you...**  
Written by Robert from Brazil

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**When God gave BRAINS I thought he said TRAINS and I asked for a small slow one. NO BRAIN NO PROBLEM!!!!**  
Written by Bonyi from Hungary at bonyi@freemail.cz.hu

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**Why stress when you can PANIC!**  
Written by Henrik from Spain

# GROWTH OF THE WEB

- ◉ Textbooks with websites and CD-ROMs
- ◉ Whole courses online
- ◉ Teacher-oriented sites - [itesl-j.org](http://itesl-j.org)
- ◉ More varied student options
  - Interesting Things for ESL/EFL Students
- ◉ Teacher-created online/offline content
  - Web pages
  - Hot Potatoes

# HOT POTATOES

The screenshot shows the Hot Potatoes software interface. At the top is a toolbar with various icons. Below it is a title bar with the text 'Title: Opposites'. The main area is divided into two columns: 'Left (ordered) list' and 'Right (jumbled) list'. The 'Left (ordered) list' contains five items: 'hot', 'easy', 'open', 'awake', and 'new'. The 'Right (jumbled) list' contains five items: 'cold', 'hard', 'closed', 'asleep', and 'old'. To the right of each item in the 'Right (jumbled) list' is a checkbox. A mouse cursor is pointing at the 'open' item in the 'Left (ordered) list'.

	Left (ordered) list	Right (jumbled) list	Fix
1	hot	cold	<input type="checkbox"/>
2	easy	hard	<input type="checkbox"/>
3	open	closed	<input type="checkbox"/>
4	awake	asleep	<input type="checkbox"/>
5	new	old	<input type="checkbox"/>

Hot Potatoes in action

# SOFTWARE AND PEDAGOGY

- ◉ Some things were worse

- Quizzes that aren't used well
- Non-programmer teachers
- Non-teacher programmers
- Collections of unordered, random links
- Lack of structure and sequencing

- ◉ Some things were better

- Connections to other people
- Email partners
- Student-generated content online: websites



# TODAY - WEB 2.0

- ◉ “Social Web”

- YouTube
- Skype/IM
- Social networking (Facebook, MySpace, etc.)
- Blogs
- Interacting in real time or asynchronously

- ◉ Wide range of student-created content

- ◉ Virtual worlds

- Second Life
- Massive Multiplayer Games (World of Warcraft)

# TODAY - UBIQUITOUS COMPUTING

- ◉ Smaller, faster, more powerful
- ◉ Cell phones with web and email
- ◉ Microtransmitters send information to you wherever you are
- ◉ Anytime, anywhere learning?

# RECAP AND OVERVIEW

- ◉ Warschauer (1996): behavioristic, communicative, integrative CALL
  - All three still exist
- ◉ Bax (2003): restricted, open, integrated
  - “Normalized” CALL - not yet
- ◉ Project- and task-based learning
  - Information-rich environment
- ◉ Learner-directed learning
  - Not just learner-centered
  - Information available to anyone and everyone
  - Do-it-yourself language teaching

# ROLE OF THE TEACHER

Key question:

When every place and every thing gives us information, what will language teaching and learning look like?

# A WORLD OVERFLOWING WITH DATA, TEACHERS...

- ◉ Sift through information
- ◉ Organize it
- ◉ Set it at a level and in a way that learners can understand
- ◉ To create a learning space

AFTER ALL,

It's not so much the  
program/website/information  
delivery device,

more what you do with it

# Q & A

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