

# *Trends in Language Learning & Teaching Technologies*

Kurt Kohn

Applied English Linguistics  
University of Tübingen

STC Language Learning Media

Kurt.kohn@uni-tuebingen.de

**[www.sprachlernmedien.de](http://www.sprachlernmedien.de)**

## ***My Topics***

- ❖ **Insights from language pedagogy**
- ❖ **Multimedia and internet**
- ❖ **Human language processing**
- ❖ **Corpora and language learning**
- ❖ **Stages in CALL development**
- ❖ **My favourite e-learning ensemble**
- ❖ **Successful Blended Language Learning**

# *Insights from Language Pedagogy*

- ❖ **Tensions between “technologists” and “pedagogues”**
- ❖ **The communicative paradigm shift**
  - Learner autonomy
  - Authenticity
  - Collaborative learning
- ❖ **How does the computer fit in?**

# *Multimedia and Internet*

## ❖ **Desktop computers of the 1980s**

- ❖ fast data processing – autonomous practice
- ❖ authoring: e.g. Gapmaster, Choicemaster, Storyboard (Wida)

## ❖ **Multimedia technology of the 1990s**

- ❖ laser video disc, CD-ROM, multimedia LAN
- ❖ promising potential for autonomous and interactive practice with authentic material
- ❖ limited content management

## ❖ **Internet and WWW since the late 1990s**

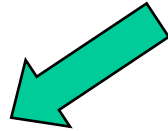
- flexible access to content, communication & interaction
- Content-based & communication-based language learning
- potential for real & relevant contact and incidental language learning

## Challenges

multimedia enhancement  
content autonomy of the teacher  
pedagogic embedding (blended learning)



# *The MultiMedia Internet*



## Open Web Access

language learning & testing packages,  
authentic resource material,  
centrally available & easy to up-date



## Communication & Interaction

eMail, forum, chat, voice over IP,  
video conferencing, blogs,  
podcasts ("web 2")

# *Human Language Processing*

- ❖ Learning control and guidance through 'intelligent' CALL
- ❖ Error feedback, learning material, and interactive tasks geared to the learners' level of proficiency and learning needs
- ❖ Expert systems, Intelligent Tutoring Systems, Adaptive User Modeling, Natural Language Processing, Automated Speech Recognition
- ❖ Wide range of activities from reading, writing, listening and speaking to grammar and vocabulary
- ❖ Communicative and constructivist concerns: computer as tutor?
- ❖ 'Focus-on-form' within communicative learning activities:  
non-behaviouristic justification for intelligent language tutoring systems

# *Corpora and Language Learning*

## ❖ **Corpora and corpus techniques**

- e.g. Brown (1 mio), BNC (100 mio), Bank of England (450 mio.), ICE (1 mio each)
- tagging, frequency lists, concordance lists and “key words in context” (KWICs)

## ❖ **Corpus-based reference dictionaries and grammars**

- COBUILD Dictionary (1987) and Grammar (1990), Longman Grammar of Spoken & Written English (1999), Chemnitz Internet Grammar of English

## ❖ **Corpus-based evaluation of ELT textbooks & grammars**

## ❖ **Corpus-based language teaching & learning**

- “real” language
- corpus-driven learning activities

## ❖ **Non-native speaker reference and research corpora**

- written and spoken learner English (ICLE, Lindsei)
- English as a lingua franca (Voice)

## ❖ **Small pedagogic corpora**

- specific genres and topics
- pedagogic enrichment: from text to authentic discourse (e.g. ELISA, Sacodeyl)

# ***Stages in CALL Development***

*(Mark Warschauer 2000)*

<b><i>Stage</i></b>	<b>1970s – 1980s: Structural CALL</b>	<b>1980s – 1990s: Communicative CALL</b>	<b>21st Century Integrative CALL</b>
<b><i>Technology</i></b>	Mainframe	PCs	Multimedia and Internet
<b><i>English Teaching Paradigm</i></b>	Grammar-Translation and Audio-Lingual	Communicative Language Teaching	Content-based, ESP/EAP
<b><i>View of Language</i></b>	Structural (a formal structural system)	Cognitive (a mentally-constructed system)	Socio cognitive (developed in social interaction)
<b><i>Principal Use of Computers</i></b>	Drill and Practice	Communicative Exercises	Authentic Discourse
<b><i>Principal Objectives</i></b>	Accuracy	And fluency	And Agency

❖ Stephan Bax (2003) criticises terminological inconsistencies & unclear criteria

# ***Stages in CALL Development***

## ***(Stephan Bax 2003)***

### ❖ **Restricted CALL (1960s until 1980)**

- language system; questions & answers, drills & quizzes, text reconstruction; minimum interaction with other learners
- feedback: correct/incorrect; teacher: monitor, exaggerated fear/awe
- CALL modules: self-contained units, shaped by technology; not really pedagogically integrated into the syllabus; learning in separate computer labs

### ❖ **Open CALL (1980s until today)**

- language system and communicative skills; games, simulations and CMC; occasional interaction with other learners
- feedback: skills development; teacher: monitoring/facilitation, fear & awe
- poor pedagogical integration; computer lab may be adapted to language requirements

### ❖ **Integrated CALL (future)**

- mixed skills & system, integrated language skills work; CMC, WP, e-mail, [skype, weblogs/blogs, podcasts, e-learning platforms]; frequent interaction
- feedback: evaluation/stimulation; teacher: facilitation/managing, normalised
- normalised pedagogical integration [Blended Language Learning]

# ***My Favourite e-Learning Ensemble*** ***in a Blended Language Learning context***

**e.g. the open source e-learning platform *Moodle***

## **→ Core eLearning functions**

- ❖ platform administration and course management
- ❖ creation & management of learning & testing content and related activities
- ❖ online communication support: forum, chat
- ❖ Online collaboration support: wiki

## **→ Additional facilities for enriching content and communication-based learning, e.g.**

- ❖ external language learning & testing packages and web resources
- ❖ corpora and corpus management tools, e.g. ELISA, Sacodeyl
- ❖ authoring support, e.g. Hot Potatoes, Telos Language Partner
- ❖ multi-modal communication environments, e.g. Skype

## **→ Compatible with communicative & constructivist principles**

- ❖ learner autonomy - authenticity - collaborative learning

# *Successful Blended Language Learning*

## *Some requirements*

- ❖ Suitable **pedagogic & technological infrastructures** are essential  
– but **teachers are the key players !**
  
- ❖ **Basic requirements** include:
  - ➔ **positive pedagogic attitudes** toward e-learning,
  - ➔ **familiarity** with relevant technologies
  - ➔ resistance against **technological temptations**
  - ➔ sufficient **time** outside class hours



**Thank you  
for your attention**