



HELLENIC REPUBLIC
National and Kapodistrian
University of Athens

English and Digital Literacies

Unit 2.5: Summary of the 3 CALL traditions

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Summary of the 3 CALL traditions (1/2)

CALL traditions	Behaviourist (1960s-70s)	Communicative (1980s-1990s)	Integrative (1990s- today)
View of language	Structural (a formal structural system)	Cognitive (a mentally constructed system through interaction)	Sociocognitive (developed in social interaction through discourse communities)
English teaching paradigm	Grammar-translation Audio-lingual	Communicative Language Teaching	Content-based & ESP/EAP



Summary of the 3 CALL traditions (2/2)

CALL traditions	Behaviourist (1960s-70s)	Communicative (1980s-1990s)	Integrative (1990s- today)
Principal use of computers	Drill and Practice	Communicative activities (to practice language use, not drill format)	Authentic Discourse (to perform real-life tasks)
Main objective	Accuracy	Fluency	Agency



Conclusion

To exploit computers' potential we need language teaching specialists who can promote a complementary relationship between computer technology and appropriate pedagogic programmes. The computer provides opportunity for students to be less dependent on a teacher and have more freedom to experiment on their own.



Tips

- Don't be afraid of knowing less than your students.
- Pair and group activities. Encourage meta-language discussion about what they are doing.
- Offer choices to students.
- Balance.
- Learner autonomy is the goal.



Academic Journals on CALL

- [ReCALL - European Association for Computer-Assisted Language Learning.](#)
- [International Journal of Computer-Assisted Language Learning and Teaching \(IJCALLT\).](#)
- [SYSTEM: An International Journal of Educational Technology and Applied Linguistics.](#)
- [Computer Assisted Language Learning.](#)
- [Computer Assisted Language Learning – Electronic Journal.](#)
- [CALICO](#)
- [Computers and Composition.](#)
- [Journal of Technology and Teacher Education.](#)
- [E-Learning and Digital Media.](#)



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Notes

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