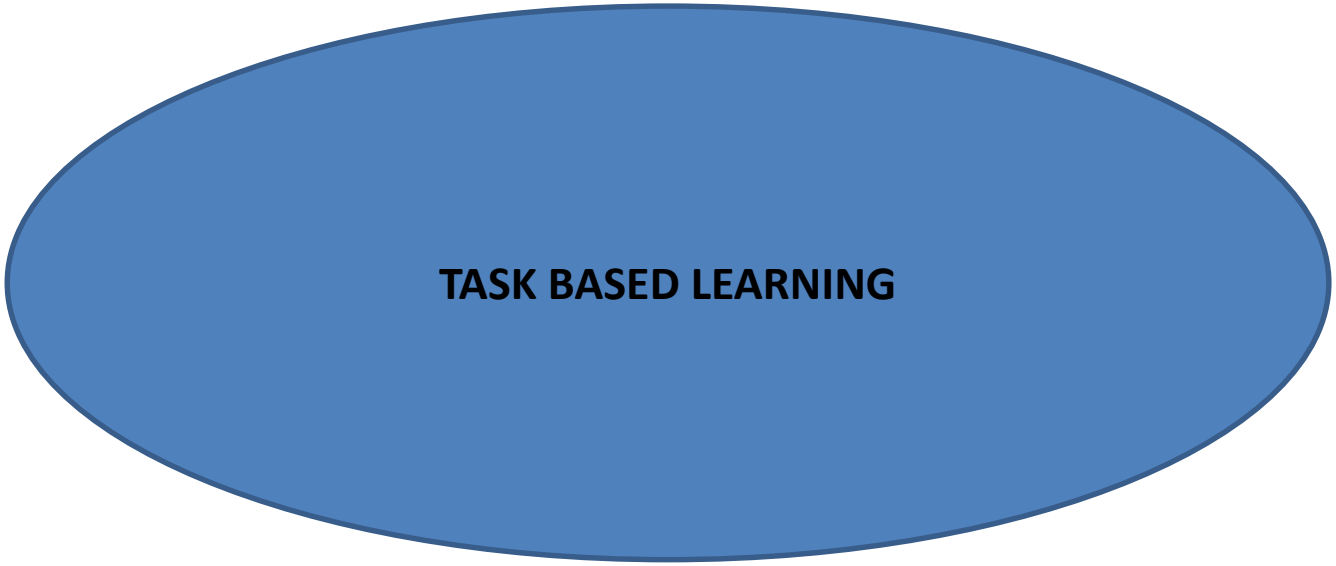
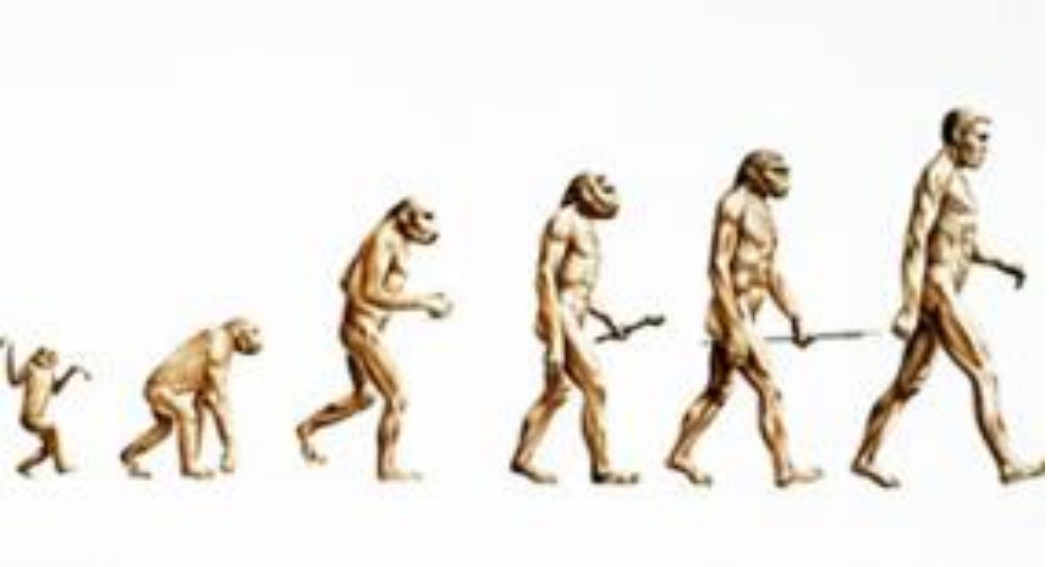

TASK BASED LEARNING

SO WHAT ABOUT LESSON PLANNING?



How did CALL evolve? When did technology AND computers enter our classrooms?

FIRST CALLED **CALI** Computer assisted language **instruction** (!)

Now **CALL** – Computer assisted language **LEARNING**

1960s –**THE PLATO PROJECT** – University of Illinois – Mainframe computer

1960s – 70's Microcomputers «behaviourist» CALL – only text

COMMUNICATIVE CALL – 1970s to 1980s

PCs became available on the mass market

BOOM in software development also for language learning

NEW DEVELOPMENTS IN ACTIVITIES:
READING – TEXT RECONSTRUCTION – LANGUAGE GAMES

BUT STILL NOT CENTRED ON THE LEARNER – PC TUTOR

Communicative CALL:Principles

- focuses on communication rather than on the form and avoids drill;
- teaches grammar implicitly through the lesson rather than explicitly;
- allows and encourages the student to generate original utterances rather than merely manipulate prefabricated language;
- does not judge or evaluate everything the student does;

NEXT STAGE IN COMMUNICATIVE CALL –

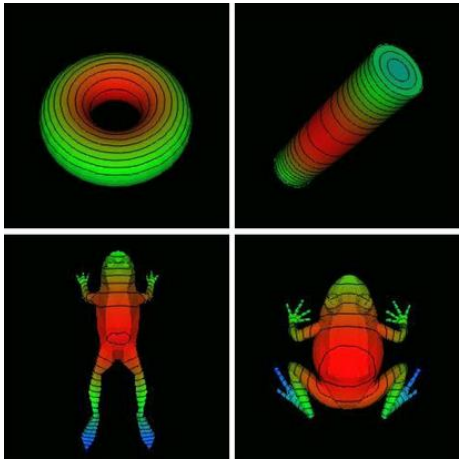
INTEGRATIVE CALL – 1990s

THE EXTENSION OF LEARNING BEYOND THE CLASSROOM

BUT, HOW FAR HAS THIS BEEN ACHIEVED?????

http://www.

FREE
SOFTWARE



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THE OPEN SOURCE INITIATIVE

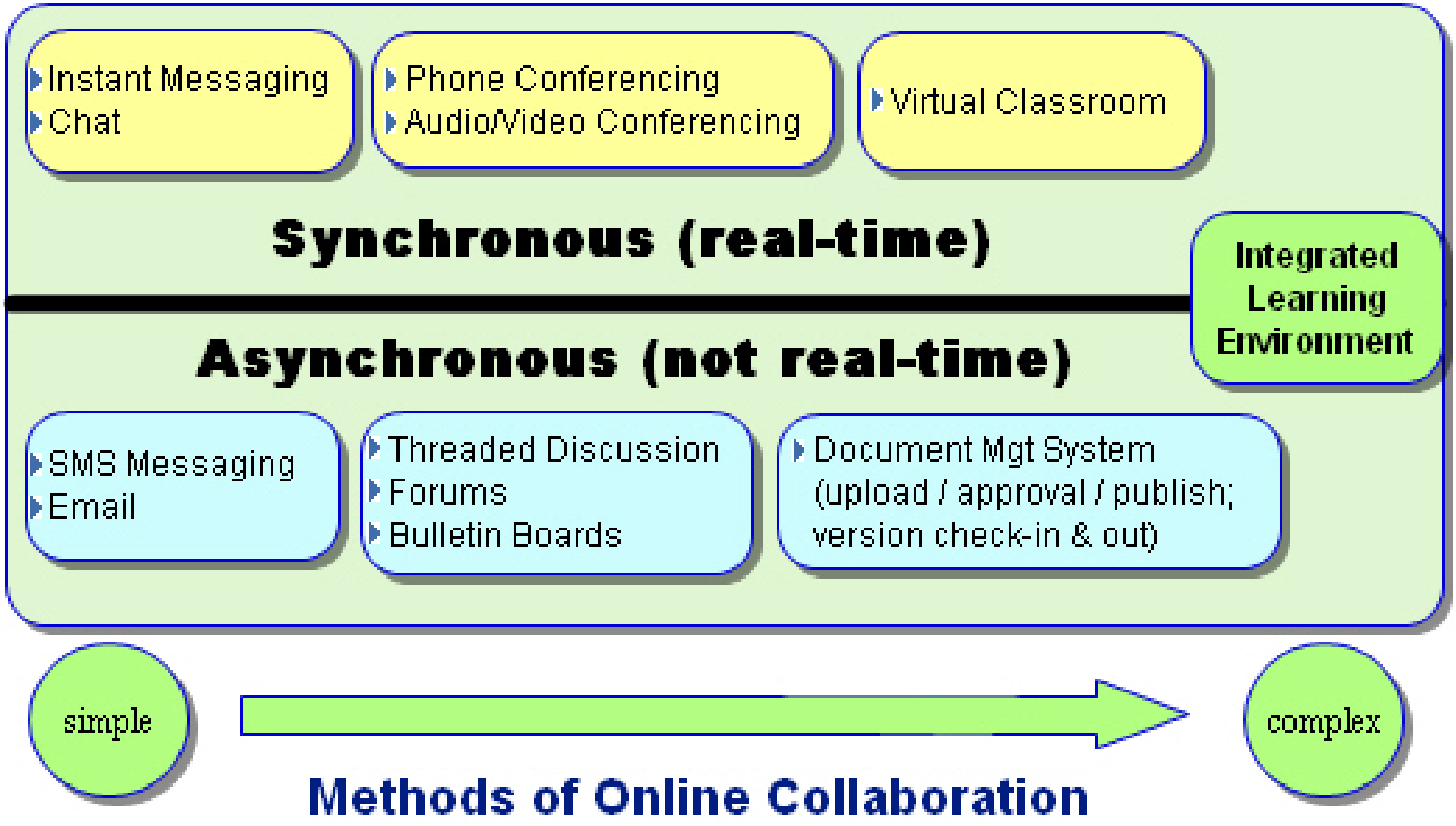
OPEN SCHEDULE LEARNING

HYBRID DISTANCE LEARNING

FIXED TIME ONLINE COURSES

COMPUTER-BASED DISTANCE LEARNING

SYNCHRONOUS + ASYNCHRONOUS ACTIVITY ONLINE



When, Why, and How to Use Asynchronous vs. Synchronous E-Learning

	Asynchronous E-Learning	Synchronous E-Learning
When?	■ Reflecting on complex issues ■ When synchronous meetings cannot be scheduled because of work, family, and other commitments	■ Discussing less complex issues ■ Getting acquainted ■ Planning tasks
Why?	■ Students have more time to reflect because the sender does not expect an immediate answer.	■ Students become more committed and motivated because a quick response is expected.
How?	■ Use asynchronous means such as e-mail, discussion boards, and blogs.	■ Use synchronous means such as videoconferencing, instant messaging and chat, and complement with face-to-face meetings.
Examples	■ Students expected to reflect individually on course topics may be asked to maintain a blog. ■ Students expected to share reflections regarding course topics and critically assess their peers' ideas may be asked to participate in online discussions on a discussion board.	■ Students expected to work in groups may be advised to use instant messaging as support for getting to know each other, exchanging ideas, and planning tasks. ■ A teacher who wants to present concepts from the literature in a simplified way might give an online lecture by videoconferencing.