Key Principles for Establishing a CALL Environment

Kenji Sataka (Hokkaido Hamatonbetsu High School)

Abstract
The tremendous developments in technology as well as the significant pedagogical developments of language teaching provide teachers with a variety of choices to design and conduct our lessons by using computers. Because of the history of computer-assisted language learning (CALL), we are currently able to use a variety of software. What type of software we will select depends upon our pedagogical position. A CALL environment is only one type of language teaching/learning classroom. In such an environment, it is important to consider social interaction among us with computers. I here discuss how teachers and learners interact with computers in CALL environments, by using a pedagogical interaction framework from the perspective of contingency. To amplify dynamic types of interactions, it is necessary to establish a thoroughly investigated classroom for CALL. To set up a well-planned CALL classroom, I propose 5 key principles, by viewing a CALL environment as an ecology for language teaching/learning. I would like to consider the dynamic relationships between learners/teachers and all the physical objects existing in the environment. Based on the key principles, I finally illustrate my current specific design choices for a CALL environment.