

The Beginnings... from Vision to Reality and Beyond
A teacher trainer's perspective
TESOL 2009

Deborah Healey

dhealey@uoregon.edu

<http://www.deborahhealey.com/tesol2009/>

References

Oregon-Iraq Distance Education Project <http://aei.uoregon.edu/de/iraqelt/>

Everett Rogers, *Diffusion of Innovations* (1962) - now in its 5th edition

2007 TESOL Newcomers' Orientation to CALL

<http://www.deborahhealey.com/tesol2008/newcomers.html>

Typologies

Robert Taylor, *The Computer in the School: Tutor, Tool, Tutee* (1980)

John Higgins, *Language, Learners, and Computers* (1987 and in articles earlier) -
magister and pedagogue

Macey Taylor & Laura Perez, *Something to Do on Monday* (1989)– knower of the
right answer, workhorse, stimulus

Mark Warschauer, "Computer Assisted Language Learning: an Introduction" in S.
Fotos (ed.) *Multimedia language teaching* (1996) – behavioristic, communicative,
integrative CALL

Stephen Bax, "CALL - past, present and future", *System*, 31, 1:13-28 (2003) –
restricted, open, integrative (“normalized”) CALL

Overview of 25 Years

Constant movement from innovators => early adopters => early majority => late majority

Email, word-processing, and the web => Web 2.0+ => ubiquitous computing

Constants over 25 years

Teachers want what's best for their students

Teachers have constraints:

Lack of time to learn

Lack of safe space to practice

Lack of resources: training, access to appropriate material, equipment, learning space,
support

Systematic barriers: mandated syllabi, testing, “no noise”

ignorance toboggans into know

and trudges up to ignorance again

(ee cummings, *One Times One*, 1944:39)