DISCUSSING WITH A COMPUTER TO PRACTICE A FOREIGN LANGUAGE: RESEARCH SYNTHESIS AND CONCEPTUAL FRAMEWORK OF DIALOGUE-BASED CALL

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KEY TERMS

Dialogue-based CALL system

Applications through which learners interact with computer systems, using AI technologies, for example

WHAT EVIDENCE IS SUMMARISED?

250 studies

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teachers should keep the balance between meaning-focused and form-focused activities using dialogue systems.
- Teachers should monitor learners' activities on dialogue-based CALL systems so that they can provide better corrective feedback to the learners.

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

What are the different types of dialogues learners can have with a dialogue-based system?

WHAT DOES IT FIND?

- Branching dialogue: Forms cannot be modified and the meaning is limited to a few options.
- Form-focused exercises: The main focus is on linguistic forms. Meaning is not flexible, though the tasks are meaningful dialogues.
- Elicited dialogue: Both meaning and form are constraints explicitly, and there are precise instructions to fulfill the tasks.
- Meaning-constrained dialogue: The systems define the integral logic of the interactions by asking questions.
- Form-constrained dialogue: Meaning is constrained implicitly, in which the users need to interact with Microworld (within a very specific context) while form should follow a defined target structure.
- Contextualised dialogue: Form is unconstrained while the meaning is implicitly constrained by a defined context.
- Free dialogue: The users are free to guide the conversation forward in any way.