

Computer-Aided Language Learning

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INTRODUCTION

Gamper and Knapp (2002) define Computer-Aided Language Learning (CALL) as "a research field which explores the use of computational methods and techniques as well as new media for language learning and teaching" (p. 329). In more general terms, CALL can be thought of as the use of computers to help learn languages. As a sub-category of Computer-Aided Learning (CAL), CALL deals exclusively with learning languages. Specific examples of CALL tools and utilities include games, tests, exercises, and word processing, and their use in a CALL session is determined by the syllabus, software, teacher, or learner.

The popularity of CALL is constantly increasing as multimedia developments and technology are advancing. In the last few years, CALL systems have become fully integrated with audio and video support, creating interesting and attractive presentations. With the Internet emerging, a new platform for CALL systems has evolved. Thus, there has been a move from CD-ROM-based CALL to online Web-based CALL, enabling more connectivity and interactivity with other students or teachers. Important examples of why CALL has moved to Web-based mediums include the ability to carry out audio and videoconferencing, use chat rooms and e-mail, and communicate with native speakers of the language.

CALL METHODOLOGY

As Hubbard (1996) points out, the question for many language teachers now seems to be not whether, but how computers can aid in the language learning process. The use of computers in language acquisition is becoming common practice, a challenge for research, and a business opportunity.

In 1987 Hubbard found that courseware reviews commonly focus on technical considerations, and that this was sometimes at the expense of language teaching and learning considerations. He proposed a CALL Methodological Framework (Hubbard, 1987) that synthesises the previously developed frameworks of Phillips (1985) and Richards and Rodgers (1982). Key players in Hubbard's (1987) framework are the learner, the developer, the evaluator, and the teacher. Hubbard's methodology consists of three modules — development, evaluation, and implementation — in which "development necessarily precedes evaluation while both development and evaluation precede implementation." Furthermore in this framework, an integral approach to evaluation, development, and implementation is followed where "evaluation can inform development and implementation experiences can inform both development and evaluation" (Hubbard, 1996, p. 20).

Development Module

Hubbard's development module comprises three sections: approach, design, and procedure. In the approach section, *linguistic assumptions* and *learning assumptions* are the two principal determining elements. The two fundamental components of the design section are the *learner profiles* and the *syllabus*. Finally, the procedure section of the development model contains the elements to be considered in the actual layout of the program that presents the materials (Hubbard, 1996).

Evaluation Module

The evaluation module is made up of three sections: teacher fit (approach), learner fit, (design) and operational description (procedure). This module focuses on pedagogical issues like learning style, teaching



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Computer-Assisted Language Learning Michael Levy, 1997-03-20 Levy sets CALL in a context which is both interdisciplinary and historical then goes on to explore how CALL practitioners have conceptualised the use of the computer in language teaching and learning **Computer-Assisted Language Learning** Glenn Stockwell, 2012-02-02 A much needed overview of the diverse approaches to research and practice in computer assisted language learning

Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2019-01-04 In a diverse society the ability to cross communication barriers is critical to the success of any individual personally professionally and academically With the constant acceleration of course programs and technology educators are continually being challenged to develop and implement creative methods for engaging English speaking and non English speaking learners Computer Assisted Language Learning Concepts Methodologies Tools and Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies flipped instruction and language learning software This multi volume book is geared toward educators researchers academics linguists and upper level students seeking relevant research on the improvement of language education through the use of technology Resources in Education ,2001-10 **User-Centered Computer Aided Language Learning** Zaphiris, Panayiotis, Zacharia, Giorgos, 2005-12-31 This book discusses the basis of a broad framework for the development and management of Computer Aided Language Learning CALL environments covering domains as diverse as education information systems psychology sociology linguistics artificial intelligence and e learning Provided by publisher WorldCALL: Sustainability and Computer-Assisted Language Learning Ana María Gimeno Sanz, Mike Levy, Françoise Blin, David Barr, 2015-12-17 This volume focuses on computer and digitally assisted language learning in all of its forms technology enhanced language learning network based language learning mobile assisted language learning and so on in close relation to the topic of sustainability How can these technologies and techniques be implemented in a sustainable and repeatable way The book covers a wide range of areas in terms of this sustainability These include 1 education teacher learner training 2 normalisation integration 3 systems reliability support development 4 mobility mobile assisted language learning 5 innovation trends research The volume samples research and practice in CALL from around the world organised into sections It has an introduction and a conclusion written by the editors Ana Gimeno Mike Levy Fran oise Blin and David Barr which covers the state of the art at the moment and directions it is likely to take in the future Teaching & Researching: Computer-Assisted Language Learning Ken Beatty, 2013-11-04 Computers play a crucial and rapidly evolving role in education particularly in the area of language learning Far from being a tool mimicking a textbook or teacher Computer Assisted Language Learning CALL has the power to transform language learning through the pioneering application of innovative research and practices Technological

innovation creates opportunities to revisit old ideas conduct new research and challenge established beliefs meaning that the field is constantly undergoing change This fully revised second edition brings teachers and researchers up to date by offering A comprehensive overview of CALL and current research issues Step by step instructions on conducting research projects in CALL Extensive resources in the form of contacts websites and free software references A glossary of terms related to CALL Closely linked to other branches of study such as autonomy in language learning and computer science CALL is at the cutting edge of current research directions This book is essential reading for all teachers and researchers interested in using CALL to make language learning a richer more productive and more enjoyable task Ken Beatty has taught at colleges and universities in Canada Asia and the Middle East His publications include more than 100 textbooks for learning English as a Second Language as well as various websites CD ROMs and educational videos *Handbook of Research on Individual Differences in Computer-Assisted Language Learning* Rahimi, Mehrak, 2015-08-03 The latest advances and trends in technology have enabled rapid development in the field of language education Students and teachers alike now benefit from the assistance of various technological innovations thus increasing the overall effectiveness of the curriculum The Handbook of Research on Individual Differences in Computer Assisted Language Learning addresses the implementation of current research methodologies within EFL and ESL classroom settings and the variety of modifications employed by language experts Focusing on quantitative qualitative and mixed methods studies this book is an essential reference source for applied linguists CALL researchers language teachers and upper level students within the field of foreign language education

Education in Eastern Europe and Eurasia Nadiya Ivanenko, 2014-04-24 Education in Eastern Europe and Eurasia provides an essential reference resource to education development and key education issues in the region Academics and researchers working closely in the field cover education and educational development in Belarus Moldova Russia Turkey Ukraine Armenia Azerbaijan Georgia and Israel Each chapter provides an overview of the development of education in the particular country focusing on contemporary education policies and some of the problems these countries face in implementing educational reform The book also covers the social and political issues which impact on the education system and schooling and governments responses to recent local regional and global events **Recent Developments in Technology-Enhanced and Computer-Assisted Language Learning** Zou, Bin, Thomas, Michael, 2019-12-06 The pace at which technology changes has created unique challenges in the integration of such technologies into language teaching and learning Innovative pedagogies and strategies must be developed that adapt to these changes and accommodate future technological changes Recent Developments in Technology Enhanced and Computer Assisted Language Learning is an essential research publication that focuses on technological influences on language education and applications of technology in language learning courses including foreign and second language learning Featuring an array of topics such as artificial intelligence teacher preparation and distance learning this book is ideal for teachers language instructors IT specialists

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