

# International Journal of Engineering Sciences & Research Technology

(A Peer Reviewed Online Journal)  
Impact Factor: 5.164



**Chief Editor**  
Dr. J.B. Helonde

**Executive Editor**  
Mr. Somil Mayur Shah

## ABSTRACT

Information Technology is dominant, and it has an exclusively strong technique of gripping the attention of every one no matter what age, hence it is very important to find an appropriate foothold and categorically lessons for the learners. Computer Assisted Language Learning (CALL) is the general term for the range of processes and activities that employ computers in the teaching and learning of a new language. This paper studies the latest details of CALL and its implementation in learning English as the second language. This paper explores to what extent CALL content assessment is feasible, without extensive linguistic and world knowledge representation along with the role of a language teacher played in the digital classroom.

**KEYWORDS:** Computer Assisted Language Learning (CALL), English as the Second Language, Information Technology.

## 1. INTRODUCTION

CALL is the acronym for computer-assisted language learning. CALL will be used in a broad sense to refer to any endeavor involving the computers and associated technologies of all types--desktops, laptops, tablets, smart phones, mp3 players, interactive whiteboards, etc.--in some significant way in language teaching and learning. Joiner (1997) identifies five main characteristics of multimedia materials: immediacy, interactivity, control, multisensory input, and the availability of various options for obtaining help. There are a number of ways to conceptualize field of CALL, but one useful way, especially for those just entering the field, is to divide computer use according to the functional roles of tutor and tool, concepts popularized for CALL by Levy (1997).<sup>2</sup> As Friedman (2005)<sup>3</sup> claimed "The world is being leveled"; and this leveling process is continuing on every minute. No matter where someone is, in Turkey, in India, in Australia, or elsewhere, s/he has the opportunity to contact with people around the world without time constraints; and this communication occurs through the computers and the Internet. In other words, it is questioned whether teachers who are "digital immigrants" are ready to teach the generation in the 21st century who are "digital natives". These two terms – digital immigrants and digital natives – were coined by Prensky (2001, p. 1).<sup>4</sup> He stated that "Our students have changed radically. Today's students are no longer the pupils our educational system was designed to teach", considering how technology is used by students and teachers. English dominates the world as no language ever has, and some linguists are now saying it may never be dethroned as the king of languages. Warschauer, M. (2007) stated:

*"The future of learning is digital... what constitutes in the 21<sup>st</sup> century will be contested terrain as our society strives towards postindustrial forms of knowledge acquisition and the production without having yet overcome the educational contradictions and failing of the industrial age."*<sup>5</sup>

According to Hubbard, Philip (Ed.) (2009) The distinction is sometimes reflected in an unfortunate division in CALL between those who see the computer primarily as a machine for delivering interactive language learning and practice material--the computer as tutor--and those who see it mainly as a means for learners to experience the authentic language and communication opportunities and enhancements afforded by computers--the computer as tool.<sup>6</sup>



**Graddol, David** marks education technology is one of the world's fastest growing sectors in education with researchers forecasting expenditure to reach USD\$220 billion by 2017. It has consolidated its dominance as the language of the Internet, where 80 percent of the world's electronically stored information is in English.<sup>7</sup>

## 2. LITERATURE REVIEW

Computer-assisted language learning (CALL), British, or Computer-Aided Instruction (CAI)/Computer-Aided Language Instruction (CALI), American<sup>8</sup>, is briefly defined in a seminal work by Levy (1997: p. 1) as "the search for and study of applications of the computer in language teaching and learning".<sup>9</sup> The role of technological tools, scope of activities and techniques offered, and the degree of application in the language teaching syllabus, has undergone a number of changes alongside the evolution of technology.

According to Warschauer, the three phases of CALL do not fall into a linear timeline. The commencement of a new phase "does not necessarily entail rejecting the programs and methods of a previous phase; rather the old is subsumed within the new. In addition, the phases do not gain prominence in one fell swoop, but like all innovations, gain acceptance slowly and unevenly".<sup>10</sup> As Hubbard (2009) says, As computers have come more a part of our everyday lives- and permeated other areas of education- the question is no longer whether to use computers but how. CALL researchers, developers and practitioners have a critical role in helping the overall field of second language learning come to grips with this domain <sup>11</sup>(p. 1).

The existing literature show that teachers are eager to integrate technology into their classrooms and benefit from CALL-based activities; however, what they did in their computer courses may not facilitate using CALL-based activities (Wentworth, 1996).<sup>13</sup> The need for technology education in the teacher education, professional development has been stressed out by several studies (Daniel, 2010).<sup>14</sup> Chapelle (2006) <sup>15</sup> adds that "second-language teachers today need to be able to choose, use, and in some cases, refuse technology for their students" (p. ix). Warschauer (2002, p. 472) <sup>16</sup> "we have the hardware, we have the software, but we lack the human ware" indicates, it is imperative that preand in-service language teachers learn about computer tools which will support them in their teaching practices. Therefore, the current study concerned with the relationship of the integration of ICT into English language teaching and their use of computer technology in the classroom will fill this gap in the literature. Moreover, it will also help us find out the effect of contextual characteristics on the use of CALL-based materials, especially the school climate.

## 3. IT AND CALL

Computers will not replace teachers. However, teachers who use computers will replace teachers who don't. — Ray Clifford, Defense Language Institute

According to Warschauer, M. & Headley, D. (1998) Computers have been used for language teaching ever since the 1960's.<sup>16</sup> In late 2008 TESOL International Association (formerly Teachers of English to Speakers of Other Languages: [www.tesol.org](http://www.tesol.org)) published the *TESOL Technology Standards Framework*, the first set of technology standards aimed specifically at teachers and learners of English.

As per to documentation of the LINGUISTICS DEPARTMENT - STANFORD UNIVERSITY **An Invitation to CALL** Foundations of Computer-Assisted Language Learning

The Standards are meant to serve a number of purposes, including the following:

- Lead teachers to learn to use digital technology appropriately and effectively for language learning and insure their students can do likewise
- lay out a clear set of targets for judging technology competencies for language learning;
- Motivate teacher educators and teacher education program to integrate technology training and use into their curricula;
- Guide administrators and policy makers as they develop curriculum, arrange training for in-service teachers, and make new hiring decisions.





With the latest developments with an aim to make the learning easy for the students the diversity of digital technologies, CALL has advanced to characterize a set of several divisions such as Computer Mediated Communication, Blended Learning, Virtual Worlds, Gamification, etc. Looking ahead, the field of learning with

the help of technology has come up with many sub-divisions for example such as CALL for ESP (English for Specific Purposes), CALL for EAP (English for Academic Purposes), CALL for young learners, and so on. Thus CALL is no longer a single, unified subject.

#### 4. CONCLUSION

Computer-assisted learning must be the focus on the efforts of the teachers, but the overall development of its potential will significantly affect the teaching and the field of research as well. CALL has continued predominantly a practice-oriented field. Motteram, Gary. (2013) says All these factors make it clear that “we are now at a time in human development where digital technologies are making an increasingly significant contribution to language learning in many parts of the world”<sup>17</sup>. The Language teachers have motivated from a cognitive opinion of communicative language teaching to a socio-cognitive outlook that highlights real language use in an expressive, authentic context of Second language Learning.

#### REFERENCES

- [1] Chapelle, C. A., & Jamieson, J. (2008). *Tips for teaching with CALL: Practical approaches to*
- [2] Daniel, J. S. (2010). *Mega-schools, technology and teachers: Achieving education for all*. New York: Routledge.
- [3] Friedman, T. L. (2005). *The world is flat: A brief history of the twenty-first Century*. New York: Farrar, Straus, & Giroux.
- [4] Graddol, David. 2000. *The future of English? A guide to forecasting the popularity of the English language in the 21st century*. United Kingdom: The English Company (UK) Ltd. Disponívelem: <http://www.britishcouncil.org/learning-elt-future.pdf>. Acessoem: 05 jan 2009.
- [5] Hubbard, P. (2009). General introduction. In P. Hubbard (ed.), *Computer assisted language learning: Foundations of CALL. Critical concepts in linguistics (vol. 1)*. (pp. 1-20). New York: Routledge.
- [6] Hubbard, Philip (Ed.) (2009). *Computer Assisted Language Learning: Critical Concepts in Linguistics*. London: Routledge. [www.stanford.edu/~efs/callcc](http://www.stanford.edu/~efs/callcc)
- [7] Joiner, E., G. (1997). Teaching listening: how technology can help. In M. D. Bush & R. M. Terry (Eds.), *Technology-enhanced language learning* (pp. 77-120). Lincolnwood IL: National Textbook.
- [8] Levy M. (1997) *CALL: context and conceptualisation*, Oxford: Oxford University Press
- [9] Motteram, Gary. 2013a. “Developing and Extending Our Understanding of Language Learning and Technology.” In *Innovations in Learning Technologies for English Language Teaching*, edited by Gary Motteram, 177–191. London: British Council.
- [10] Prensky, M. (2001, September/October). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6. Retrieved from <http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>
- [11] Warchauer, M. (2002). A developmental perspective on technology in language education. *TESOL Quarterly*, 36(3), 453-475.
- [12] Warschauer, M. & Headley, D. (1998). Computer and language learning: an overview. *Language Teaching* 31, 57-71
- [13] Warschauer, M. (2007). “Information Literacy in the Laptop Classroom”. In *Teachers College Record*, 109(11), 2511-2540. New York: Columbia University.
- [14] Wentworth, N. (1996). Educational technology: From curriculum course to the classroom. *Technology and Teacher Education Annual*, 1996, 335-358.

