

Computer Assisted Language Learning

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Abstract

This article will provide an overview of computers; an overview of the history of CALL, its pros and cons, the internet, World Wide Web, Multimedia, and research related to the uses of computers in the language classroom. Also, it also aims to provide some background for the beginners on using the Internet in language classes today. It discusses some of the common types of Internet activities that are being used today, what the minimum requirements are for using the Internet for language learning, and some easy activities you can adapt for your classes. Some special terminology related to computers will also be used in this paper. For example, computer assisted language learning (CALL) refers to the sets of instructions which need to be loaded into the computer for it to be able to work in the language classroom. It should be borne in mind that CALL does not refer to the use of a computer by a teacher to type out a worksheet or a class list or preparing his/her own teaching alone. Hardware refers to any computer equipment used, including the computer itself, the keyboard, screen (or the monitor), the disc-drive, and the printer. Software (computer programs) refers to the sets of instructions which need to be loaded into the computer for it to be able to work.

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Computer-assisted language learning (CALL), British, or Computer-Aided Instruction (CAI)/Computer-Aided Language Instruction (CALI), American, 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". CALL embraces a wide range of information and communications technology applications and approaches to teaching and learning foreign languages, from the "traditional" drill-and-practice programs that Until quite recently, computer-assisted language learning (CALL) was a topic of relevance mostly to those with a special interest in that area. Recently, though, computers have become so widespread in schools and homes and their uses have expanded so dramatically that the majority of language teachers must now begin to think about the implications of computers for language learning. This article provides brief overview of how computers have been used and are being used for language teaching. It focuses not on a technical description of hardware and software, but rather on the pedagogical quest - Computer-assisted language learning (CALL) was the expression agreed upon at

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the 1983 TESOL convention in a meeting of all interested participants. This term is widely used to refer to the area of technology and second language teaching and learning despite the fact that revisions for the term are suggested regularly (Chapelle, 2001, p. 3). - Computer Assisted Language Learning (CALL) may be defined as the search for and study of applications of the computer in language teaching and learning (Levy, 1997, p.1). - Given the breadth of what may go on in computer-assisted language Computer assisted language learning is

becoming increasingly popular. There are several different types of computer assisted language learning: [Click Here for Step-by-Step Rules, Stories and Exercises to Practice All English Tenses](#). Language learning through software. Language learning through the internet.

From the beginnings of electronically assisted language learning, with records, tapes, and then CDs, we now have computer assisted language learning software. One of the best known companies in this field is Rosetta Stone (www.rosettastone.co.uk) who offer courses in a number of languages, including English as a foreign language. Like many companies who sell computer software to help you learn a

language, the courses consist of 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. In the history of CALL we can see the confluence of the latest technology as well as the most widely accepted language theories of the day. They gave students tasks that can only be completed

by using language. Communication and interaction were important. And because such technology always comes in service of the language paradigm of the day, computers were used to reflect these ideas. Language drills were increasingly placed in the context of a communicative task—like programs that feature some cartoon character where students help him find his way home.