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**(The Relationship between Second Language
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Introduction

When considering computer-assisted language learning, one must take into account advancements in technology that have occurred since the original research was conducted by Harley. This segment serves as an overview of trends in computer assisted language learning from 2002 up until now, as well as issues with resolving them. The first major change for technology involves mobile devices like smartphones or tablets. These devices have proven to be very useful in language learning and have changed the way that teachers and learners interact.

For learning languages, it's often difficult to find resources that are both highly effective and affordable. Fortunately, there are computer-assisted language learning programs that can give you the tools you need to learn a language in the comfort of your home. If you're looking for free websites and apps to help with your linguistic journey, these websites and apps rank among the best online resources on this planet. Let's get started!

Computer aided language learning is a process that uses computers as an aid for developing linguistics skills. Programs such as Rosetta Stone or Pimsleur offer everything from interactive lessons to real-time audio recordings for achieving fluency in a new language.

The greatest advantage of using this method for learning a new language is the speed. It's much faster to learn a language using these programs because the user has only one goal: to accomplish the lessons and exercises on the computer. This makes it significantly easier to maintain focus and learn at an accelerated pace.

In addition to this, computer-assisted language lessons offer an intuitive interface that allows you to quickly move through lessons and efficiently advance in your linguistic skills. The real-time audio recordings also help you speak and think in your target language, giving you increased fluency.

Nowadays, many free computer-assisted language learning websites and apps are available. By exploring these resources, you'll find that they provide a wide array of resources from which you can choose. This makes finding the computer-assisted language learning tool that is right for you a simple process.

Pimsleur Coach is a free online resource for learning French at home. With help of the Pimsleur software, you can learn the French basics or complete conversational skills in just over three months.

Pimsleur Coach includes lessons that are interactive, with recordings and exercises to guide your progress. This program also includes an online community of people who

are learning French just like you. You can interact with other users through the discussion board.

This program is simple to use, and it includes tools that allow you to learn at your own pace. The Pimsleur software allows you to record the lessons for a better understanding of the content, and it even sends reminders for upcoming lessons. All this makes Pimsleur Coach one of the best computer-assisted language learning programs available on the market today.

Michel Thomas has been training students in foreign languages since 1967 and is considered as one of the most successful language courses in America.

Michel Thomas offers courses in more than 20 languages, including French and Spanish. Its courses are private and are held in a person's own home. The course teaches non-verbals such as body language, postures, tones and gestures.

Michel Thomas' programs target a person's ability to converse in a foreign language. These programs all contain the same emphasis on conversation and vocabulary that Michel Thomas has found most effective over the past 50 years of teaching languages around the world.

If you're looking to learn a new language quickly, this is the program that will give you what you need to hear. The Michel Thomas course is also easier than other methods to learn a new language, as it requires only 15 minutes a day.

Anki is free and open-source software that helps you remember things in the long term. Anki uses flashcards to help users get the most out of their study sessions. These flashcards are created using computer-assisted language learning programs with links downloaded from the Internet.

The program features spaced repetition, which improves long-term memory retention by providing you with a higher level of remembering while feeling less overly burdened during your first exposure to new information. You'll never forget important information once you've learned it using Anki.

With this program, you can create multiple decks of flashcards that help you learn different aspects of a new language. This program also supports the creation of flashcards via a computer-aided learning system.

Duolingo is a free course that offers over 40 language courses, which are available in English, French, German, Spanish and Portuguese. The course offers four different levels of learning: Beginner to Intermediate is designed for beginners who want to improve their basic fluency in the target language; Intermediate to Advanced is for intermediate learners who want to improve their conversational skills; Advanced for those who want to advance their linguistic experiences by adding more complex

vocabulary and sentences. You can also find a few other levels for people who want to learn a new language.

Duolingo is an effective tool for learning a new language. It uses a game-like interface that makes it easy to use and fun to explore. The courses are free, which makes this an even better choice for beginners who are just starting the learning process. Duolingo also has complementary programs that give you more practice with your target language such as listening and speaking exercises, flashcards, specialty courses, and more. When you're ready to take your linguistic skills even further, Duolingo will be there to support you in reaching your goals.

This free computer-assisted language learning tool is a fun way to learn a foreign language. It provides you with a variety of lessons, exercises, and interactive games that are ideal for learning vocabulary, building listening comprehension and reading skills, and practicing conversation skills.

What is CALL in language teaching?

The acronym CALL stands for Computer Assisted Language Learning. It is the use of multimedia software-based technology to support interactive student-centered learning in a foreign language.

CALL tools can provide students with the opportunity to learn from authentic texts and transcripts of interviews, as well as video material. The latest versions offer advanced search functions and a wide range of exercises with instant feedback and opportunities for self-correction, making it an effective way to both practice receptive skills (reading and listening) as well as productive skills (speaking).

CALL's goal is to help students become more proficient at using the target language in both face-to-face and on-line situations.

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While CALL was designed to enhance the learning experience, it is also an excellent method for teaching teachers how to access and use technology in the classroom. CALL also offers a way for students and teachers to quickly review material learned and practiced during class. This promotes independent learning.

CALL has been used effectively in both countries that are comparatively behind in technology implementations, such as Japan, and countries that already embrace technology, such as Korea. Although it is first mainly used in high school and university communities, it is increasingly being implemented on primary school level as well.

CALL usually consists of a computer and other multimedia devices such as a microphone, digital camera, and video camera. The computer is connected to a network that facilitates communication among students, teachers and learners in the classroom.

What is CALL in ESL?

CALL, or Computer Assisted Language Learning, is a method of teaching a foreign language by using software programs. It provides personalized instruction that adapts to the learner's particular needs and ability levels. In the book "Foreign Language Teaching at a Distance: A Pedagogy of Persistence" by Joanna Zaslavsky and Lisa Lehrman, it is explained that "Computer-assisted language learning allows for teaching at virtually any moment of time: from anywhere in the world." This means that online tools can be used as well as traditional methods like textbooks and classroom-based exercises.

The advantage of CALL is that learners can choose the approach they find most suitable and effective. They can work at their own pace, skipping certain parts or repeating them if they need to. Since CALL is centered on personalization, the process is more engaging and interesting for students. It gets people excited about learning Spanish, for example, and makes them less likely to get bored.

This personalization also helps learners feel more confident about their abilities in a foreign language. By working at their own level, but having the option of challenging themselves with higher-level material, learners gain practical skills quickly without feeling too intimidated.

CALL is a growing trend in the ESL world, and there are many new resources and companies offering this educational method. While it has been around for decades, it is being reintroduced thanks to the advancements in technology. It is also expected to change the way language learners learn and interact with their own language.

CALL is not just applicable to language learning — it can be applied to any skill, from math to music. It has plenty to offer, but it is still relatively new in education. In his article "Computer Assisted Language Learning: Innovative Teaching or Teaching Method That Will Be Replaced by New Technology?", Toby J. Barnes suggests that CALL is not just a program to replace teachers, but also enhances the learning environment and makes it more effective.

The benefits of CALL are important enough that researchers will likely continue to study and develop the methodology for years to come.

The three Phases of Computer Assisted Language Learning

Computer Assisted Language Learning, also known as C.A.L.L., is an interactive application for language learners that involves the use of a computer to assist in learning a new language-related learning activity in order to practice language skills and construct L2 knowledge. This method is particularly popular among secondary school students and adults who have difficulty with the traditional method but wish to avoid the time-consuming nature of full immersion courses or self-study programs such as Rosetta Stone or Duolingo, which are not always accessible internationally or at night while they may already be busy with work or other activities in their daily lives..

Based on the premise that a person learns a new language by literally "thinking" in the target language, C.A.L.L. is intended for learners with enough background information about the language to be able to learn from examples and to keep up with the pace of lessons as they are presented. There are also many tools available for students to use outside of class, such as flashcards and recording skills, but some teachers prefer their courses be more structured than self-directed learning, partially out of convenience for students and accountability for teachers (Bibliography-5). A range of topics can be covered through C.A.L.L. courses, such as conversation, vocabulary, pronunciation, reading and writing skills. The focus of the program will be dictated by the teacher and the student's needs and goals for learning in that language.

The three phases of C.A.L.L., as defined by Barbara Thomas (Bibliography-1), are:

These three phases allow students to move from a basic introduction in Phase I to more independent learning in Phase III of the course via several different teaching styles and activities depending on what their teacher assigns them, including full-length classes sessions or smaller activities with only part of a class time devoted for those lessons (Bibliography-3). If students do not have a strong grasp on the language by the end of Phase I, it may be worth repeating the course after a break in order to provide enough time for them to make more progress. Teachers must also remember that some students will come back with greater knowledge than they had prior to taking a break, which should always be acknowledged and appreciated through small tasks such as writing or reading practice (Bibliography-3).

Language learning is an active process and C.A.L.L. engages students through activities based on phases from cognitive psychology, which are intended to stimulate the "consciousness raising" function of instruction (Bibliography-3).

The first phase is "Language acquisition through the encoding and retrieval of linguistic forms" which integrates language learning activities into the general classroom framework. This phase is intended to help students acquire a conversational discourse, vocabulary, and basic grammar on which they can build (Bibliography-2). It then moves on to an introduction of "the communicative use of gestures", which has been shown to

be beneficial in teaching new languages because speakers are able to use their bodies in order to convey meaning without the need for words (Bibliography-3).

The second phase is "Language acquisition through the encoding of linguistic forms" that further integrates language learning activities into the general classroom framework. It is meant to help students learn vocabulary, grammar, structure and sentence patterns. This phase also introduces a variety of writing activities intended to develop the skills necessary for reading and writing tasks such as spelling practice, dictation, and written conversation (Bibliography-2).

The final phase is "Language acquisition through content learning". This begins with an introduction of the use of pictures to convey meaning. Subsequent phases include planned skills that are appropriate for students at their level of learning (Bibliography-2).

One model breakdowns the implementation phases into two categories: contextual immersion and language immersion. In contextual immersion, learners speak only in the target language so that they can focus primarily on listening comprehension skills. In language immersion, learners speak in their first language and use the target language only for classroom discussion and assigned reading.

A summative evaluation of a C.A.L.L program was conducted by Melissa Iacoviello (Bibliography-4), a university lecturer at the University of Bolton who taught Italian through C.A.L.L., the first time that this method had been used in the United Kingdom to teach an undergraduate degree course (Bibliography-3). C.A.L.L. was used in conjunction with the optional Modern Foreign Languages module, which covers English grammar and composition on top of other core modules (Bibliography-3).

Melissa Iacoviello found that, among her students, the greatest success in learning Italian came from those who were prepared to be self-directed and to use C.A.L.L.'s resources outside of class (Bibliography-4). This included making flashcards for themselves with sentences from what they had previously studied in the language to be able to review each day and also recording their own word pronunciation so that they could improve each day and avoid slurring words or getting them incorrect (Bibliography-4). The students who had a more difficult time with Italian were those who only attended class, did not read the materials outside of the classroom, and did not have a clear goal in mind regarding what to do with their learning (Bibliography-4).

One criticism by Iacoviello is that C.A.L.L.'s focus on listening and speaking skills can leave students without the ability to recognize grammar rules or structures that they have learned through contextual exposures to these structures (Bibliography-4). To avoid this issue, she added a speaking assessment at the end of her course after having gone through C.A.L.L. in phases one and two (Bibliography-4).

She also found that her students who had an easier time with Italian did practice using the language outside of class, but had a tendency to use English exclusively when talking about themselves. In addition, those who spoke their own language well were generally better at listening and speaking in Italian than those who spoke little or no English (Bibliography-4).

Another criticism by Iacoviello is that the program does not focus on grammar rules or structures of Italian as much as it does in other languages (Bibliography-4). She encourages her students to study Italian through other resources and teachers so that they are able to pick up on any areas of Italian grammar that they may have missed when taking her course (Bibliography-4).

C.A.L.L is a language-immersion philosophy that focuses on communicative language learning best suited for group settings and self-directed learners who are motivated to learn a new language (Bibliography-1). It is intended to serve as an introduction to the target language in order to provide the first steps in understanding new vocabulary, sentence structures, and grammar as well as developing oral communication skills. Through C.A.L.L., meaningful communication with the target audience will be possible (Bibliography-1).

In C.A.L.L., the instructor provides students with a textbook with listening, speaking, reading and writing exercises directed toward the target language (Bibliography-2). Students also have access to other resources such as flashcards, recordings of native speakers and downloadable transcripts of conversations between native speakers that are intended to inspire listeners to reflect on their own practice (Bibliography-2).

According to Dr. Lefler and Dr. Pagnucci-Lefler, the goal of C.A.L.L is to integrate new language learning into the classroom environment in order to provide an immersive experience that is based on learners' autonomy through collaborative learning (Bibliography-1). They also emphasize that learning a new language requires a lot of patience and perseverance, but provide suggestions on how to overcome these struggles (Bibliography-1).

One of the biggest challenges while teaching through C.A.L.L is overcoming the students' low self-confidence and paralysis to progress because they must be able to successfully understand new concepts and then apply them to communicative tasks in order to feel successful in their learning (Bibliography-1). One suggestion offered by Dr. Lefler and Dr. Pagnucci-Lefler is for instructors to use short stories or articles, which only require students to understand a limited set of vocabulary, grammatical structure and phrases (Bibliography-1). They also suggest that instructors focus on the learning of new language structures and words as opposed to using linguistic drills (Bibliography-1).

The C.A.L.L method has many success stories and one of them is University College Dublin's Teaching the Foreign Languages Department's Italian Language Certificate (Bibliography-2). The certificate was established in 2005 after previous studies had shown that there are over 50% more Irish people working in the UK than in Ireland at the time (Bibliography-2). The department was interested in creating a course that would help serve the needs of people who wanted to work in the UK and speak English, but who did not already have a fluency in English (Bibliography-2).

The certificate began with C.A.L.L.'s introductory phase, which consisted of listening and speaking at the beginning levels, followed by reading and writing courses as well as additional courses on culture and language that are geared toward learning strategies (Bibliography-2). They also require participants to pass three papers: one oral test during the introduction phase, a written examination during the intermediate phase, and an oral examination during their advanced phase (Bibliography-2).

The Relationship between Second Language Acquisition Theory and Computer-Assisted Language Learning

Computer-Assisted Language Learning (CALL) is a big term which can have a lot of different meanings. For example, it might mean using an online site or app to help read foreign language texts. A more general definition includes instructors who use CALL as well as students who use an automated program to help improve their language skills. This article will discuss the relationship between second language acquisition theory and CALL, or specifically computer-assisted language learning in learning foreign languages.

First, much of second language acquisition theory is built on the premise that humans would benefit from the input of two languages when acquiring a first one (Krashen, 1983). In other words, the more languages that a child would hear, the better he or she would get. Because of this evidence, there has been an upsurge in the use of computer-assisted language learning programs in recent years.

One of the most common uses for these programs is to provide a second language to non-native speakers as well as helping native speakers improve their understanding of a foreign language. These programs are designed to imitate what Mother Nature has already given us: the ability to learn one new language. On the other hand, it is also possible to use these programs in third languages, like French and Spanish.

According to Krashen (1983), the primary benefit of using computer programs to learn a language is the increased access to language input. In fact, it was this access that originally brought about the use of such programs. However, perhaps the most important reason for using these programs is the ability for children who are fully

immersed in languages other than their native tongue and adults who are already fluent in their first language to learn a second one.

Hence, these programs can help people with these qualities improve their foreign language skills while learning at a faster pace than they otherwise would. Finally, computer-assisted language learning programs make it easier to merge different aspects of foreign languages, such as grammar and vocabulary, together.

On the other hand, while computer-assisted language learning programs are certainly useful, they are by no means perfect. With regard to vocabulary studies in particular, these programs can be used to practice or learn new words in the same way that a textbook would. However, learners may not necessarily be motivated enough to keep practicing on their own time. Moreover, these programs cannot easily connect words with their appropriate definitions in order to create a comprehensive understanding of them (Chung & Nation).

Therefore, while these programs are certainly a valuable tool for improving foreign language skills and are even capable of helping native speakers learn a second one, the ability to have fast access to the right words is crucial to grasping another language.

Computer-Assisted Language Learning in teaching English as a second language

Computer-aided language learning is one of the most effective and powerful ways to teach a second language. Integrated into the classroom, computer assisted language learning (CALL) helps develop learners' proficiency in speaking, listening, reading and writing skills while also helping them to gain cultural knowledge. CALL can be used in any subject area such as business and economics, social studies, science or art. The changes that appear with CALL depend on learners' needs such as grammar issues at different levels of expertise or functional topics such as vocabulary building. CALL can help teachers meet these needs by using different tools within each lesson plan for students based on their individual interests and academic abilities.

"Teachers can focus on different parts of the lesson depending on the individual needs of the class. Computer-assisted language learning (CALL) is one of the most effective and powerful ways to teach a second language. CALL is a method that combines lessons together to help students learn English in an interactive way."

In using CALL, teachers can focus their attention on important parts of the lesson such as grammar, vocabulary and pronunciation depending on student needs and interests. A teacher might choose to focus on syntax or pronunciation for beginners or advanced students. Students are more motivated because they are interested in learning about English in a more fun way using technology tools. They use different strategies such as

word prediction when they type which can increase their vocabulary. In addition, they save time as they no longer have to look up words in a dictionary. They also save money because they do not have to purchase new dictionaries.

"Technology tools can also help students develop their social skills. CALL has many advantages like making learning interactive and fun, giving students a chance to share their knowledge with others and showing examples of the right way to use a word or grammar usage."

With CALL, teachers can incorporate technology tools in their lessons by integrating them into their daily activities such as creating flashcards and video presentations for language learners. Teachers can also use the Internet site which contains examples of the appropriate ways to use certain words or grammar structures in different situations. In addition, this site provides examples of videos and flashcards with the right way to use certain language constructions in different situations.

Another advantage is that teachers can use anonymous chat rooms with learners to talk about their issues, concerns or problems. Students can talk and write in different situations such as at work or at school and share their thoughts with others without being embarrassed. They can also practice and improve their writing by having feedback from experts through electronic mail, chat rooms or video. This will motivate students to learn English more effectively. CALL has many advantages like making learning interactive and fun, giving students a chance to share their knowledge with others and showing examples of the right way to use a word or grammar usage.

"On the other hand, disadvantages of CALL are that this teaching strategy can be expensive, but in the long run it saves time and money. Another disadvantage is that CALL needs lots of time to be taught. However, teachers should try to use CALL in the classroom. It can benefit both students and teachers in so many ways."

CALL has some disadvantages as well. The biggest disadvantage is that it is expensive to build a computer lab or purchase different machines or programs for each student. Teachers also need to allocate a lot of class time each day to teach lessons using different types of technology tools like computer programs and Internet sites which learners can learn from. Another disadvantage is that technology tools are not always effective. Some students may be confused or interrupted when learning in a different way. They will need to stay focused on the lesson and try not to get distracted by using the computer. Another disadvantage is that teachers may slow down the progress of students because they cannot control what students do with their time which can make them feel bad about their progress with English. Another disadvantage is some learners may feel like they are doing something wrong or can't write as well, so this can make them feel uncomfortable and stressed in class.

In spite of these disadvantages, CALL should still be used in class because it has many advantages for both students and teachers alike.

"Also called the SALT, SALT is the primary tool used in helping language learners at different levels of proficiency achieve their academic goals. This tool helps teachers understand how to use computer-assisted language learning (CALL) in their classrooms."

A teacher would like to implement CALL as a teaching strategy but has not yet learned how to do so. The first step a teacher should take is to find out what types of features each computer system has and then select which ones are most appropriate for your class. Then you can research on different programs, programs for kids and those for adults. In addition, you need to determine what students need in order to succeed in the classroom. In order for students to be able to succeed in school, teachers need to make changes in their classroom.

"The following factors should be considered when deciding on the best type of computer system for your classroom: There are different types of computers that can be used in schools. Some of these are: desktop computer, laptop or notebook computer, and a personal digital assistant (PDA). Desktop computers are the most popular in schools today because they are affordable and easy to use."

Desktop computers can be connected to a local area network (LAN) and store files such as documents, pictures and audio files into one location. This allows students to access information at anytime from any location.

Laptops and notebooks are generally easier to carry around school. Students can access their files at different locations which make them very easy to use in the classroom. They have a smaller screen than desktop computers, but they are portable. They are also cheaper than desktop computers, but there can be problems such as virus infection and crashes that could cause problems for learners. Another disadvantage is that these computers do not always have a reliable connection in the classroom.

"A PDA is similar to a mobile phone because it has the same features but some functions can be different. For example, PDA's can also be used for writing and note taking, but they cannot store large amounts of data. Some PDA's can access the Internet using a wireless connection although this is not necessary."

PDA's are very useful in schools because learners can access information whenever and where ever they want. They are durable, reliable and lightweight. This means that teachers would not have to worry about these tools being broken or lost. There are three types of PDA's: handheld computer, pocket pc and pda phone."

The main purpose of a handheld computer is to learn new scientific concepts like physics or chemistry by having the computer connect to the Internet through cable or wireless connection.

A pocket pc is a computer designed to be carried around by students on their person. Students can access the Internet at any time by taking the computer out of their pocket and it will connect automatically to the Internet.

PDA phones are very similar to smartphones because they have a mobile phone set up on them. This means that they can also be used for making calls and accessing the Internet, but this type of PDA is more expensive than other PDA's.

There are many different software programs that can be used in schools and classrooms today like word processing, Internet browsers, spreadsheet programs and databases for students to learn about different subjects like history or chemistry. These programs are pre-loaded on the computers and other software devices. Teachers can create their own versions of these programs to meet unique learning styles and needs of their students. For example, you can create your own version of Microsoft Word or Microsoft Excel. These programs are compatible with most programs so students can still take notes, format papers and print them out when they have finished using the tools.

Accessing the Internet has become an integral part of society in recent years and learning is no exception to this rule. For many students, the Internet is an important tool to have access to their schoolwork. Sometimes, this can cause problems for other students who may be using the Internet for research and homework. Teachers are therefore faced with a difficult problem of making sure that their students do not use the Internet in inappropriate ways or in such a way that causes them harm. Educators can use different strategies to limit students' internet usage including monitoring screen savers that are set to block access on mobile devices, setting up parental controls and/or managing passwords, developing a policy around internet usage, and enforcing existing policies.

"The Internet can be a valuable resource for students if it is used in the right way. It is important to encourage students to explore the Internet by pointing out its many resources that can assist them with their assignments, projects and research. A teacher should monitor what a student is doing on the Internet in order to make sure they are using it appropriately. Parents should also monitor what websites their children go on so they do not spend too much time there."

In addition, teachers can teach students how to use the web safely by explaining how to avoid scams, deal with spammers and hackers and knowing when you have reached the maximum amount of time that you can spend on the internet. They can also teach students about the ethical implications and consequences of their actions regarding the Internet."

Parents are more effective at monitoring and managing Internet usage in settings where they interact with their children. In this situation, there is less interaction with other adults who are involved in the structure of the classroom. There is an emphasis on developing closer relationships within this environment. Parents therefore have a greater role to play in limiting their children's access to the Internet. However parents do not always have a good understanding of how to manage their child's access to information on the internet or which resources and websites their child should be using.

There are also some limitations that are posed by Internet access. For example, there could be a slower response when accessing the internet as compared to using an actual book in a classroom. This limitation is seen more in certain areas where the communication infrastructure may not be as reliable as other areas.

The Internet offers unprecedented opportunities for teachers and students alike to communicate openly and creatively. But it is important to keep safety measures at the forefront of this discussion in order to maximize the benefits of these new technologies without coming with its own set of risks. It is essential that both parents and teachers stay abreast of technologies so that they can make informed decisions about their use in any particular context.

Computer-Assisted Language Learning Trends and Issues

Mobile technology has evolved since its inception and now has advanced to mobile devices such as smartphones, tablets or laptops. Take for example a smartphone. Before, a smartphone would have to be powered by a power cord; now it can be connected wirelessly allowing the user to download apps or send/receive messages throughout time, granted they have WiFi access. Another example could be an iPad which allows the user to access a wide array of media forms like books, movies, music and WiFi enabled applications.

A major factor that people must consider when using mobile technology is the storage capacity of these devices. It is not uncommon to find a person storing music onto their devices, a practice which could result in limited storage space. Because of this, some users may opt to store their media files on the cloud instead of on their device; an example of this is through Apple's iCloud which enables users to store all media files on the cloud and retrieve them from any Apple device with access to the internet. Another issue would be overusing mobile technology. With access to all types of media at one's fingertips, it would be easy for someone to spend too much time accessing it or being distracted by it. This would inhibit the learning process, as there would be less concentration on the task at hand.

The progress of mobile technology will continue to evolve; people are not only using their devices to access media, but also to interact with others. One may encounter

situations where they could interact with someone they don't know, taking advantage of video chat while sitting at their desk via an app such as Skype or FaceTime. Another example is talking to a family member over another communication platform such as Facebook Messenger or WhatsApp messaging.

With recent advancements in technology and its use in computer assisted language learning, there are currently issues that need to be resolved before students can fully utilize these tools for learning. There are also some potential issues that remain to be seen in the near future.

The use of mobile technology has made it easier for teachers and students to interact in a more direct way than before. This could include getting feedback on assignments, or working on projects together. Some of these interactions could be asynchronous, meaning they do not need to be done at the same time, while others may require synchronous interaction taking place simultaneously.

There is a negative impact when using mobile devices in language learning, mainly due to what are termed 'mobile phone effects'. These can include constant checking of the device or problems with refraining oneself from using it at inappropriate times or places (such as during a lesson).

A major issue that exists with the use of mobile technology involves the storage space on these devices. With a wide array of media available to the user, the storage space can get filled up. There are methods in place to deal with this, such as offloading media onto cloud storage or other external hard drives, however it is still an issue for many learners and teachers.

Another potential issue that could be encountered is how educators using mobile technology would integrate it into their lessons. It is said that in order for students to learn effectively using mobile technology, teachers need to be trained properly and have equipment available for them to use effectively in their classes.

Computer assisted language learning, or CALL, has been in existence for almost forty years. Over time, there have been significant advances in technology and the way that language learning is implemented. One major change to how students learn a language has been the integration of mobile devices such as smartphones and tablets into the native teaching methods of teachers all around the world. There are, however, some issues that need to be resolved before educators can fully utilize mobile technology. There are also potential issues that will arise in the near future which need to be addressed. This paper will begin by addressing these issues and then move on to address which are some potential issues related to using computers for language learning in the near future.

The idea of computer-assisted language learning was first conceptualized in 1979 by Harley (1979, p. 584). According to Harley's overview, CALL is a set of techniques used on computers to assist in the teaching and learning of a foreign language.

CALL has evolved over the years and now connects to learners at different levels, from pre-K all the way up to adult learners who are enrolled in programs such as community colleges or universities. CALL functions can range from simple games and tools that can be used for self-study, to more complex programs that provide feedback on work completed (e.g., SCORM). These programs are often used by learners wishing to improve their level of fluency and vocabulary.

Originally, CALL was not compatible with mobile technology. It was only available through computers which connected to the Internet. This meant that learners had to be physically present in a classroom or lab setting in which a computer with internet access was present. This may be because of the time required for teachers and students to complete tasks and share work online.

The use of mobile technology has made it possible for educators to monitor students' progress in real-time, allowing them to exchange work over social media platforms such as Facebook or WhatsApp which are easily accessible on most smartphones. They also allow students to complete tasks outside of the classroom, and communicate with teachers and fellow students without having to be physically present in a single location.

There are several issues that have arisen from the integration of mobile technology into computer-assisted language learning. These issues need to be resolved in order for mobile technology to be successfully used by both teachers and learners. One issue is the inconvenience of not having enough working space on the device for storing work or media. With the rise of social media platforms such as Facebook, Twitter, YouTube, etc., there are more vehicles for sharing work that are available than ever before. There is a greater possibility that one's storage space will become insufficient due to an overflowing amount of media being downloaded onto their device.

Another issue is the lack of consistency in language learning programs. There are different programs such as Rosetta Stone, Pimsleur, and Duolingo, which focus on teaching a specific method of learning a language, but do not offer the same set of materials. It may be difficult for teachers to give learners input that they are familiar with when using different programs.

There is also an issue with how educators would use mobile technology during the actual lesson. One option would be to combine mobile learning with computer-assisted methods, which would allow teachers to upload their own lesson plans so that students are able to follow along and learn in a more interactive way. Another option would be to have an online platform that allows teachers to upload their lesson plans and allow

learners to follow along as well, so learners are able to learn at their own pace and also get immediate feedback on their work.

Additionally, a potential hindrance in the use of mobile devices for language learning is the psychology behind why learners do not use them. There is so much pressure placed on technology now that it is hard for some people to resist the temptation of constantly checking their device. For a teacher, it can become a problem when students fail to complete tasks or answer questions within the time frame required, causing them to lose credibility with other students. On the other side, learners may become frustrated if they feel as though they are missing out on something by not being able to respond to a post or message from a fellow student or teacher.

A possible solution to this issue would be for teachers and learners to set limits on their devices, such as only checking them once an hour, or disabling notifications, etc. This would allow them the freedom to use mobile devices for learning in a way that does not negatively affect their work or social life. Another option is to place restrictions on students' usage of mobile learning, such as prohibiting students from using their device during class time. This could potentially motivate learners to learn more effectively and succeed in their class.

Another issue that could arise in the near future is the use of virtual reality (VR) technology in language learning. VR is often thought of as a way to immerse oneself in a new environment. It is a technology that is still relatively new and has yet to be fully utilized by society, so there are many potential issues that could arise from its usage.

One problem with VR is its dependency on environment and space. One's environment will affect how well he or she can interact with their virtual surroundings, which will ultimately affect how effectively they learn the language being taught. There are also different types of VR headsets such as Oculus Rift, Gear VR, etc. which all have different hardware that is not compatible with certain programs.

A second problem with VR in language learning is that the program still has to be developed for the technology. There are only a few language learning programs that have been developed for use in virtual reality, so there isn't a large selection of resources to choose from. One of the issues with this is that most VR experiences are very exaggerated, causing learners to pay more attention to the environment than actually learning how to speak and communicate as they would in real life.

A third issue would be cost, as VR headsets and software can cost quite a bit of money. When these costs are required to effectively utilize the technology, there may be an issue in the future of students being unable to afford these advancements.

These are only some of the issues that may arise with the use of mobile technology for language learning. There are many more that could be addressed by further research

and innovation, but this article has attempted to address some of the more common ones that have been occurring in classrooms and labs throughout North America.

From Computer Assisted Language Learning (CALL) to Mobile Assisted Language Use (MALU)

Mobile technology has given birth to a new word: MALU, which means Mobile Assisted Language Use. These applications are popping up everywhere, and they're changing the game for language learning. Get a look at how these apps work to help you master your native language or learn another one!

This essay post is a comprehensive walk-through of how mobile technology is being used to assist people in mastering their native languages or learning another one – and it's all happening even before the Internet of Things really hits full swing. The basic tools are all there, but the pace of innovation here is truly insane.

Mobile technology has been with us for years, but it's only been in the last few years that a whole new set of applications for mobile devices have become available – and specifically designed to help people study foreign languages. Mobile applications have been around for a while – Google Translate is an example – but the scope of what's now possible goes far beyond just translating text from one language to another. These days you can use your phone to learn how to speak a new language altogether, or even read books in completely foreign languages. The basic tools are all there, but the pace of innovation here is truly insane.

These latest applications are basically "Google Translate on steroids," or "Google Translate with a chemistry degree."

The basic idea is that there's a ton of good stuff out there already, so why not use it? My favorite example is that I'm Croatian, and although we have over 20 million people in Croatia (and over 50 million people who speak Croatian) we only have one native speaker writing and publishing books in Croatian. The rest of the Croatian book market is a mixture of old books from the mid-20th century, or books translated from English. That's where MALU comes in: it's a platform which almost anyone can use to write in simple language for native speakers to read. It's like Wikipedia, but for language learning – because as it turns out, most people who speak foreign languages actually do know a lot more than they're able to say!

1. Conjugation Nation! (How to remember irregular verbs)

This one is great because you don't need an Internet connection, you don't need additional apps, and all you need is your smartphone. It's not always true, but if you're learning English you probably don't need to know the difference between "rise" and "resume," or "stretch" or "straighten." This is a great application for learning the

difference between these words, and also a fairly simple one where you just type in the words and it instantly records your pronunciation. This can be used for both languages!

2. Phrasal verbs (How to make your own sentences)

This is a really cool application because it gives you access to over 400 actual English language examples of how grammar works in actual English sentences. You can try out different sentences with different words, and choose which parts are appropriate for your particular context. It's like a grammar playground! And this can be used for both languages!

3. Magic Stories (How to understand or even write stories)

This is an application that actually gives you access to many basic stories in the language of your choice – the application is free and you can try out a few stories in two languages. You can read the story and hear it being narrated, or record yourself reading it aloud – including all the accents, if you're feeling adventurous. The navigation is simple and this one is great for students of all levels. Once again, this can be used for both languages!

4. Any Language (How to find and look up words)

This one is a great reference app because it allows you to look up words in virtually any language – it doesn't matter if you're learning Dutch, or Spanish, or Chinese, or Russian. You can also use it to translate between languages, but really there are only a very small number of languages that offer that feature. The basic navigation is simple and this one is great for beginners of all levels. Once again, this can be used for both languages!

5. Storytime (How to read and listen to stories)

This one is great because you can access many different types of children's storybooks in your own language. The stories are set up so they can be read and narrated, so you can just record yourself reading them. You can even save your narration as an MP3 so that you can keep track of your pronunciation. This basically allows you to use the application as a real-time audio dictionary, or even a language learning app in its own right. Once again, this can be used for both languages!

6. English with Ease (How to really learn the words you need)

This is a great application for those who want to write in English. It gives you access to a rich list of high-frequency travel words, but it also gives you access to many other lists like restaurant terms and general tourism terms. This can be used for both languages!

7. Wordpress A2 (How to write your own blog)

This one is very simple, but very useful in that it allows you to set up an attractive blog completely in your target language. It can be really useful to set up a blog in the

language you're learning, maybe even at the beginning of your studies, because it allows you to practice writing whatever comes to mind. You can add pictures and photos as well – and then you can look through it after a few months to see how much you've improved! Once again, this can be used for both languages!

8. WikiTranslate (How to read Wikipedia)

This is one of the coolest applications I've found so far, because it allows you to read any Wikipedia article in any language – including some really obscure languages which don't have their own Wikipedia articles yet. You can add your own comments to the article too. This is a great way to learn, or if you're like me, turn Wikipedia into your primary source of reading material once you're done with the dictionary. This can be used for both languages!

9. Translate (How to translate from one language to another)

This is a great application for travelers because it allows you to easily and quickly translate from any language into English. You can also read about all the different languages currently available on the application, with simple definitions and how many people speak each one in real life. It's pretty easy to use, and it gives you access to all the different languages. This is a great one for both languages!

10. HelloTalk (How to learn a language while you talk)

This one is particularly good if you're learning Chinese or Japanese, but it has lots of other languages as well – over 20 in fact! Basically, it works by connecting you with native speakers of the language that you want to learn, so the two of you can talk together and improve your fluency. In fact, I've made lots of friends with people from different countries on this app during my travels around Europe. You can also see other users' accent and pronunciation, if you want to. This is a great one for both languages!

Problems and criticisms of CALL instruction

Computer assisted language learning (CALL) is a very multifaceted instructional methodology that can have a wide range of applications in today's world. However, there are some criticisms that have been leveled against CALL instruction—political, cultural and theoretical changes can hamper this instructional approach. This post will explore some popular criticisms of CALL instruction and address ways in which they might be overcome.

The critics of CALL instruction point out that the method is not culturally sensitive. Today's learners of all cultures have to contend with a massive increase in communications technology and non-English languages all around the world, whether in their home countries or foreign nations. While CALL education can help with these concerns for some, there are still other issues involved when it comes to learning with computer instruction. In fact, what many people do not know is that the computer has a significant role in CALL instruction. Computers are used in many different ways in the profession of language teacher and in the classroom too. It is possible for teachers to use computers for CALL classes and make their efforts culturally relevant as well.

Many people who criticize CALL instruction also say it is not useful for adults, due to the natural limitations of adults. This claim is false, since there are a number of adults around the world who are fluent in a second language and who spend their time as learners every day. Adults do best when educated about learning as it relates to success in life, and CALL education can help with this.

The critics of CALL instruction assert that classes should be structured differently than they currently are. There are a wide variety of ways that these two issues can be addressed and overcome—for example, it may be necessary to structure classes differently than they currently are because elderly learners cannot remain engaged without structure and meeting certain expectations. In addition, the use of computers in CALL instruction can help to change the structure of classes once again by creating a collaborative environment that teaches both young and old alike.

One final problem with CALL instruction is that it tends to concentrate too much on writing skills, but this can be solved by using more than one media outlet at a time. For example, CALL instructors should consider using computers for other types of activities, such as listening and reading.

Computer Assisted Language Learning (CALL) or Computer-Assisted Language Instruction (CALI) is a computer-based method that uses the computer as an aid for language learning rather than as a language teaching tool in its own right. When the computer is used as an instructional tool, it often serves as a tool for language teaching and for the personal development of the user.

CALL/CALI techniques are beginning to be recognized as effective language learning techniques where socialization, cultural understanding and creativity are seen as integral parts of second language acquisition (SLA). The popularity of computers in education is increasing and CALL/CALI techniques are being integrated into the curriculum. A CALL instructor can teach a class using computers so learners can interact with each other via the Internet or other interactive software while they learn how to communicate with native speakers. The use of computers in CALI classes typically involves using multimedia resources (e.g., audio, video, etc.); these activities include:

The use of computers in CALL/CALI instruction has a variety of advantages for both instructors and learners including cost-savings, convenience, accessibility to a large and diverse group of students and students with diverse learning styles, flexibility in delivery (e.g., dual-language instruction) and student choice (e.g., learners can choose to study on or off campus). However, CALI methods also require increased instructor time as well as different strategies in instruction delivery.

Computer-assisted language learning (CALL) examines the role of computer input in language learning, as well as how computers themselves can aid in the acquisition of second language vocabulary and pronunciation. CALL instruction includes both computer-based and Internet-based instructional methods, and is incorporated into a variety of training programs including adult basic education, initial teacher education, and community colleges. The use of computers in CALI classes involves using multimedia resources (e.g., audio, video, etc. learning (CALL) is a way of using technology to aid second language acquisition. It provides learners with audio, visual and textual information. One of the earliest examples was a filmstrip presentation developed by John M. Carroll for use at the Defense Language Institute and other missionary language schools in the 1950s. However, it was not until the 1980s that CALL techniques became more widespread as a teaching tool.

The use of computers in CALL started out with audio recordings. The first 'language labs' consisted of tape players and cassette tapes that could be played back repeatedly to reinforce pronunciation and sentence structure, but they did not allow the students to repeat or rewind parts they didn't understand, nor did they provide native speaker feedback. Learners eventually started to use the audio recordings as homework assignments.

Later, voice responses became available on CD-ROM, which allows students to repeat their recordings and listen to native speakers or a computer's automatic speech recognition (ASR) read back what they have recorded. As a result, learners are able to practice without the huge time expenditure of repeating long tapes, and can also listen to recorded conversations. This has proven important as students have had better pronunciation and better communication skills than they would otherwise have had.

In order for CALI programs to be effective they require a large number of native speaker volunteers (NSV) who are willing and able to help instructors and learners learn language.

The development of the CD-ROM and computer-based learning programs (CBLPs) introduced further improvements in CALL. Students can now interact with the material, select their own course at their own pace, pause or rewind if they don't understand what is being said. The software allows students to hear and see the language used in authentic contexts and to revise their spoken language more easily. These programs are dynamic and can be reprogrammed to provide a new learning experience every time they are used.

In 2000, CALL reached a new level with the introduction of "Second Life". This virtual world allows students to study online, converse with native speakers, learn new languages and practice their English. Second Life is a "socially networked learning environment" in which users can build up their own virtual world by creating a virtual identity and by engaging in many different kinds of activity. In the virtual world there are different locations where learners can take part normally, from a cafe to a school, from a library to an outdoor garden.

The Influence of Computer Assisted Language Learning (Call) to Improve English Speaking Skills

There are a number of improvements that can be made in language acquisition by using computer assisted language learning, or CALL. The benefits to using a computer are obvious, since it is not necessary to leave the comfort of your own home. What is not so obvious is the influence that computers have on language acquisition. Computerized activities can prompt more discussions with native speakers through e-mail communication, chatrooms, and phone conversations in addition to written communication such as blogs and homework assignments. Just like English speaking courses in countries with English as an official language (such as China), students gain confidence by participating in social activities where they can interact with native speakers not only outside their immediate family but also across time zones and cultural boundaries from all over the world.

This is an advantage that cannot be provided by the Chinese classroom alone. Computer assisted language learning also provides texts in various levels of difficulty, from simple to complex. For example, rather than trying to learn how to properly use the present continuous tense on its own, text can be loaded for students with a number of practice examples using it in conjunction with a simple conversation. This forces students to use their imagination and experience a more natural progression without

having all of the confusion resulting from guessing at how and where common verbs are used.

Recent research into CALL has shown that the benefits of using computers provide a similar learning experience as real-life interactions with native speakers. For example, computer assisted language learning has been shown to provide students with more practice using various structures for expressing frustration and anger than traditional computer based instruction on the same topic.

In recent years, several studies have demonstrated positive effects on learning through CALL. Using two different approaches to CALL, researchers found that CBT (Computer Based Training) had a positive effect on how both native English speakers and non-native English speakers improved their English speaking skills when compared to students of the same age group who were given traditional group interaction in a face-to-face setting. Students who were given CBT on the same topic took less time to improve their English skills than students in traditional group settings.

Traditional group interactions provide students with learning opportunities that they would not have had otherwise while computer assisted language learning allows students to spend more time on activities and interactions with native speakers. This means that the benefits of CBT are even greater during periods of poor health or family events that interrupt traditional programming. For example, one study (Fritz et al., 2007) found that students who received CBT over a three-week period improved their English skills faster than those who participated in traditional group activities.

Another study (Hsu et al., 2007) compared different types of CALL (cognitive, volitional, and analytical) to traditional group activities. Theoretically, cognitive tasks would require a lot of time and energy while volitional tasks require little thought and have more spontaneity to them. The tests given in the experiment required subjects to think about their own thoughts while they were reading a passage. This made it difficult for subjects to pay attention to the presentation of their own thoughts in the passage because they did not realize that they had been reading the passage twice. Voluntary activities are not as demanding on memory or attention spans as cognitive tasks are. Volitional activities on the other hand require more energy and effort because they are meant to be remembered. Both of these are seen in the traditional group activities that involve reading a passage aloud and discussing it with the group. The cognitive tasks used in this experiment were much more labor intensive than voluntary or volitional tasks. This means that although cognitive activities may involve less thought, they also tested subjects' ability to identify and express their thoughts in English.

CBT when implemented should not be created solely as a means to improve speaking skills. It is important for instructors to create CALL programs that will help students learn foreign languages in general, whether the language is English, Chinese or Korean. The first step to creating a successful CALL program is to create an objective for the

program. The objectives should be specific, measurable and provide value to the students using the program. It is important to note that CALL is not intended to replace face-to-face interactions in the classroom. The benefit of CALL programs is that they can give students more time practicing language skills without setting up a schedule for extra practice sessions.

The Call-Answering Interface (CAI) allows users to interact with virtual agents in real time in order for the users to have a quicker and easier time with the general public, such as recording phone calls or interacting with humans through an internet chat service such as Yahoo Messenger or Skype.

Conclusion

There are a wide variety of reasons for why educators might like computer assisted language learning. These range from the pragmatic and technical to the lofty and philosophical, but all have one thing in common: they have the potential to help teachers decrease classroom size, increase accessibility, and maximize student achievement.

The most immediate reason why educators might like computer assisted language learning is that it provides a way to use multiple sources of information, and therefore decrease the size of the teacher's classroom. For example, if there were five or six students in a class, the teacher might be able to use computer assisted language learning to provide each student with a different type of lesson – this way, students can all learn different aspects of a subject at their own pace, and with their individual needs taken into consideration (even as they are presented with a single lesson). This can still be accomplished without computers by having more than one teacher – but having multiple teachers also costs money.

Another reason that computer assisted language learning can be beneficial to educators is the concept of accessibility. For example, if a teacher wanted to talk with a student in a class because the student was having trouble understanding something, the educator could ask the student to tell them what he or she understands about a given subject or topic. This way, the educator will have all of this information available to them (and perhaps will have time saved by not having to use an interpreter), and they can better choose where to teach them depending on what they understand.

The ability for teachers to tailor lessons and add resources based on what students already know and understand is another benefit of computer assisted language learning. For example, if a student doesn't know a certain word or has difficulty understanding a certain concept, the teacher can tell them: "well, what do you already know about this?" This new information can then be used to tailor the lesson to suit that student's needs – for example, by explaining things in simpler terms or by providing visuals.

Finally, computer assisted language learning allows for greater effectiveness in student achievement and teacher retention. By having a visual representation of what students already understand, teachers can more effectively instruct both students who are struggling with certain concepts and those who are not.

Unfortunately, computer assisted language learning (CALL) is not yet used by enough teachers to make a difference in the lives of their students. For this reason, educators should be aware not only of the benefits of CALL, but also some of the ways in which it might improve their teaching and learning.

CALL is not a new concept, as it has been around since the mid-1980s. However, today's CALL tools are vastly more powerful and sophisticated than what was available 15 years ago. This is largely due to the rapid growth of technology. Since the 1980s, there have been substantial improvements in many areas of technology use in education: computer performance, storage capacity, data availability, software tools (including programming languages), and educational applications (including CALL tools).

The benefits of CALL for educators would seem to be strong enough on their own to motivate most any individual or group to use it. As with any training method, a careful evaluation of its effectiveness is needed before its use can be recommended with confidence. Fortunately, the evaluation of CALL is relatively straightforward. In fact, it might be easiest to consider that a successful CALL program ends when all of the following four conditions are met:

If you'd like to know more about the benefits of computer assisted language learning, there are many resources available to support your research. Educators interested in gaining a better understanding of what CALL is can find a wide range of information in the literature going back more than two decades. A recent publication by Fisher and Wilcox (2005) addressed what educators need to understand about Call and its potential for improving students' language skills in just a few short pages. The book also made use of an excellent example of how Marcy Morrow uses computer assisted language learning with her students. For those who are interested in learning more about the positive effects of CALL, or the how and why behind each of these four conditions, there are several good references that include a wealth of information.

There is also a wealth of information on the Web about CALL. In particular, for those who are interested in CALL for teaching and learning Chinese, there is some excellent information available at the University of Texas at Austin's Chinese Language Center.

Educational technology represents a powerful tool for schools, which can include many tools, but most often refers to computer access and use. Though computers have been used in education (K-12) since their inception it is only relatively recently that they have become mainstream in schools

and educational settings of higher education. For instance they are not just a "tool" anymore, but rather an integrated part of the curriculum at many school's across America and throughout the world.

For example, "Playing with Power" (Morrow 2002) describes how Marcy Morrow used CALL to develop her students' playwriting skills.

The book also describes how she developed her students' writing skills as well as their comprehension skills. This is where Marcy breaks from many other authors who use CALL with their students by telling the story from the beginning--it's not only a discussion on what she does but it's a look into one teacher's past experiences.

Computer assisted language learning is an umbrella term that covers a range of technologies that have been used for decades for language instruction. The three main types are auto-correction tools, lexical tools, and role playing programs (RLPs). Other forms include testing aids and production aids.

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