
The Development of IT Supported Language Learning

Merdzana OBRALIC

International Burch University, Sarajevo, Bosnia and Herzegovina

Email: merdzana.obralic@ibu.edu.ba

Nudžejma OBRALIC

International University of Sarajevo, Sarajevo, Bosnia and Herzegovina

Email: obralicn@gmail.com

Zafer KONAKLI

International Burch University, Sarajevo, Bosnia and Herzegovina

Email: zafer.konakli@ibu.edu.ba

Doi:10.5296/ijld.v4i3.5823

URL: <http://dx.doi.org/10.5296/ijld.v4i3.5823>

Abstract. This paper aims to present the way technology has been developing day-by-day in the spheres of education, the way it attracts students' attention and motivates students. Therefore, computer-assisted language learning is required. Curriculums include more and more computer-based teaching and demand using computers and technology within the lessons. In this papers we deal with the aims, objectives and procedures related to the computer-assisted language learning.

Keywords: IT, language, students, computer-assisted learning

Computer-assisted Language Learning and Multi-Media

Technology has been developing day by day and at the same it is influencing every single sphere of our lives as well as entering different fields of society and education. What is the device that can challenge student and help him/her to reach desired goals while learning L2. In the past, textbooks were irreplaceable, now extra material is also present. Extra materials employed in the teaching process are: flashcards, PPT, TV, sound recordings, DVDs, and other devices. The usage of teaching aids strongly depends on a teacher's readiness to use those. However, they must be careful and not to let IT tool and other devices to replace the teacher herself/himself. The reason of teaching aid usage is: students show more attention to the aids and tools, they gain experience from the provided information, and they are provided more challenging lesson flow. A new term, CALL, Computer-Assisted Language Learning, is a terms that has been used since past decades in the academia world. According to Levy (1997), CALL can is defined as the search for and study of applications of the computer in language teaching and learning. The ultimate aim of CALL is language teaching for English instructors, but for students' language learning. CALL is developing from a traditional way of teaching, in another word a teacher-centered approach, which looks more like drill based approach to a student-centered approach that is more explorative approach.

CALL in language teaching and learning, previous and traditional ways teaching is no more preferred by students and even teachers. It is well-known that Computer-assisted language Learning holds advantages that traditional language learning does not have.

Nowadays, it is pretty difficult to attract students' attention and motivate them, especially when the content of the materials is dull and can hardly attract students' attention. Principles of teaching process are taken into consideration while designing CALL materials. These approaches of teaching language and its methodology are based on various teaching theories. So, designers should pay attention to the teaching approach and methodology. As the matter of fact, the social environment requires constant improvements and developments. Warschauer (1996) said that computer technology is no longer just a possible tool but an essential new medium of language and literacy practice alongside face-to-face communication and the printed page. According to research and studies, many language experts claim that bringing in and applying CALL materials into classes, learners' interest is stimulated, and they can improve their skills better and enlarge their knowledge. What's more, Cobb and Stevens (1996) said that computer technology offers a certain degree of independent and structured learning. It easily assists and even stimulates young second language learners in all four skills of listening, speaking, writing, reading and also critical thinking. All experts and scientists are up to finding that language learning materials are developed within the sphere of technology. They are also considered as a tool for delivering knowledge.

CALL materials do not differ a lot from the formally used materials, but they are accepted as a tool that provides help to learners. For that reason, they share the same pedagogical features. The focus is on finding an effective pedagogy for applying IT tool within classrooms.

Pedagogy must be considered carefully, while designing CALL software. There are many advantages of using this software. According to Godwin-Jones CALL materials are considered to help develop computer literacy (which some have pointed out creates a circular argument), help develop communicative skills, help with community building, identity creation, collaborative learning, and mentoring. According to experts, materials help by providing access efficiency, authenticity, comprehensibility and opportunity for communication. Efficiency is enhanced thanks to digital Information technology, authenticity is reached by providing students the reflection of daily situations using the Internet sources, comprehensibility can be accessed by deeper demonstration of the subject matter using IT tools, and communication can get to the higher level using various programs and social networks.

We can say that Zhao included both technical and pedagogical advantages. It is obvious from above that CALL materials can be used for various purposes. What's more, Nigel Harwood (2010) offers alternative selections, organizational and pedagogical advantages.

Therefore, we present two aspects of using CALL materials. Firstly, Organizational advantages of CALL materials are presented in no matter where and when. Most learners are very interested in the Internet and they would agree that internet-based materials could provide very learning atmosphere, due to the fact they are not able to attend classes. Many critics claim that they are not aware how helpful internet-based materials can be for learning second language. Studies of Reinders (2007) underline the importance of support where learners access materials without the direct intervention of a teacher, whether in a self-access context. As a matter of fact, there are many institutions that offer distance education. Although second language learning language requires instructors, there are different web sites that offer English learning courses. Many

instructors do not think that Internet-based second language courses can provide sufficient support and motivation.

Japan, South Korea and China offer very wide web teaching programs for language learners. It is called MALL, as Mobile-Assisted Language Learning. MALL is an approach to language learning by using mobile devices such as: cell-phones, mp3, mp4, iPhones and iPods. Therefore, using MALL, students are able to access language learning materials and to communicate with their teachers and peers anytime, anywhere. MALL offers vocabulary learning programme based on principles of distributed learning prepared by Thornton and Houser, and there is a question on how it implies the second language acquisition. Through CALL, within storage, the progress of a learner can be stored electronically and followed by language instructors. Nigel Harwood (2010) said that it is not only an organizational benefit for teachers but also pedagogical benefit for students. The best feature of CALL materials is the fact that those materials can be updated and shared among teachers and peers thanks to sharable courseware object model SCORM. CALL materials are cost efficiently. There are no unnecessary printed copies. Due to the fact that this CALL system is very common nowadays and worldwide used, almost over used procedure for acquiring the knowledge, websites that provide language learning in most countries have a lack of cost efficiency.

Another advantage of using CALL materials is pedagogical. Using software repetitive language drills and practices could be entailed. Therefore, the immediate feedback can be provided. It is pedagogical because it carries two potential advantages. Firstly, CALL materials can be precisely selected and can carry a daily language in use incorporated within teaching content. There is a wide source and it is being present within language classrooms. What's more, CALL is recognized as a kind of conscious-raising activity which promotes learning in general.

Secondly, CALL materials are just like any other materials and resources that learners use in daily life. CALL materials include various games which provide outclass learning. Many learning principles have been identified in the investigated games.

Among these principles there is an active and learning principle. According to Nigel Harwood (2010) this stipulates that all aspects of the learning environment (including the ways in which the semiotic domain is designed and presented) are set up to encourage active and critical, not passive, learning. Therefore, we can say that computer games provide state of unconscious learning and involve young learners into different tasks.

Secondly, another aspect is the aspect of competence. A learner is provided all sources in order to operate and acquire knowledge, however it means that different things can be done. We should agree it is pretty difficult to take in account all features of language acquisition and put them within game when designing it. Applying an ordinary daily life into a game can be more difficult and demanding. Creating authentic situations within computer games is almost impossible, but it can engage learners to use a more authentic form of language use. There are chat rooms such as <http://chatenglish.net/> for learners in case they want to have interactive communication in English.

One of the most important roles of CALL materials is the fact it provides interaction and language use. In this point, interaction stands for any kind of exchanging info, no matter what kind of exchange it is: among peers, instructors and learners or even between a learner and computer. In order to establish an ordinary communication, there should be a meaningful context. Therefore, CALL software programmers tend to create context-using e-mails, chat rooms and etc. where there is a native speaker involved. While improving speaking skills, there is another issue that

appears. It is the accuracy. In that case, Computer-mediated communication (CMC) points what exactly learners are provided and expected to acquire, actually what they are expected to gain. CMC can be beneficial; although there is a claim that computer-based interaction cannot sufficiently prepare a learner for practical application. But, second language instructors can use e-mails as a tool and provide effective feedback and deliver to students. A student can be provided a detailed feedback on the previously done work. In a way, teachers are provided an opportunity to respond to students' requests and evaluate their work following their progress.

E-mail feedback can be used for providing more different ideas, deeper analytical thinking, suggestions and offering remarks.

CALL materials should provide learner suitable situations where learners can apply already acquired knowledge. There are various technology devices that provide and create particular situation-based tasks for learners. Nowadays, learners can plug a microphone into the iPod and complete activities based on daily situations. This approach can provide motivation and a will to speak.

Another issue of CALL material is the integration of multimedia. Language teachers have been avid users of technology for a very long time within classrooms. Multimedia is considered to be an improvement over the traditional – frontal teaching approach that is a kind of mimic-world process. Many experts agree that large numbers of multimedia software have been invented for the purpose of teaching and learning foreign language since the multimedia and computers are considered as promising technology to facilitate language teaching and learning. Recordings of native speakers' voices were presented to students by gramophone records, which were the first technical tools used by teachers in classrooms. It is also known that teachers used recordings on reel-to-reel tape recorders which were made by broadcasts from foreign radio stations. The term hypermedia, is a system that enhance the access to the materials of the subject matter.

In this way, teachers have access to resources. It is used to improve listening and reading skills while learning a second language. No oral skills are required while reading over the Internet for it is considered to be a receptive skill. Through writing, it is possible to learn how comprehensible reading part was. Digitized voice can be pronounced by the linking of media support reading. Meanwhile, contextual meaning can be illustrated using animated sequences, pop up graphics and video.

Nowadays, various technological tools have been used while teaching second language including smart boards, film-strip projectors, slide projectors, film projectors and DVD players. There is a tendency and a great wish to improve CALL materials and create an extra ordinary tool which will move objects across the screen and record one's voice. We are sure that each instructor would prefer having an interactive whiteboards (IWBs). However, there has been plenty of discussions on the pros and cons of interactive whiteboards.

Instructors do not think it would be used in language teaching, but they would love to have a play with it nonetheless. Since IWB has been used recently in precious language institutions there are no enough studies and research on this issue.

CALL material offers a feedback on learner's input. Those feedbacks can point at sound, movement and text. A learner can shape his/her forms of feedback that is not common for traditional learning. Heift and Schulze (2007) said that natural language processing and

parser-based CALL can potentially provide feedback based on participants' prior language learning progress and their specific needs.

As to provide a precise feedback and have a review of progress, CALL programs can record and monitor learners' behavior and progress and dynamically alter input, or make suggestions to a learner. They can also compare learners' progress with their own goals and other learners (Reinders, 2007). It can be very challenging for students. Individuals possess a desire for competition that can provide a great will for learning a language. European Union applied a project called E-portfolio, which has become a tool of many purposes. They are used for personal development, as a reflection and showcase tool, as well as for the means of assessment and evaluation. E-portfolio projects records learner's progress and encourage learner to study more and with strategy. Therefore, it can awake learners' met cognitive awareness in order to create met cognitive strategies. "...language learning strategies -- specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve and develop second language skills. It is up to teachers to choose a specific strategy and imply it in the classroom. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability" (Oxford, 1993). Met cognitive strategies are very likely to contribute to a system of self-monitoring and self-assessment although we all know that it is very difficult to follow self-progress. In this case, there will be someone who will follow each move teachers make. Learners themselves are usually not aware of their usage of CALL materials. That's why, as extension of monitoring, learners have more control over CALL materials usage (Harwood, 2010). Computer technology can provide ability to control students' own learning, to construct meaning and to evaluate and monitor their own performance (Smith, 1997).

CALL materials have a very important role in learning a second language. Besides providing learning CALL materials, they empower learners because they offer easier access to materials, greater control to learners, and more opportunities for the development of met cognitive skills and learner autonomy (Harwood, 2010). Despite these great facilities there are learners who cannot follow the pace and think that someone has to be 'techy' in order to learn a language using CALL materials.

Conclusion

We all agree that traditional approach of teaching second language has changed a lot thanks to improvement of used materials. No matter what tools we use while teaching, what's more important is how the technology is implemented. In order to apply the best approach in the classroom a need analysis is to be done. After a certain vision on what is to be accomplished during a school year, instructors and curriculum designers should work on curriculums that will include CALL materials. Curriculum and syllabus designers should take into consideration pedagogical and organizational aspects of CALL materials while designing curriculum and syllabus. We are all sure that in this way CALL materials can contribute a lot to the second language learning. No matter what methods and procedures, CALL materials and other tools are used within classroom; it is the teacher-instructor who is supposed to be in charge.

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