

Use of Computer Assisted Language Learning in a Second Language Classroom

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Abstract: *The lack of consistent computer assisted language learning (CALL) trainings for second language teachers has a negative impact in the second language teaching/learning classroom. The goal of this study is to demonstrate the positive impact that technology has in second language teaching/learning, and how the lack of training for second language teachers deprives the students of the potential benefits that technology can bring to L2 classrooms. The data for this research were collected from eight fulltime college foreign language teachers. The results of the study demonstrate that teachers tend to use technology in second language teaching/learning in an inconsistent way due to the lack of appropriate training and their unfamiliarity with the technology. Additionally, the lack of frequent CALL usage as an important tool by teachers and students diminishes the potential for students of become more independent learners due to the technology ease of access beyond the classroom and the absence of time-limitations to learn and practice L2. CALL has the possibility to enhance the second language learning experience when teachers are 2 well-trained to use it, and it is done consistently throughout the college year.*

Keywords: CALL, second language classroom, foreign language, Language learning

1. Introduction

It is important to look at how technology is gradually taking over Indian classroom at all levels and the impact technology has on L2 learners in this country. In the last thirty years, several research studies have been done in order to establish the advantages of the use of computers for reading, listening, writing and lately speaking for students that are learning a second language. Colleges districts generally assume that second language teachers and students already know how to use the computer technology and the programs that are needed to be efficient teachers (web browser, Microsoft Office, etc.) but the reality is that districts usually do not provide the necessary training and suitable programs to complement the curriculum of each level for optimal implementation of the educational technology. Frequently, students and teachers have positive thoughts about the use of the technology in the classroom and how it presents a more open format, flexibility and creativity on language learning. Undoubtedly, its accessibility in and out of the classroom is viewed as 4 beneficial by teachers and students because the learning process keeps taking place without walls and time limitations. Second language teachers are confronted with the challenge of how to reach the computer generation. Today's Indians students and immigrants from other countries in one way or another are being exposed to some form of technology. Desk computers, laptops, smart phones and tablets are technologies that are evolving rapidly into the classrooms. These technologies are becoming second nature to today's second language learners but leaving educators behind on technology's updates and specialized program training which are tailored to teach a second language. Encouraged "by rapid developments in information and communication technologies, diverse tools are now being used in a rich variety of ways to support teaching and learning" (Yun, Chee-Kit, & Wenli, 2012), especially second language learning, therefore, teachers have to move forward with the implementation of the use of technologies in second

language teaching and learning based on the globalization world.

2. Statement of the Problem

Despite India producing the latest technology and the most advanced software in the world, Indian colleges are facing a lack of appropriate computer programs and 5 proper teachers training to use such programs; as a consequence the lack of CALL use in second language learning is depriving second language learners of a broader learning experience. To find out the usage of CALL in colleges a fifteen question survey was given to seven out of the eight language teachers. All the teachers are fulltime employees from the English and foreign languages university Hyderabad. All the teachers surveyed were from the EFL-University and each teacher has a class load of five courses with an average, more or less, of eighteen students per class. The estimated number of students studying a second language is 52 onclass, another average class 52. Findings from the survey highlighted the inconsistency on the usage of CALL software provided by the school district; four out of seven said they use a program provided by the school as three said the district does not provide a software to support language learning/teaching. Of those surveyed, four out of seven of the teachers said they use any program available to them for learning/teaching L2. Only three out of seven 6 participants said the programs used by them are supplied by a reputable and trusted educational company but one of the participants expressed that she did not know. Respectively, only four out seven of the participants acknowledge that the software is used by all the teachers and one said not enough formally. When asked if the software used by them was tailored to their curriculum need only three answered yes and one said no. Four teachers said the software meets EFL-University common core standards. When asked if they received professional development on how to use CALL software only two participants said yes (29%) versus three that said no (43%). It is important to see that only three (43%) said they need more professional development to master the using of CALL

programs; two answered no (29%). Surprisingly, six (86%) of the participants agree that teachers that know and use CALL programs have an advantage over teachers who do not. In a scale from one to ten, where one was none, five was somewhat and ten a lot, five (71%) out of the seven survey's participants agreed that the lack of CALL program could be affecting the practice and learning of speaking, reading, writing and listening of L2, (five (71%) out of seven participants 7 answered five or higher). Survey data indicate that 100% of the participants think that because of the increasing use of technology by the students this platform should be used more inside and outside of the classroom to assist language learning. Also, 100% of the participants think that making programs available outside the classroom could have an impact in student preparation for assessments. Lastly, 71% of the participants acknowledge that CALL could have significant impact on language learning. Inconsistency on the use of the CALL resources and lack of teachers training could put students and teachers at a disadvantage with other schools using the latest resources in second language teaching and learning as this technology makes its way into the classroom and students' everyday life. The discrepancy among teachers using educational software and lack of training on how to use it to assist second language teaching and learning could create a gap among students at the same level that have different instructors using different CALL programs.

3. Literary Reviews

It is a fact that educational settings have changed by the widespread use of computers (Park, & Son, 2009). With the help of the Internet, software programs became more accessible than ever before. In the last forty years EFL-University have been encouraging the use of technology in the different disciplines and language learning has not been the exception.

Godwin-Jones, R. (2013). Emerging technologies: The technological imperative in teaching and learning less commonly taught languages. *Language Learning & Technology*, 1

Jarvis, H., & Achilleos, M. (2013). From computer assisted language learning (CALL) to mobile assisted language use (MALU). *Tesl-Ej*,

4. Research Methodology

Uses of CALL to teach/learn the four language skills of L2. In general, teaching practice has been changed by the integration of technology in the classroom; technologies will keep changing second language teaching as new technologies are being introduced faster than ever (Hoopingartner, 2009). CALL technology and its uses are broad in the second language teaching; some technologies can be used with more than one language skill (Stock well, 2007). In a research study conducted by Lin, he concluded that a video-based CALL had positive impact on learning L2 verbs, nouns, and adjectives among students with diverse levels of proficiency (Lin, 2010). Sites such as Face book and Wikipedia provide teachers with material to expose the language learners with realistic use of a second language;

social media provides important interaction with L2 (Istifici, Lomidazde, & Demiray, 2011). CALL based language teaching/learning offers quite a few benefits to the learner, such as interactive activities and multimedia applications, which are engaging (Genc, 2012). Computer technology has unique multifunctional and multiuse aspects, which brings to CALL several levels of intricacy and applications in L2 learning (Levy, 2009).

5. Conclusion

Based on these findings, the use of technology as a tool to meet the needs of L2 learners has a great potential in the development of the second language skills. The latest advances in computer technologies have been providing L2 learners with innovative opportunities to develop each one of the four language skills beyond the classroom's walls. This new technology provides students with autonomy to learn on their own time and anywhere. Overall, CALL provides students with original L2 audio, video, readings, and the possibility of face-to-face interaction with L2 native speakers. Researchers agree that CALL provides unique experiences to the L2 learners since new technology has added new features like on-line dictionaries and e-readers to facilitate L2 learning. Finally, CALL technology would not reach all its full potential if L2 teachers were not receiving proper training on the use and implementation of CALL technology. L2 teachers must be ready to adapt CALL to the curriculum and the students' needs. Second language teachers will benefit from the study's findings by gaining a better understanding of the importance of CALL trainings, and the benefits of technology use as a tool to learn a second language.

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