EFFECTIVENESS OF COMPUTER-ASSISTED LANGUAGE LEARNING (CALL) IN IMPROVING LANGUAGE ACQUISITION

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Abstract

This paper provides information regarding effectiveness of computer assisted language learning in improving language acquisition skills.

From that point of view, several features of effectiveness of computer assisted language learning (CALL) in improving language acquisition skills are studied in this research by identifying and discussing theoretical and practical sides of CALL.

In term of structure, the paper is divided into chapter, which includes 4 sub parts of investigation. These parts of this paper discuss the main features of role of computer assisted language learning (CALL) in language learning, importance of language acquisition skills, effectiveness of computer assisted language learning in improving language acquisition skills and challenges that affecting the effectiveness of computer assisted language learning. All factors of effectiveness of computer assisted language learning in improving language acquisition skills is discussed theoretically and practically.

Key words: *computer assisted language learning (CALL), technology, approach, English as a foreign language (EFL)*

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ЭФФЕКТИВНОСТЬ ИЗУЧЕНИЯ ЯЗЫКА С ПОМОЩЬЮ КОМПЬЮТЕРА В УЛУЧШЕНИИ УСВОЕНИЯ ЯЗЫКА

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Аннотация

В этой статье представлена информация об эффективности обучения языку с помощью компьютера в улучшении языковых навыков.

С этой точки зрения в этом исследовании изучаются некоторые особенности эффективности компьютерного обучения языку в улучшении языковых навыков путем выявления и обсуждения теоретических и практических сторон.

По структуре статья разделена на главы, включающие в себя 4 исследовательские части. В этих частях этой статьи обсуждаются основные особенности роли компьютерного обучения языку в изучении языка, важность навыков овладения языком, эффективность компьютерного обучения языку в улучшении языковых навыков и проблемы, влияющие на эффективность компьютерного обучения языку. обучение. Теоретически и практически обсуждаются все факторы эффективности обучения языку с помощью компьютера в улучшении языковых навыков.

Ключевые слова: компьютерное обучение языку, технология, подход, английский язык как иностранный .

Introduction

It is clear that language learning is one of the important thing in the 21th century as language can help people to build their future. Regarding this nowadays, most people prefer to learn or study language or any other things through technology. As this makes a sense, technology can motivate and provide learners with clear instruction and explanation in terms of acquiring language. In addition, learning language by the help of computer become popular among young learning that`s why we investigate all features of "Computer-assisted language learning" (CALL) in this chapter.

A summary of the studies on computer-assisted language learning is what this chapter is there for (CALL). Language, psychology, sociology, education, computer science, and natural language processing are a few of the most significant disciplines that are incorporated into the subfield of CALL. The larger fields of study on second language acquisition (SLA) and foreign language instruction encompass this particular sub discipline (FLT). The same topics covered by SLA and FLT will be discussed, but this time from the standpoint of how technology and computers may support these procedures.

Definition: Several researcher have defined Computer-assisted language learning (CALL) how it refers. According to Suresh Kumar and Sreehari (2009) "CALL, which stands for computer-assisted language learning, is a technique of interactive training that aids students in achieving their learning objectives at their own rate and level of proficiency. This approach incorporates computer technology throughout the entire teaching and learning process, including presentation, practice, and feedback".

Technology, especially the Internet, has had a significant impact on many aspects of our life in the 21st century, sometimes known as the Information Age, including how we approach education. The advantages provided by technology have empowered EFL teachers and students as a result of the Information Age. Computer-Assisted Language Learning (CALL) is a result of the assistance that modern

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technology, particularly computers, provides to language learners and teachers (CALL). Warschauer (2000) argued that A novel approach to teaching and studying a foreign language is CALL. CALL uses computer-assisted learning software (CALS) and draws on applied linguistics in its technique, which is very eclectic.

The computer-assisted language learning (CALL) technique has gained popularity in recent years as a result of its rapid development in the field of language acquisition. CALL offers a completely fresh and innovative way to study languages. As a result, it improves the effectiveness and quality of language acquisition. CALL focuses on motivating students to learn languages with the aid of computers and pursues the best learning outcomes through the ideal fusion of contents, process, and computer-assisted. The thesis thoroughly examines instructors' roles in computer-assisted language learning after a brief introduction to CALL. As a result of recent developments in computer science, information technology, and psychology, computational linguistics and CALL will work together closely to make language learning systems more intelligent.The literature suggests that CALL can be effective in improving language acquisition skills.

Several studies have reported positive outcomes in terms of learners' language proficiency, motivation, and engagement. As Lee and Warschauer (2000) found that a web-based language-learning program resulted in significant improvements in learners' writing skills. Similarly, Chappelle and Jamieson (2010) found that a CALL program improved learners' listening comprehension skills.

The Necessities and Advantages of CALL. The standard teaching style involves professors explaining and interpreting material, however this approach frequently lacks vividness and fails to inspire students' interest in learning. While computer-assisted language teaching is becoming more and more popular because it is efficient, organized, adaptable, and flexible. First off, it makes it possible for pupils to study more information in a fun and relaxed environment. Additionally, because this method calls for student participation and engagement in a calm learning environment, it is convenient for teachers to identify students' potential and

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inspire their initiative and zeal for learning from a variety of angles, filling the gap left by traditional teaching's lack of visuals. Therefore, it is recommended to use computer-assisted language teaching in the classroom in order to achieve good teaching results and increase teaching effectiveness.

Method

Psychological and pedagogical features of the use of computer technology in learning a foreign language. In children, the learning process proceeds faster when the student perceives information with several senses at once. Videos, slides, and other visual aids can greatly enhance the impact of a class. In order to cause changes in the way of action, attitude or thoughts of the student, it is necessary to involve him in active participation in the educational process, that is, to use computer technology in teaching students a foreign language.

Computerized learning in foreign language lessons is implemented on such principles as:

• individualization (the ability to personally work with each student, taking into account his abilities, level of knowledge, skills and abilities);

• differentiation (you can choose and offer students the necessary options for educational tasks, of a certain complexity, quantity and in such a sequence that corresponds to their cognitive capabilities, level of knowledge and skills);

• intensification (there are various means of presentation of educational material, its structuring with a wide involvement of interactive types and forms of work)

Among the main didactic functions that can be implemented using computer technology, the following should be identified:

  ➢ cognitive (for example, using computer technology and the Internet, you can get any necessary information, using training programs that capture text, sound, image, video - contributes to the cognitive activity of students);

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- developing (the work of students with the curriculum, in addition to the activation of vocabulary, contributes to the development of such necessary cognitive processes as perception, logical thinking, memory, imagination);
- training (with the help of computer programs, students can independently train and test their level of knowledge and skills on a specific topic in a non-traditional form, identify specific gaps, refine them and complete the proposed tasks several more times in order to improve their results);

- diagnostic (using computer technology, the teacher has the ability to quickly control and find out the level of assimilation of the educational topic);

- communicative (while working with curricula, students leading a dialogue with a computer overcome the barrier of fearfulness; students develop a good attitude towards the subject, they master a significant basic level of communication in a foreign language)

Using a computer in the process of learning English contributes to the following tasks:

• Interest in a foreign language (while working with the curriculum, there is a methodical technique of "transfer" to a foreign language situation close to real life. Also, students also develop an interest in working with a computer, in particular, in various computer programs);

• Visualization of educational material (with the help of curricula it is possible to combine sensory, auditory and visual components of influence on the perception of the text by students);

• Deepening knowledge on a particular educational topic (for example, the corresponding CDs provide a lot of interesting and useful illustrated information on topics that are usually not interesting enough in ordinary textbooks; students also have the opportunity to expand their knowledge through the use of computer

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technology, not only on the subject, but also to gain certain knowledge and experience of situations close to real ones);

• testing and self-testing of acquired knowledge and skills (working with curricula, students have the opportunity to test themselves by looking at the results of the lesson; also in the classroom using a computer they pass testing and control exercises very quickly).

As it is stated that there are several benefit for both students and teachers in terms of conducting computer assisted language learning (CALL) onto learning and teaching process. Many authors working on the problem of introducing computer technologies note that a computer is the most suitable tool in teaching and learning a foreign language, the purpose of which is interactive communication and thanks to which now even in the conditions of school and university education, that can be artificial communication, it is possible to simulate real, natural situations and communication. However, despite this, the use of computers while learning and teaching a foreign language have both advantages and disadvantages.

Results

After analyzing a sufficient number of sources, the advantages of using computer technology include the following:

1. Psychological benefits:

➢ increasing motivation for learning English;

➢ creating a favorable psychological climate.

2. Methodological advantages of computer training:

➢ complex impact on all channels of perception;

➢ the ability to independently choose the number, pace and level of tasks;

➢ completed, the time allotted for completing tasks, the grading system, screen color settings (that is, everything that corresponds to the principles of individual learning);

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- handling large amounts of information (in one training program, both reference and test materials, game and lecture materials, tasks for independent work can be presented);

- unlimited number of requests to tasks,

- immediate feedback (the computer program promptly responds to user requests);

- interactivity, that is, the ability of the program to conduct a dialogue with the user;

- adaptability - the ability to use a set of tools to provide information - text, graphics, sound, video, etc.

This combination allows solving the following pedagogical tasks: to focus on different channels of perception of the student's information, to vary, to show phenomena in dynamics, to include tasks and means of activity in the program, the implementation of which is impossible without the use of a computer.

3. Technical advantages:

- the ability to carry out technical translation:

- using grammar and spelling checkers;

- the use of multimedia, interactive video in teaching oral speech;

- using the graphic capabilities of a computer, which makes it possible to implement the principle of visibility in teaching;

- providing on-line communication between a student and a remote teacher;

- expansion of information flows when using the Internet .

Discussion

When it comes to benefits of effectiveness of Computer assisted language learning, it has a lot of advantages and benefits. Regarding this Godwin-Jones (2009) stated that using computers to help students practice and learn grammatical constructions goes back to the earliest days of computer-assisted language learning (CALL). With the coming of the Internet age, CALL began to focus more heavily on the new capabilities of computer-mediated communication. For adult learners, an awareness of forms and rules is a vital component of online learning.

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Compared with earlier grammar-oriented applications, however, there is recognition today that a focus on form should not be an isolated, stand-alone activity but rather should be integrated into a communication-centered, networked language learning environment.

Benefits of Computer-assisted language learning

- helps in enriching English language skills
- connects a learning place to the outside world
- helps in relating academics to the practical needs of the outside world
- serves as a 'surrogate teacher'
- aids in collaborative and cooperative learning
- is ideal for carrying out repeated drills
- provides impartial feedback
- creates a realistic environment (e.g. listening activities are combined with visuals)
- is ideal for integrating skills such as reading, writing, speaking and listening
- provides a choice of an appropriate learning strategy
- acts as a ready-reckoner for all queries in the field of language learning/teaching

Use of CALL in Classroom Learning/Teaching . With the reduction in the cost of computers, most educational institutions can afford to have computer systems. A computer lab is nowadays seen as an essential requirement in any educational institution because of the increased awareness among the students, teachers and managements.

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