CALL

and

Foreign Language Education

e-textbook for foreign language teachers

CALL
and
Foreign Language Education

e-textbook for foreign language teachers

Nitra 2014

Authors

doc. PaedDr. Ivana Cimermanová, PhD. (Prešovská univerzita, Prešov)

doc. PhDr. Blanka Frydrychová Klímová, PhD. (Univerzita Hradec Králové, ČR)

doc. PhDr. Božena Horváthová, PhD. (Univerzita Konštantína Filozofa, Nitra)

doc. PaedDr. Silvia Pokrivčáková, PhD. (Univerzita Konštantína Filozofa, Nitra)

Mgr. Eva Reid, PhD. (Univerzita Konštantína Filozofa, Nitra)

doc. Zuzana Straková, PhD. (Prešovská univerzita, Prešov)

doc. PhDr. Ivana Šimonová, PhD. (Univerzita Hradec Králové, ČR)

Mgr. Ivana Žemberová, PhD. (Univerzita Konštantína Filozofa, Nitra)

Reviewers

doc. PhDr. Eva Homolová,CSc. (Univerzita Mateja Bela, Banská Bystrica)

doc. PaedDr. Zdena Kráľová, PhD. (Žilinská univerzita v Žiline)

TABLE OF CONTENTS

Introduction

The textbook ***CALL and Foreign Language Education*** is the first of the series of three modern university textbooks/methodological manuals for teacher-training courses provided by the Department of Language Pedagogy and Intercultural Studies at Faculty of Education, Constantine the Philosopher University in Nitra which came/are going come to existence as a results of the project KEGA 036UKF-4/2013 "Creating textbooks and multimedia courses for a new study programme as a means of internationalization of foreign language teacher training" funded by the Ministry of Education of the Slovak Republic. The textbook is accompanied by the interactive Moodle course.

Computer-assisted language learning (CALL) has proved to be a valuable and attractive teaching approach. It provides learners with:
- stress-free learning environment in which learners can get virtually unlimited input,
- the possibility to proceed at their own pace,
- instantant and highly individualised feedback.

Yet, CALL programmes are not without their limitations. Most CALL programmes have been criticised for focusing more on the striking multimedia capabilities of computers than on the educational content and pedagogical background.

It is the main reason why future and in-practice teachers should be well informed about the principles of CALL and ready to evaluate pedagogical benefits/risks of CALL systems which are used in foreign language classrooms.

The authors – university teachers and teacher trainers from the Slovak and Czech universities – wrote their chapters with the intention to modernise and up-date both content and methodology of the contemporary teacher-training courses. They believe that CALL has the potential to make foreign language learning both more enjoyable and effective.

Authors

1 General Framework of CALL

1.1 CALL terminology

Ivana Šimonová

Before you start studying the field of computer-assisted language learning (CALL), mastering the basic terminology should be a pre-requisity. Below, several terms are defined relating to CALL. Read the definitions carefully to make the inter-relations clear in this field. Finally, draw a mind map which will reflect your understanding of CALL. Despite computers ´entered´the field of education within last two decades in the Slovak Republic, notice the most references are not the latest ones, some of them been even ´older´.

CALL

The abbreviation CALL stands for Computer Assisted Language Learning. It is a term used by teachers and students to describe the use of computers as part of a language course. It is traditionally described as a means of 'presenting, reinforcing and testing' particular language items (Gündüz, 2005). Computer-assisted language learning was succinctly defined in a seminal work by Levy (1997, p. 1) as "the search for and study of applications of the computer in language teaching and learning" (pay attention to the date of publication; in 1997 hardly any ´technologies´ were available, never mind in education). CALL embraces a wide range of information and communication technology applications and approaches to teaching and learning foreign languages, from the ´traditional´ drill-and-practice programmes (that characterised CALL in the 1960s and 1970s) to more recent manifestations of CALL, e.g. as used in a virtual learning environment, Web-based distance learning, mobile-assisted language learning (MALL) etc. Currently MALL is more often called m-learning while CALL is defined as e-learning.

CALI and CALL

The term CALI (computer-assisted language instruction) was in use before CALL, reflecting its origins as a subset of the general term CAI (computer-assisted instruction). CALI fell out of favour among language teachers, however, as it appeared to imply a teacher-centred approach (instructional), whereas language teachers are more inclined to prefer a student-centred approach, focusing on learning rather than instruction. CALL began to replace CALI in the early 1980s (Davies & Higgins 1982, p. 3) and it is now incorporated into the names of the growing number of professional associations worldwide. An alternative term, technology-enhanced language learning (TELL) also emerged around the early 1990s. The current philosophy of CALL puts a strong emphasis on student-centred materials that allow learners to work on their own. Such materials may be structured or unstructured, but they normally embody two important features: interactive learning and individualised learning. CALL is essentially a tool that helps teachers to facilitate the language learning process. It can be used to reinforce

what has already been learned in the classroom or as a remedial tool to help learners who require additional support. The design of CALL materials generally takes into consideration principles of language pedagogy and methodology, which may be derived from different learning theories (e.g. behaviourist, cognitive, constructivist) and second-language learning theories such as Stephen Krashen's theory of second language acquisition (Krashen, 2007).

e-learning

E-learning (eLearning) stands for the process of learning supported by electronic meadia and information and communication technologie (ICT) in education. E-learning is broadly synonymous with multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), web-based training (WBT), online education, virtual education, learning in the virtual learning environment (VLE, also called learning platform), m-learning ect. These alternative names emphasize a particular aspect, component or a method of learning content delivery. E-learning includes numerous types of media providing text, audio- and video-recordings, images, animations, technology applications and means as CD-ROMs, local intranet etc., either free-standing or based on local networks or the Internet (Levy, 1997). E-learning can occur in or out of the classroom, being instructor (tutor)-led, (i.e synchronous learning) or a self-paced process (asynchronous learning). It is also frequently applied in the distance education. If used in combination with face-to-face teaching, the term blended learning (b-learning) is commonly used.

Despite currently widely applied, the above mentioned application of modern technologies into education has not been clearly defined - there exist numerous definitions. The term arose similarly to other ones, which appeared in the last decades and related to the Internet in various fields of human activities, e.g. e-mail, e-banking, e-commerce, e-business, e-book, by joining the word learning and prefix e-. The word *learning* covers all activities relating to the process of education, instruction, cognition and forming knowledge. The *e-* prefix indicates relation to the ICT, including the Internet. Putting the prefix and word together another term arises defining a modern way of education using computing technology and appropriate applications, i.e. the educational process supported by information and communication technologies.

Both the process of e-learning and its definition are still under development. Literary sources provide numerous explanations and definitions. This disunity is caused by a wide range of views on this large field, and by the environment where and how it is used. As it can be seen from the following survey, the provided approaches reflect the shift in understanding the term of e-learning in the world.

Some authors emphasize the *technological* point of view. They understand it to be a tool for creating, updating, distributing and evaluating education and managing knowledge via network technologies and computers with appropriate hardware and software equipment. According to Květoň, "e-learning covers a wide range of applications and processes like WBT (Web Based Training), CBT (Computer Based

Training), creating virtual classes or digital co-operation. It includes delivering and transmitting course content via the Internet or Intranet (WAN/LAN), satellite transmission, interactive TV programmes and learning CD-ROMs" (Květoň, 2003, p. 7). This definition focuses on technological possibilities of transmitting any educational content. Other authors emphasize the multimediality of e-learning, e.g. "e-learning can be understood as a multimedia support of the educational process related to modern information and communication technologies heading towards improving the quality of education" (Nocar et al., 2004). Another definition describes e-learning as such "a way of education which uses applications and texts with links, animated sequences, video-recordings, own comments and notes, communication with lectures and other students, tests, electronic models of processes etc" (HP, 2006). Other authors focus on running e-learning in the environment of computer networks and the Internet. They define e-learning as "a tool enabling electronic transmission of data (full or partial) with the help of web browser on the Internet or Intranet and appropriate media as CD-ROMs or DVDs with the aim to reach applicability of the data in the process of learning" (Květoň, 2003, p. 7), or "The net enabling transmission of skills and knowledge" (Květoň, 2003, p. 8). In some cases the existence of computer networks is not necessary for e-learning but the process can run with the help of distributed CD/DVD ROMs. Kopecký defines that "in general, e-learning means any way of effective using electronic material and didactic means, so that the educational objectives were reached mainly/not only by computer networks. In the Czech environment it is understood as a directed study in LMS" (Kopecký, 2005, p. 11).

Another approach is provided from the *pedagogical* point of view on the process of education and ways towards its improvements. "E-learning is such a process of education which uses information and communication technologies for creating courses, distributing learning content, for communication between students and teachers and for managing the course of study" (Wagner, 2005). A very simple definition is provided by European Commission in the Action Plan – e-learning is defined as "an application of modern multimedia technologies and the Internet in the process of improving quality of education via an easy approach to sources and services" (EU, 2001). Kopecký (instead of multimedia support of the educational process) emphasizes the flexibility of e-learning – "we understand e-learning as a multimedia support of the process of education run with the use of modern information and communication technologies, and which is usually provided by computer networks. Its main objective is a time- and space-unlimited access to education" (Kopecký, 2006, p. 13). The less traditional aspect - communication - is emphasized in his definition in 2005 – "e-learning is a form of distance education, in which educants and educators are in virtual contact (chat, e-mail, IP telephonie, discussion group, ICQ etc.)" (Kopecký, 2005, p. 9).

However, also much broader definitions are common. They may include all types of technology-enhanced learning. It aims at providing socio-technical innovations, improving efficiency and cost effectiveness, being independent on time, place and pace. Nichols describes e-learning as a term which is commonly used, but does not have a common definition. Although pedagogy (i. e. educational science, and mainly didactics)

is usually not part of the definition, some authors do include it, e.g. in the definition, where e-learning is said to be "pedagogy empowered by digital technology" (Nichols, 2008, p. 2). It is important to realize that the term e-learning is ambiguous. It is nearly impossible to define what it is, as it has different meanings to different people (Dublin, 2003). Furthermore, it is often used interchangeably with various other related terms, such as distance learning, distributed learning, and electronic learning (Oblinger, Hawkins, 2005). The meaning of the term also seems to depend on the context used. In companies, it often refers to the strategies that use the company network to deliver training courses to employees. Lately in most institutions, e-learning has been used to define a specific mode to attend a course or programmes of study where the students rarely or never meet face-to-face, nor access educational facilities because they study online.

Finally, Logan introduced the definition which describes e-learning from the five e-views: "Definition? The thing about e-learning is that nobody knows what it is. The "e" doesn't stand for electronic. Better to think of the "e" as evolving, or everywhere, or enhanced or extended... and don't forget effective. Effective e-learning thrives where web usability, communication, relationship, authentic content and knowledge management tools combine to create genuine engagement" (Logan, 2010). And Honey (2010) added: "One of the problems with appraising e-learning is that it is eclectic (the "e" is not only for electronic!). You can, for example, learn by conducting a focused search on a particular topic, learn by sending and receiving e-mails, learn by dipping into an online course, learn from participating in an online discussion forum and learn by being coached or mentored by e-mail. The common thread running through all these forms of e-learning is that they offer the possibility of learning from information delivered to us electronically."

As it can be seen from the above presented definitions, e-learning is understood from two different views. First, it is an educational process in which information and communication technologies are applied. Second, it is a set of technological tools applied in education. In the wide context it can be said e-learning is the process of education supported by information and communication technologies. Computer applications integrate elements, combine text explanations with animations, simulations, graphics, diagrams, audio and video-recordings and electronic tests. Students can choose their own way of learning which suits them best. Both educational systems available in the computer network and educational software on portable media (CD/DVD-ROMs) are included in e-learning.

E-learning is mostly used in the distance education or to support the present and combined form of education. Currently various forms of e-learning are used on all school levels from elementary schools to universities, mainly supporting the traditional present way of instruction, and in the lifelong and professional training courses. Despite foreing language teaching/learning a large extent of face-to-face activities is required, latest technologies enable to widely apply CALL on all school levels.

m-learning

The term **m-learning** or mobile learning, has different meanings for different communities, covering a range of scenarios but mainly focusing on learning with mobile devices. Mobile learning is defined as "learning across multiple contexts, through social and content interactions, using personal electronic devices" (Crompton, 2013 p. 4). In other words, with the use of mobile devices, learners can learn anywhere and at any time (Crompton, 2013). M-learning technologies include notebooks, netbooks, mp3 players, smartphones, tablets etc. M-learning focuses on the mobility of the learner and interacting with portable technologies. Mobile tools have thus become part of informal learning. M-learning is convenient as it is accessible virtually anywhere sharing the same content. Good message for learners all over the world is this highly active process has proven to increase exam scores from the fiftieth to the seventieth percentile, and cut the dropout rate in technical fields by 22 percent (Saylor, 2012). M-learning also brings strong portability by replacing books and exercise-books with small devices, filled with tailored learning contents.

b-learning

A combination of face-to-face teaching and CALL is usually referred as blended learning (b-learning). It has been designed to increase learning potential and is more commonly found than pure CALL (Pegrum 2009, p. 27).

Blended learning is a formal education programme in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace (Staker, Horn, 2012). While still attending a ´brick-and-mortar´ school structure, face-to-face classroom methods are combined with computer supported abctivities (Strauss, 2012). Proponents of blending learning cite the opportunity for data collection and customization of instruction and assessment as two major benefits of this approach. Schools with blended learning models may also choose to reallocate resources to boost student achievement outcomes The terms "blended," "hybrid," "technology-mediated instruction," "web-enhanced instruction," and "mixed-mode instruction" are often used as synonyms in current research literature (Jacob, 2011).

⏏ Task

Taking the above defined terms into account (CALL, CALI, e-learning, m-learning, b-learning, L1, L2, and possibly others which you consider crucial for this field), draw a mind map reflecting the CALL-terminology. Draw an arrow between two relating terms and write a verb describing the action running between them. In case of doubts, see http://www.wikihow.com/Make-a-Mind-Map. Refernces listed below should be considered before you start drawing the mind map.

⬊ References

BLOOMFIELD, L. 1994. *Language*. New York: Henry Holt and Company, revised version from 1914.

BUSH M., & TERRY R. (Eds.). 1997. *Technology-enhanced language learning*. Lincolnwood, Illinois: National Textbook Company.

CROMPTON, H. 2013. A historical overview of mobile learning: Toward learner-centered education. In Z. L. Berge & L. Y. Muilenburg (Eds.), *Handbook of mobile learning* (pp. 3-14). Florence, KY: Routledge.

DAVIES G., & HIGGINS, J. 1982. *Computers, language and language learning*. London: CILT.

DUBLIN, L. 2003. If You Only Look Under the Street Lamps... or Nine e-Learning Myths. [Online]. Avaiilable at: http://www.learningsolutionsmag.com/articles/341/if-you-only-look-under-the-street-lamps-or-nine-e-learning-myths (3 April 2014).

ELLIS, R. 2011. Educational Settings and Second Language Learning. [Online] . Available at: http://englishsma.blogspot.cz/2011/01/educational-settings-and-second.html (5 April 2014).

EUROPEAN COMMISION. 2001. *The eLearning Action Plan: Designing tommorow´s education.* Brussel: European Commision.

FRIEDERICI, A. D. 2011. The brain basis of language processing: from structure to function. *Physiol Rev,* 91(4), 1357– 1392.

GÜNDÜZ, N. 2005. Computer Assisted Language Learning (CALL). *Journal of Language and Linguistic Studies,* 1(2). [Online]. Available at: http://www.jlls.org/index.php/jlls/article/viewFile/16/18 (2 April 2014).

Hewlett-Packard development company. [Online] Available at: http://www.hp.cz/e-learning/elearning.php (11 October 2010).

HONEY, P. 2010. E-learning: a performance appraisal and some suggestions for improvement. [Online]. Available at: http://qou.edu/arabic/research/Program/ eLearningResearchs/eLearningPerformance.pdf. (11 October 2012)

JACOB, A. M. 2011. Benefits and Barriers to the Hybridization of Schools. *Journal of Education Policy, Planning and Administration*, 1(1), 61-82.

KOPECKÝ, K. 2005. *Základy e-learningu.* [CD] Olomouc: Net-University, s.r.o.

KOPECKÝ, K. 2006. *E-learning (nejen) pro pedagogy.* Olomouc: HANEX.

KOSSLYN, S. M., & OSHERSON, D. N. 1995. *An invitation to cognitive scienc*. Cambridge, Mass.: MIT Press.

KRASHEN, S. 2007. Stephen Krashen's Theory of Second Language Acquisition. [Online] Available at: http://www.sk.com.br/sk-krash.html (4 April 2014).

KVĚTOŇ, K. 2003. *Základy distančního a online vzdělávání.* Praha: ČVUT.

LEVY, M. 1997. *CALL: Context and conceptualisation*. Oxford : Oxford University Press.

LOGAN, R. 2010. Definition of eLearning. *eLearning Concept.* [Online]. Available at: http://www.managersforum.com/eLearning/ (4 April 2014).

NICHOLS, M. 2008. E-Learning in context. [Online]. Available at: http://akoaotearoa.ac.nz/sites/default/files/ng/group-661/n877-1---e-learning-in-context.pdf (6 December 2012).

NOCAR, D. et al. 2004. *E-learning v distančním vzdělávání.* Olomouc : Univerzita Palackého.

OBLINGER, D. G., & HAWKINS, B. L. 2005. The Myth about E-Learning. *EDUCAUSE Review,* 40(4).

PEGRUM, M. 2009. *From blogs to bombs: The future of digital technologies in education*. Perth: University of Western Australia Press.

SAYLOR, M. 2012. *The Mobile Wave: How Mobile Intelligence Will Change Everything*. Perseus Books/Vanguard Press.

SHIELD L., & KUKULSKA-HULME A. (eds.). 2008. Special edition of *ReCALL*, 20(3) on Mobile Assisted Language Learning.

STAKER, H., & HORN, M. B. 2012. Blended learning. [Online]. Available at: http://learningspaces.org/papers/Defining_Blended_Learning_NF.pdf (5 April 2015).

STRAUSS, V. 2012. Three fears about blended learning. *The Washington Post*. [Online]. Available at: http://www.washingtonpost.com/blogs/answer-sheet/post/three-fears-about-blended-learning/2012/09/22/56af57cc-035d-11e2-91e7-2962c74e7738_blog.html (5 April 2014).

WAGNER, J. 2005. Nebojte se eLearningu. *Česká škola.* [Online]. Available at: http://www.ceskaskola.cz/ (3 November 2011).

Recommended sources for further study
BUENDGENS-KOSTEN, J. 2013. Authenticity in CALL: three domains of 'realness'. *ReCALL*, 25 (2), 272 – 285.

COOK, W. A. 1986. On Call: Computer-Assisted Language Learning. *Studies in Second Language Acquisition*, 8(1), 88 – 91.

FRANK, O. 1980. Computer-Assisted Instruction (CAI) in Language Teaching and Learning. *Annual Review of Applied Linguistics,* 1 (3), 58 – 69.

HIGGINS, J. 1983. Computer assisted language learning. *Language Teaching,* 16(2), 102–114.

KOHN, K. 1995. Perspectives on computer assisted language learning. *ReCALL*, 7(2), 5 – 19.

KWANG HEE HONG. 2010. CALL teacher education as an impetus for L2 teachers in integrating technology. *ReCALL*, 22(1), 53 – 69.

MOYNE, J. 1987. *New developments in computer-assisted language learning*. Douglas Hainline (Ed.). London: Croom Helm.

MURRAY, D. E. 2013. A Case for Online English Language Teacher Education. The International Research Foundation for English Language Education. [Online]. Available at: http://www.tirfonline.org/wp-content/uploads/2013/04/TIRF_OLTE_One-PageSpread_2013.pdf

POULOVÁ, P., SOKOLOVÁ, M., & ŠIMONOVÁ, I. 2010. Předpoklady zavedení e-learningu do vysokoškolského vzdělávání a hodnocení jeho přínosu v procesu formování a rozvoje kompetencí studentů. *Aula*, 18(3), 20-27. [Online]. Available at: http://www.csvs.cz/aula/clanky/2010-3_clanek_elearning.pdf (04 April 2014)

STOCKWELL, G. 2007. A review of technology choice for teaching language skills and areas in the CALL literature*. ReCALL*, 19(2), 105 - 120

ŠIMONOVÁ, I., & BÍLEK, M. 2010. K problematice eLearningu adaptujícímu se stylům učení. *Media 4U magazine*, 1(8).

ŠIMONOVÁ, I., & BÍLEK, M. 2010. K problematice eLearningu adaptujícímu se stylům učení, část 2. *Media4Umagazine,* 1(9).

ŠIMONOVÁ, I., POULOVÁ, P., ŠABATOVÁ, M., & BÍLEK, M. 2009. *On the contribution of modern technologies towards developing key competences*. Hradec Králové: M&V.

ŠIMONOVÁ, I. et al. 2011. *Klíčové kompetence a jejich reflexe v terciárním e-vzdělávání.* Hradec Králové : M&V.

ŠIMONOVÁ, I. et al. *Styly učení v aplikacích eLearningu.* Hradec Králové: M&V.

USCHI, F. 2008. The unreasonable effectivness of CALL: What have we learned in two decades of research? *ReCALL*, 20(2), 141 – 161.

1.2 Historical background and pedagogical principles of CALL

Ivana Cimermanová

Using computers in a classroom nowadays means a real-life learning. Prensky (2010) states that "Today's students will not live in a world where things change relatively slowly (as many of us did) but rather in a future where things change extremely rapidly—daily and exponentially. So today's teachers need to be sure that, no matter what subject they are teaching, they are teaching it with that future in mind".

Authors differ in understanding the scope of computer assisted language learning (CALL). Bax (2003) limits the CALL to classroom, on the other hand e.g. Hubbard and Levy do not limit it to classroom language teachers. They state that "CALL is given a broad interpretation that reaches well beyond classroom language teaching. It involves research and development of a wide range of products including online courses, programs, tutors, and tools. It also includes discussion of the use of generic tools for language learning purposes such as the word processor, email, chat, and audio- and video-conferencing programs" (2006, p. 9).

Information and communication technologies are widely used in foreign language learning. The gradual progress of using ICT in English language teaching can be observed. Even though using technologies are mentioned in all educational documents as one of the priorities it is necessary to realise that they are not aim but the means of achieving the aim.

Using ICT in teaching English is a very broad term. Rank, Warren & Millum (2011) define nine aims or fields in using ICT, namely:

- Using ICT to Explore and Investigate (computer is a tool for both, students and teachers, word processors, internet, source of information, different projects, etc.)
- Using ICT to Analyse Language (e.g. use of different types of corpora, use of e-dictionaries)
- Using ICT to Respond, Interpret, Reflect and Evaluate (internet is an invaluable source of audio recordings, live streams, authentic texts, EFL materials)
- Using ICT to Compose and Create (e.g. using word processors, power point, as well as web writing blogs, individual or collaborative writing, mind mapping, wordle for creative writing, poem writing, etc.)
- Using ICT to Transform (editing tools – both, offline and online, different types of transformation, different audience, purpose, shortening, expanding the texts, changing tense, form, etc.)
- Using ICT to Present and Perform (e.g. creating presentations, photo stories, pecha kucha, movie creation, photo stories, etc.)
- Using ICT to Communicate and Collaborate (e.g. in project work, use of synchronous and asynchronous communication tools, threaded discussions, chats, skype, facebook; wikis, blogs etc.)

- Using ICT to Inspire and Engage
- Using ICT to Entertain (games, quizzes, socialising on net, etc.)
  These different aspects will be presented in the following chapters of the textbook.

Majority of digital natives can be recognised very easily; they listen to their ipods in the streets, they read e-books travelling on bus, they work with their smartphones, they keep all memos in the phones and thus they consider it to be "normal" to use technologies in the classroom as well.

Computer–based activities are not new to language classes. Computer assisted language learning (CALL) is present since 60ies and its development is characterised in terms of three phases defined by Warschauer (1996) as behavioristic CALL, communicative CALL and integrative CALL.

Drill-and-practice activities were typical for behaviouristic CALL that was spread in 1950s – 1970s (in later publications he also uses the term structural period). Those activities are often describes as drill-and-kill activities. Dudeney and Hockly (2012) describe this period as a period of static text, i.e. period of word processors, simple games and exercises with very simple answers. The next period (1970s-1980s) is described as communicative CALL period. "Proponents of communicative CALL stressed that computer-based activities should focus more on using forms than on the forms themselves, teach grammar implicitly ... allow and encourage students to generate original utterances rather than just manipulate prefabricated language, and use the target language predominantly or even exclusively". (Warschauer, Healey, 1998) The main activities were language games, text reconstruction with higher interaction compared to behaviouristic CALL. Computer was used not only as a tutor (giving the correct answer in drill-and practice activities) but also as a stimulus for discussion and critical thinking. Integrative CALL is based on task-based, project-cased activities using especially authentic material where various language skills similarly as technology were integrated. This period dates back to 1980s – 1990s. Compared to communicative CALL, integrative phase brings multimedia and internet to the language classroom. Bax (2003) incisively criticises the terminology as well as methodology applied in naming the phases defined by Warschauer and Healey and categorises 3 approaches to CALL contrasting those CALL phases, namely restricted CALL, open CALL and integrated CALL.

Towards the end of 1990s the technological development led also an important shift in CALL or generally in computer mediated learning. Wider internet access allowed a wider variety of activities base on the internet. A lot of teacher resources were available, similarly as different activities for language learning (e.g. webquests, online discussions, etc.). Transition from web 1.0 to 2.0, from static to consumer driven space meant another transformation of using technologies in language learning. E-learning, m-learning or MOOCS are terms that can be heard everywhere.

Warschauer (2004, p. 22) summarised the history of CALL in 2004 as follows:

Table 1: The Three Stages of CALL

STAGE	1970s-1980s: Structural CALL	1980s-1990s: Communicative CALL	21st Century: Integrative CALL
TECHNOLOGY	Mainframe	PCs	Multimedia and Internet
ENGLISH-TEACHING PARADIGM	Grammar translation and audiolingual	Communicate language teaching	Content-Based, English for Specific Purposes/ English for Academic Purposes
VIEW OF LANGUAGE	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Sociocognitive (developed in social interaction)
PRONCIPAL USE OF COMPUTERS	Drill and practice	Communicative exercises	Authentic discourse
PRINCIPAL OBJECTIVE	Accuracy	Fluency	Agency

Sources for CALL

A lot of people connect CALL only with using internet, however there are many more sources for CALL, as e.g. different types of software, offline activities (either ready-made activities or different types of authoring tools), multimedia, websites, interactive whiteboards, CMS (see definition above concerning including CMS to CALL).

Barker and King (1993, p. 309) suggest 4 main categories that they consider to be of key importance in **the educational software** evaluation:

- Quality of end-user interface design
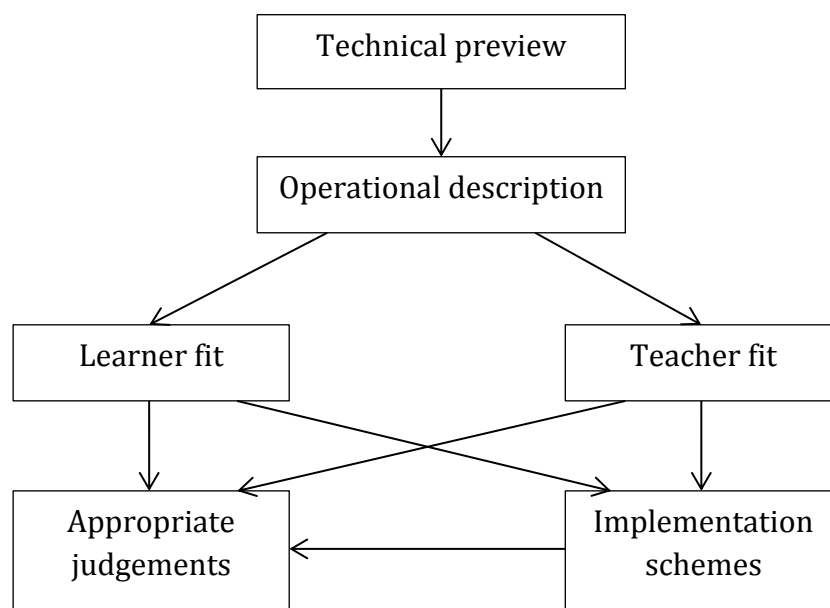- Engagement
- Interactivity
- Tailorability.

They stress there are also secondary criteria that should be considered (e.g. user learning style, monitoring and assessment techniques, etc.)

Hubbard (2006) points out that any software evaluation process is comprised of three stages: selection (evaluation), implementation, and assessment and defines the evaluation criteria in a more complex way and he visualises the relations the criteria in Scheme 1.

Technical preview, even though might be seen as a secondary criterion, has to be carefully considered. Especially in case the teacher is not computer literate and skilled, the installation and running the software has to be smooth and user-friendly. It is important to check the compatibility with the hardware and software we have. It is important to fully understand how the software operates. The licence (single or multi), how many computers we need, do we need some supplementary technologies, etc.

The software should correspond to the aims and reflect the needs and characteristics of the target group (e.g. age, proficiency level, interests, needs). Prior using software in the classroom teacher should consider how it can be integrated into the course, consider what students need to know to use the software effectively, and how much time it will take. Last but not least it is equally important to consider the value (learner and teacher fit) and the costs, benefits of implementation.

What more, in some cases we use computer as tutor and does the software should provide a user with a feedback. It is the advantage if the software records the users ("remembers") and saves scores and other performances. Help (e.g. in a form of guidelines how to operate...) should be available so students in case they need help e.g. with navigation.

```
                        ┌─────────────────────┐
                        │  Technical preview  │
                        └─────────────────────┘
                                  │
                                  ▼
                     ┌──────────────────────────┐
                     │ Operational description  │
                     └──────────────────────────┘
                        ╱                    ╲
                       ▼                      ▼
          ┌──────────────────┐      ┌──────────────────┐
          │   Learner fit    │      │   Teacher fit    │
          └──────────────────┘      └──────────────────┘
                  │   ╲            ╱        │
                  ▼    ╲          ╱         ▼
          ┌──────────────────┐      ┌──────────────────┐
          │   Appropriate    │◄─────│  Implementation  │
          │   judgements     │      │     schemes      │
          └──────────────────┘      └──────────────────┘
```

Petty (2009, p. 395) suggests answer the following questions prior to using different types of resource in EFL class:

- "Does it do something that needs doing?
- Is the material of the correct depth (difficulty) and breadth (having sufficient but not over-detailed content)?
- Does it assume prior learning some students don't have?
- Is the resource interactive? 'Page turners' soon bore students.
- Is the resource multi-sensory? Does it make use of the visual and perhaps the auditory channel?
- Is the language level appropriate?
- Value for effort: Is it going to take so long for the students to learn how to use the material that the educational gains are not worth their effort?
- Can students get a printout if this is necessary?

And for computer programs that teach students directly:

- Have you got the minimum hardware necessary to run the program?
- Are there technical or copyright restrictions on the number of students who can use the program at the same time?
- Is the program foolproof? Is it student-proof?
- Do you know how to load the program/reload it if it 'crashes' (goes wrong)?"

He also, similarly as Hubbard, adverts to technical skills teachers need/need not to have to run and operate the software. The similar criteria have to be considered in case of multimedia use. **Multimedia** are characteristic by combining different types of media. In the 1990 there was quite a wide variety of EFL software available in Slovakia. Davis (2004) suggests that we ask ourselves the following questions when examining a new multimedia program.

- Is the level of language that the program offers clearly indicated?
- Is the user interface easy to understand? For example, are there ambiguous icons that cause confusion?
- Is it easy to navigate through the program? Is it clear what point the learner has reached?
- What kind of feedback is the learner offered if he/she gets something wrong? Is the feedback intrinsic or extrinsic?
- If the learner gets something right without understanding why, can he/she seek an explanation?
- Can the learner seek help, e.g. on grammar, vocabulary, pronunciation, cultural content?
- Does the program branch to remedial routines?
- Can the learner easily quit something that is beyond his/her ability?
- Does the learner have to mentally process the language that he/she sees and hears? Or does the program offer a range of point-and-click activities that can be worked through with the minimum of understanding?
- If the program includes pictures, are they (a) relevant, (b) an aid to understanding?
- If the program includes sound recordings, are they of an adequate standard? Are they (a) relevant, (b) an aid to understanding? Is there a good mix of male and female voices and regional variations?
- Can the learner record his/her own voice? Can the learner hear the playback clearly? Does the program make use of Automatic Speech Recognition (ASR)? Is it effective?
- If the program includes video sequences, are they of an adequate standard? Are they (a) relevant, (b) an aid to understanding?
- Does the program include scoring? Does the scoring system make sense? Does it encourage the learner?

Internet offers authentic material as well as EFL materials. It is a space where teachers can publish and share their own material, it is a space for public discussion and communication. Students and teachers have an approach to a vast number of materials that are undeniably useful in EFL but on the other hand there also some pitfalls that teachers have to be aware of. Internet is a source of different types of material (different quality of English, different proficiency of English, different cultures, texts and material for different target groups, offensive language, etc.).

Kir and Kayak (2013, p. 2788-2795) discuss the criteria for the evaluation of **websites** teaching English as a foreign language. Similarly Kartan and Uzun (2010, p. 93-94) propose and explain the characteristics of a good website and categorise them into three fields, namely physical characteristics, contextual characteristics and pedagogical characteristics.

1. Physical characteristics

"The physical characteristics of a website can be defined as the features that form the general structure of the site. These features such as color, parts and sections, links and buttons, etc. would be mostly related to the design of the website. A good website should have the following physical characteristics:

- A good, user-friendly design where each part and section should be clearly seen and easy to use.
- The site should allow for easy transition between sections without bothering the user by opening a lot of windows, or leading him/her to unintended places.
- The color of the site should not tire the eyes of the users, and should stimulate certain nerves in the brain while also providing relaxation.
- Users should be able to use online dictionaries or some other programs in concordance with the activities and exercises in the site.
- Users should be able to find rich written, audio, and visual materials related to any linguistic subject or skill.

2. Contextual characteristics

The contextual characteristics of a website can be defined as the features of the content that is in the site. These features such as testing tools, software, lesson plans, exercises, etc. would be mostly related to the material used in the site Explanation and guidance throughout the pages should be clear to enable users to benefit from the content without the need for any exterior tutor. According to this, a good website should have the following contextual characteristics:

- Users should be able to find materials appropriate for the level, subject, or type of their choice.
- The materials should be up to date and authentic in order to match the needs and interest of the users. The materials should be arranged carefully under specific titles.
- There should be materials of every type (e.g., written, visual, audio) for every level and every subject.

- The available materials should be supported by extrinsic sources and programs such as search engines, newspapers, magazines, radio and TV stations, papers, posters, etc.
- The exercises in the site should allow for customization and contribution of the users, and be of flexible use. Learners should be able to save, delete, change, or go back or forward while doing the exercises.
- The users should receive feedback, and they should be able to choose the type of feedback needed.
- The construction of practice and testing tools should serve the option for learners to choose from various types and levels of exercises.

3 Pedagogical characteristics

The pedagogical characteristics of a website can be defined as features that contribute to the learning and teaching process regarding the use of methods, approaches, feedback, and everything related specifically to education. Thus, a good website should have the following pedagogical characteristics:

- Explanation and guidance about the exercises and activities should be short and comprehensible.
- Provided feedback should be informative, reinforcing, and constructive.
- The content should be designed considering the innovations in the education and language teaching fields.
- All materials should be at an appropriate level, authentic, and applicable regarding the needs, scope, and goal of the website" (ibid).

Distance education is not new to us. The term distance education is frequently understood as a full synonym of e-learning what is not correct. Different forms of distance education were present in Slovakia too. The radio/TV programmes, correspondence course (EŠKK have been here since 90ties).

Digital era brought different means of communication and information transfer what allowed introducing new technology to teaching and learning as well. Starting with data ftp transfer, email exchange, web presentation multimedia presentations and learning management systems or content management system, we nowadays face an enormous increase of MOOCs (massive open online courses). There are portals offering a wide spectrum of courses that could be labelled with different tags (non)-formal course, (non)-credited course etc.

The term virtual learning environment (VLE) is quite broad and it can cover or "range from web sites to virtual classrooms to 3D immersive worlds. When considering websites, a set of web pages does not constitute a virtual learning environment unless there is social interaction about or around the information" (Dillenbourg, 2000, in Barkand, Kush, 2009). Currently, when we talk about e-learning system we deal with the learning management system that enables us to manage and administer class virtually on-line.

E-learning (similarly as m-learning) encourages **autonomous learning** and high level of responsibility for the learning results. However, the presence of self-access facilities does not necessarily ensure that independent learning is taking place (Sheerin, 1997, in Kimura, Obari, & Goda, 2011, p. 38).

Watts (2010) and Moore (1989) discuss the issue of e-learning, however the ideas about interaction can be equally used when describing the computer assisted learning. Watts (2010) defined three main types of interaction in an online distance learning course:

- learner-to-content interaction,
- learner-to-learner interaction,
- learner-to-instructor interaction.

The same model was suggested by Moore (1989) who provided the definition of three modes of interaction: learner-content or subject of study, learner-instructor, and learner-learner. Learner-content interaction involves the student interacting with the subject of study. Learner-instructor interaction includes the instructor making presentations, demonstrating skills, modelling values, organizing and evaluating student learning, and providing support. Students derive learning from interaction with their peers via debate, collaboration, idea manipulation, and incidental learning.

Teachers

Teachers need time to learn how to use software, how to plan the teaching/learning process, how to plan student-centric lesson, to make sure the lesson is not teacher-centred or content-centred. In CALL a **teacher** acts as a Coach. It is important that using technology is not aim but rather technology should support and extend objectives of curriculum and to engage students in meaningful learning.

Frei, Gammill & Irons (2007, p. 35) summarised the essential computer skills for teacher as follows:

- Know the basic hardware components of a computer.
- Use the online help function within software applications.
- Understand how different passwords are generated and used.
- Know about basic file structure and manipulation (i.e., what a folder is and how to copy, move, and delete a file on a hard drive or disk).
- Know how to search for a file and how to select a location when saving from the Internet or an email attachment.
- Know the basics of the computer's operating system.
- Know how to send and receive email.
- Know how to use the Internet.
- Be able to integrate technology-based grade level/content lessons into classroom activities.
- Run antivirus software.
- Use a word processor and its basic functions.

- Save and retrieve files.
- Manage data in teacher-based productivity software (i.e. grade book, attendance, etc.).
- Know and use proper computer terminology.
- Be able to follow written and oral instructions to complete computer tasks.
- Use common sense and have realistic expectations when using a computer.
- Be willing to try to figure out problems that arise when using technology.
- Know how to check for unplugged or loose cables.
- Realize that sometimes computers do unexpected things and a reboot often fixes the problem.
- Report a computer/technology problem to the person or persons who have the capability to fix it.

Kessler (2005, in Hubbard & Levy, 2006, p. 27) based on the research studies states that "teachers rather gather information from colleagues than any other formal method of training". Similarly, Galloway (1997) found that most teachers surveyed learned to use computers on their own or with the help of friends and colleagues outside of the classroom and not as a result of their formal training.

Bernátová & Kochová (2013, p. 36) state that it is necessary to develop ICT skills and competences dealing with integrating ICT into the educational process during the university studies but at the same tome it is the life-long learning process because of the rapid development of new technologies.

Hubbard & Levy (2006, p. 3) claim that „ISTE (International Society for Technology in Education) has produced a set of guidelines for technological competence for both teachers (ISTE 2000) and elementary and secondary students (ISTE 1998). Guidelines such as these can inform similar enterprises in CALL, but language learning is broadly recognized as a unique field that should be wary of relying too much on generic educational criteria".

Conclusion

The positive aspects of using computers in language learning have been already indicated in the text above. One of the most emphasised reason why to apply CALL is that it motivates students to participate more actively, to study topics more deeply, it reflects real life, it enhances learning, it is dynamic, interactive, etc.

Using ICT is modern and "trendy" but it is important to realise the possible drawbacks or threats when planning its implementation:

- The technology used in the classroom should not be further than students' conceptual understanding.
- Technology should not determine the content or the activity; teachers should shape the technology to meet their students' needs.
- The technology used in the classroom should promote the students goals and not to be used just for the sake of the technology.

- In case the only reason for the use of technology is to entertain, other options should be considered.
- Benefits and drawbacks of the use of technology should be considered before its use in the classroom (Olson & Clough, 2001).

⮷ References

BARKAND, J., & KUSH.J. 2009. GEARS a 3D Virtual Learning Environment and Virtual Social and Educational World Used in Online Secondary Schools. *Electronic Journal of e-Learning,* 7(3), 215 – 224.

BARKER, P., & KING, T. 1993. Evaluating interactive multimedia courseware - a methodology. *Computers in Education*. 21(4), 307-319. Oxford: Elsevier Science.

BAX, S. 2003. CALL-Past, Present, and Future. *System: An International Journal of Educational Technology and Applied Linguistics. 31*(1), 13-28*.* [cit. 18 March 2014]. Available at http://www.editlib.org/p/96413

BERNÁTOVÁ, R., & KOCHOVÁ, H. 2013. *Informačno-komunikačné technológie v primárnom prírodovednom vzdelávaní.* Prešov: Prešovská univerzita v Prešove. [Online]. [cit. 15 March 2014]. Available at http://www.pulib.sk/web/kniznica/elpub/dokument/Bernatova7

DAVIES, G. 2004. *ICT4LT Module 2.2: Introduction to multimedia CALL*. [Online]. [cit. 15 March 2014]. Available at http://www.ict4lt.org/en/en_mod2-2.htm

DUCATE, L., & ARNOLD, N. (Eds.). 2006. *Calling on CALL: From Theory and Research to New Directions in Foreign Language Teaching*. San Marcos: CALICO.

DUDENEY, G., & HOCKLY, N. 2012. ICT in ELT: how did we get here and where are we going? *English Language Teachers Journal*, 66(4), 533 – 543.

FREI, S., GAMMILL, A., & IRONS, S. 2007. *Integrating Technology Into the Curriculum*. Shell Education.

HUBBARD, P. 2006. Evaluating CALL Software. In Ducate, L., & Arnold, N. (Eds.). *Calling on CALL: From Theory and Research to New Directions in Foreign Language Teaching*. San Marcos: CALICO.

HUBBARD, P., & LEVY, M. 2006. *Teacher Education in CALL*. Philladelphia: John Benjamins North America.

KIMURA, M., OBARI, H., & GODA, Y. 2011. Mobile Technologies and Language Learning in Japan. In Levy, M., Blin, F., Siskin, C. B., & Takeuchi, O. (Eds.), *WorldCALL: International Perspectives on Computer-Assisted Language Learning.* New York: Routledge.

KARTAL, E., & UZUN, L. 2010. The Internet, Language Learning, and International Dialogue: Constructing Online Foreign Language Learning Websites. *Turkish Online Journal of Distance Education-TOJDE*, 11(2), 90-104.

KAZANCI, Z., & OKAN, Z. 2009. Evaluating English Language Teaching Software for Kids: Education or Entertainment Or Both? *The Turkish Online Journal of Educational Technology – TOJET*, 8(3), article 4.

KIR, E., & KAYAK, S. 2013. The Evaluation of Websites Teaching English as a Foreign Language. *Procedia - Social and Behavioral Sciences,* 106, 2788–2795.

MOORE, M. G. 1989. Three types of interaction. *American Journal of Distance Education*, 3(2), 1-6.

OLSON, J. K., & CLOUGH, M. P. 2001. Technology's tendency to undermine serious study: a cautionary note. *Clearing House: A Journal of Educational Strategies, Issues and Ideas,* 75(1), 8 - 13.

PETTY, G. 2009. *Teaching Today: A practical guide.* 4th ed. Nelson Thornes.

PRENSKY, M. 2010. *Teaching Digital Natives: Partnering for Real Learning*. Hawker Brownlow Education.

PRÍDAVKOVÁ, A. 2010. Elektronický kurz v matematickej príprave budúcich učiteľov primárnej školy. In: *didZA 7 [elektronický zdroj] : [nove trendy vo vyučovaní matematiky a informatiky na základnych, stredných a vysokých školách*]: zborník príspevkov z konferencie. Žilina, Žilinská univerzita v Žiline, 2010.

RANK, T., WARREN, CH., & MILLUM, T. 2011. *Teaching English Using ICT: A Practical Guide for Secondary School Teachers*. London: Continuum.

WARSCHAUER, M., 1996. Computer Assisted Language Learning: an Introduction. In Fotos, S. (ed.), *Multimedia language teaching* (pp. 3-20). Tokyo: Logos International. Available also at http://www.ict4lt.org/en/warschauer.htm

WARSCHAUER, M. 2004. Technological change and the future of CALL. In S. Fotos & C. Brown (Eds.), *New Perspectives on CALL for Second and Foreign Language Classrooms.* (pp. 15-25). Mahwah, NJ: Lawrence Erlbaum Associates.

WARSCHAUER, M. & HEALEY, D. 1998. Computers and language learning: An overview. In *Language Teaching*, 31, 57-71.

WATTS, N., 2010. Reflecting On Models For Online Learning In Theory& Practice. *AISHE-J* 2(1), 19.1 – 19.12: Building Interactions. [Online]. [cit. 15. March 2014]. Available at: journals.sfu.ca/aishe/index.php/aishe-j/article/download/19/27

2   CALL and language systems

2.1 CALL and teaching vocabulary

Silvia Pokrivčáková

Teaching and learning vocabulary

Vocabulary is the a sum of all words that a language consists of. The term also marks the set of words a particular person can use in communication. The personal vocabulary is not stable: grows and evolves (or diminishes) over the course of a person´s lifetime.

> **TO KNOW A WORD MEANS:**
> - to know the word´s meaning;
> - to pronounce the word correctly;
> - to spell it correctly;
> - to be able to use it in a sentence
> (to be able to recognize its grammar categories,
> e.g. whether it is a noun, a verb,
> how it creates a plural form - with nouns,
> or past tense - with verbs, etc.);
> - to know its connotations;
> - to know its idiomaticity.

Since the extent and depth of personal vocabulary directly influences the individual´s success in comprehending and producing a language, the area of teaching and learning foreign language vocabulary belongs to the most studied and discussed in foreign language pedagogy. Scholarly literature offers many (and sometimes contradictory) theories, hypotheses, rules, teaching tips and recommendations for teaching vocabulary and lexical skill development (Aitchison, 1995; Allen, 1983; Allum, 2004; Blachowicz & Fisher, 2014; Graves, August & Mancilla-Martinez, 2012; Ellis, 1995; Hirsch & Nation, 1992; Hulstijn, 1997; Nation, 2008; Schmitt, 2000; Singleton, 1999; Vernon, 2012 and many others). It is the matter of teacher´s choice exclusively which of them he/she will trust and follow. In this work, anyway, we follow the rules and recommendations published in the textbook *Modern Teacher of English* (Pokrivčáková, 2012, p. 71-81).

Computer assisted vocabulary teaching (CAVT) and learning (CAVL)

"In order to learn words, learners need to have many opportunities to encounter a word as often as possible and to repeatedly rehearse the material. The former can be achieved through constant exposure to the target language, the latter through sufficient practice. After some time, learners need to be asked to retrieve studied words from their memory and use them in new contexts. This should be done fairly often so that they have a chance to use the learned words as often as possible" (Gondová, 2012, p. 115). It is this continual need for active repetition and using the foreign words in new contexts that opens the possibilities for CAVT/CAVL. There is simply not enough time and space to copy the natural and thus the most effective way of vocabulary acquisition (mostly incidental) in the limited time of teaching a foreign language in the classroom.

After first studies of the possibilities of CAVT/CAVL in the early 1990s, Goodfellow (1994) summarized that lexical CALL programs needed to:

a) meet learners´ individual learning needs;
b) maximize interactivity in the selection, processing and practice of target words;
c) promote a deep learning (based on long-lasting memory);
d) support learning processes which focus on structure in the target-word list;
e) diagnose learning progress;
f) and generate and record data on learning approaches and outcomes (this function is secured by various user-data tracking systems) (Fischer, 2007; 2012).

The development of new CAVT teaching technologies is very fast, fuelled by ample pedagogical research (e.g. Allum, 2004; Cumming, Cropp, & Sussex, 1994; Ellis, 1995; Goodfellow, 1994, 1995; Groot, 2000; Ma, 2009; Son, 2001; Stockwell, 2007; Zähner, Gupta, & Olohan, 1994).

Similarly to face-to-face and human-to-human vocabulary teaching, softwares aimed at CAVT/CAVL introduce or exercise foreign vocabulary in three main contexts (c.f. Pokrivčáková, 2012, p. 71-81):

a) **visual context,**
b) **semantic contexts,**
c) **interlingual context.**

Introducing or practicing vocabulary in the fourth – **textual** – context does not occur in CAVT frequently. Activities and exercises in which learners learn or fix the meaning of foreign words in relationship to the neighbouring words or the qualities of the text as a unit (e.g. through guessing the meaning from the context) are usually more focused on developing general reading comprehension skills than on vocabulary development.

DEVELOPING VOCABULARY IN A VISUAL CONTEXT

Developing (introducing or fixing) vocabulary in connection with the visual representations of words (pictures or photographs) is the most natural way how to help learners with enriching their active vocabulary. Therefore visual-based activities should be the first to reach for. They include:

Flashcards
Example 1

Colouring pages
Example 1 Human body
Example 2 Butterfly
Example 3 Colouring Game

Labelling pictures or objects (learners are asked to label pictures on the display with words in a target language).
Example 1 Action verbs
Example 2 Food vocabulary
Example 3 Bedroom vocabulary

Picture dictionaries
Example 1
Example 2
Example 3
Example 4

  A) DEVELOPING VOCABULARY IN SEMANTIC CONTEXTS

This set includes softwares and activities in which the meaning of foreign words is introduced or fixed by means of **other words.**

Monolingual dictionaries

Most often, learners learn vocabulary through verbal explanations (**Example 1**) and dictionary definitions (e.g. **www.dictionary.com, www.thesaurus.com, www.oxforddictionaries.com, http://dictionary.cambridge.org/**). As Son (2001, p. 29) has it, "the significant difference between paper dictionaries (conventional dictionaries) and computerised dictionaries (electronic dictionaries) is in presentation modality. Paper dictionaries provide printed information in sequence from beginning to end. Computerised dictionaries allow learners to get auditory and visual information presented by text, sound or graphics through diverse exploration paths".

Even more effective can be interactive activities based on relating words into pairs or groups according to their meaning relationships, e.g. similarity, opposition, similar sounding, similar spelling, etc.

Introducing the meaning/fixing the knowledge of new words through synonyms
Example 1
Example 2
Example 3

Introducing the meaning/fixing the knowledge of new words through antonyms
Example 1
Example 2
Example 23

Introducing/fixing the knowledge of new words through homonyms and homophones
Example 1
Example 2
Example 3

  B) DEVELOPING VOCABULARY IN INTERLINGUAL CONTEXTS

Interlingual context is activated if foreign words are explained or fixed with the help of learners´ mother language.

Bilingual dictionaries (English → mother language)
Example 1
Example 2
Example 3

On-line translators
Example 1
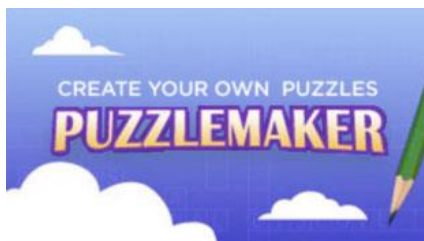**Example 2**
Example 3

Examples of CAVT/CAVL websites

ESL.about.com
ESOL Courses FREE English Lessons Online

Websites with CAVL games and other entertaining activities

Instant Online Puzzle-Maker

Many things.org

Self-Study English Vocabulary Quizzes

British Council

English flash games

Crossword puzzle maker

�’ References

AITCHISON, J. (1995). *Words in the Mind.* Oxford: Basil Blackwell.

ALLEN, V. F. (1983). *Techniques in Teaching Vocabulary*. Oxford University Press

ALLUM, P. (2004). Evaluation of CALL: Initial vocabulary learning. *ReCALL*, 16(2), 488–501.

BLACHOWICZ , C. & FISHER, P. J. (2014). *Teaching Vocabulary in All Classrooms.* 5th Edition. Pearson Professional Development.

CUMMING, G., CROPP, S., & SUSSEX, R. (1994). On-line lexical resources for language learners: Assessment of some approaches to word definition. *System, 22,* 369-377.

ELLIS, N. C. (1995). The psychology of foreign language vocabulary acquisition: Implications for CALL. *Computer Assisted Language Learning, 8,* 103-128.

FISCHER, R. (2007). How do we Know what Students are Actually Doing? Monitoring Students' Behavior in CALL. *Computer Assisted Language Learning*, 20(5), 409-442.

FISCHER, R. (2012). Diversity in learner usage patterns. In G. Stockwell (Ed.), *Computer-assisted language learning diversity in research and practice* (p. 14–32). Cambridge University Press.

GONDOVÁ, D. (2012). *Taking First Steps in Teaching English: Teaching Systems*. Žilina: Žilinská univerzita.

GOODFELLOW, R. (1994). Design principles for computer-aided vocabulary learning. *Computers & Education, 23,* 53-62.

GOODFELLOW, R. (1995). A review of the types of CALL programs for vocabulary instruction. *Computer Assisted Language Learning, 8,* 205-226.

GROOT, P. J. M. (2000). Computer Assisted Second Language Vocabulary Acquisition. *Language Learning & Technology* , 4(1), May 2000, 60-81.

GRAVES, M. F., AUGUST, D. & MANCILLA-MARTINEZ, J. (2012). *Teaching Vocabulary to English Language Learners*. (Language and Literacy Series). New York: TCP.

HIRSCH, D., & NATION, P. (1992). What vocabulary size is needed to read unsimplified texts for pleasure? *Reading in a Foreign Language, 8,* 689-696.

HULSTIJN, J. (1997). Mnemonic methods in foreign language vocabulary learning: Theoretical considerations and pedagogical implications. In J. Coady & T. Huckin (Eds.), *Second Language Vocabulary Acquisition* (p. 203-224). Cambridge: Cambridge University Press.

HULSTIJN, J., HOLLANDER, M., & GREIDANUS, T. (1996). Incidental vocabulary learning by advanced foreign language students: The influence of marginal glosses, dictionary use, and reoccurrence of unknown words. *Modern Language Journal, 80*(3), 327-340.

MA, Q. (2009). *Second Language Vocabulary Acquisition*. Bern: Peter Lang.

NATION, I. S. P. (1990). *Teaching & Learning Vocabulary.* Boston: Heinle & Heinle.

NATION, P. (1993). Vocabulary size, growth and use. In R. Schreuder & B. Weltens (Eds.), *The Bilingual Lexicon (*p. 115-134). Amsterdam: Benjamins.

SCHMITT, N. (2000). *Vocabulary in Language Teaching*. Cambridge Language Education.

SON, J.-B. (2001). CALL and vocabulary learning: A review. *English Linguistic Science, 7*, 27-35.

SINGLETON, D. (1999). *Exploring the Second Language Mental Lexicon.* Cambridge: Cambridge University Press.

STOCKWELL, G. (2007). Vocabulary on the move: investigating an intelligent mobile phone-based vocabulary tutor. *Computer Assisted Language Learning*, 20 (4), 365–383.

VERNON, S. A. (2012). *ESL Games: 176 English Language Games for Children: Make your teaching easy and fun.* CreateSpace Independent Publishing Platform

ZÄHNER, C., GUPTA, G., & OLOHAN, M. (1994). Lexical resources in CALL. *Computers & Education, 23,* 75-80.

2.2 CALL and teaching pronunciation

Silvia Pokrivčáková

1. Teaching foreign language pronunciation

For a long time, a correct (= accentless) pronunciation has been considered a sign of higher social positions, good manners and quality education. Poor pronunciation, on the other side, used to point to the lack of all the previous qualities and could lead to negative evaluation and social discrimination. Apart from the sociological aspects, poor pronunciation can negatively affect comprehensibility of communication and distract listeners. Consequently, the knowledge of correct pronunciation was understood as an essential component of communicative competence (Celce-Murcia, Brinton & Goodwin, 2004; Fraser, 1999; Kelly, 2000; Kenworthy, 1987; Kráľová & Metruk, 2012; Morley, 1994; and others).

However, the opinions of contemporary teachers and academics on the need of teaching/learning correct pronunciation differ. While one group of them still believes that correct pronunciation is a basic condition of developed communicative competence (Morley, 1994; Celce-Murcia, Brinton & Goodwin, 2004; Kelly, 2000; and others), the other group, starting with Scovel (1988) claims that teaching accent-free pronunciation is a utopic, unrealistic goal (Derwing, 2010; Neri, Cucchiarini, Strik, & Boves, 2002; Pennington, 1999) since there is no agreement on what exactly a "correct English pronunciation". Instead of *nativeness* and *accentedness*, modern pronunciation training should aim at other aspects of pronunciation, such as *understandability* and *intelligibility* (Celce-Murcia, Brinton & Goodwin, 2004; Derwing & Munro, 2005; Kráľová & Metruk, 2012; Morley, 1994 and others).

Another serious problem related with teaching pronunciation comes from the non-native ELT teachers´ attitudes. Many of them do not feel confident enough about their own pronunciation and thus they implicitly try to avoid pronunciation-based activities in their classes.

Some research studies point to the fact that many teacher-training courses for foreign language teachers do not cover the area of teaching pronunciation appropriately (Kráľová & Metruk, 2012; Morley, 1994; MacDonald, 2002 and others). Moreover, only a limited number of pronunciation exercises appear in the majority of textbooks (with the exeption of starters) and they are usually based on "listen and repeat" approach (Jones, 1997).

The result of the combination of all the above mentioned problems (complexity of the pronunciation phenomena, EFL teachers´ attitudes, insufficient teacher-training and lack of materials in textbooks) is that if compared to teaching vocabulary or grammar, teaching pronunciation seems to be a somehow neglected linguistic system in the context of foreign language education (Kolesnikova, 2012; Kráľová & Metruk, 2012).

In this situation, using pronunciation-training computer programmes and digital materials seems to be the simple, helpful and effective "medicine".

2. Computer assisted pronunciation training (CAPT)

The specific position of teaching pronunciation via computer assisted instruction is reflected in the development of the special branch of CALL, which is *CAPT: Computer Assisted Pronunciation Training (CAPT).* This branch deals with training correct pronunciation in general, including mother language, second language and foreign language pronunciation learning.

The majority of CAPT systems were originally developed and used as clinical instrumentation tools of speech-language pathologists to treat communication disorders of children and adults. Only later they began to be applied in foreign language education. They generally monitor all important aspects of speech/voice behaviours, measure selected speech/voice parameters (e.g., pitch, amplitude, and spectral characteristics) and provide users with intuitive visual displays (spectrographs etc.). Moreover, they usually include "fun" modules with entertaining voice games, animated graphics and other activities to motivate younger users.

The advantages of computer assisted pronunciation training (CAPT) software for improving English learners' pronunciation have been studied extensively (see the list of references). One of the generally accepted doctrines is that good CAPT systems, similarly to human teachers, should follow the basic three-item teaching procedure "input – output – feedback" (I-O-F):

```
┌──────────┐      ┌──────────┐      ┌──────────────┐
│  INPUT   │ ───▶ │  OUTPUT  │ ───▶ │   FEEDBACK   │
└──────────┘      └──────────┘      └──────────────┘
```

A. Input = listening to models

The CAPT system should contain an abundant amount of input (i.e. model materials) in a foreign language. Learners need to have access to:

- sufficient quantities of **various types of model texts/discourses** (e.g. everyday conversations, scientific programmes, business news, excerpts from dialogues in movies, radio interviews, informal and formal speeches, friendly chatting, etc.). Some CAPT systems (e.g. Visi-Pitch) make it possible for learners to play recorded texts at both normal and slow speeds with simultaneous phonetic transcript;
- materials presented by **various native speakers** so they will learn to recognize individual characteristics of speakers and to induce general phonetic rules;
- **visual aids** depicting native speakers´ articulators movements, since simultaneous seeing and hearing a sound often helps improve learners´ foreign language production and perception. The visual aids are often presented in the forms of video sequence of the mouth producing a sound and accompanied by a written explanation;
- **graphic representation of speech sounds** (spectrogram) on a computer screen (see Fig. 1).
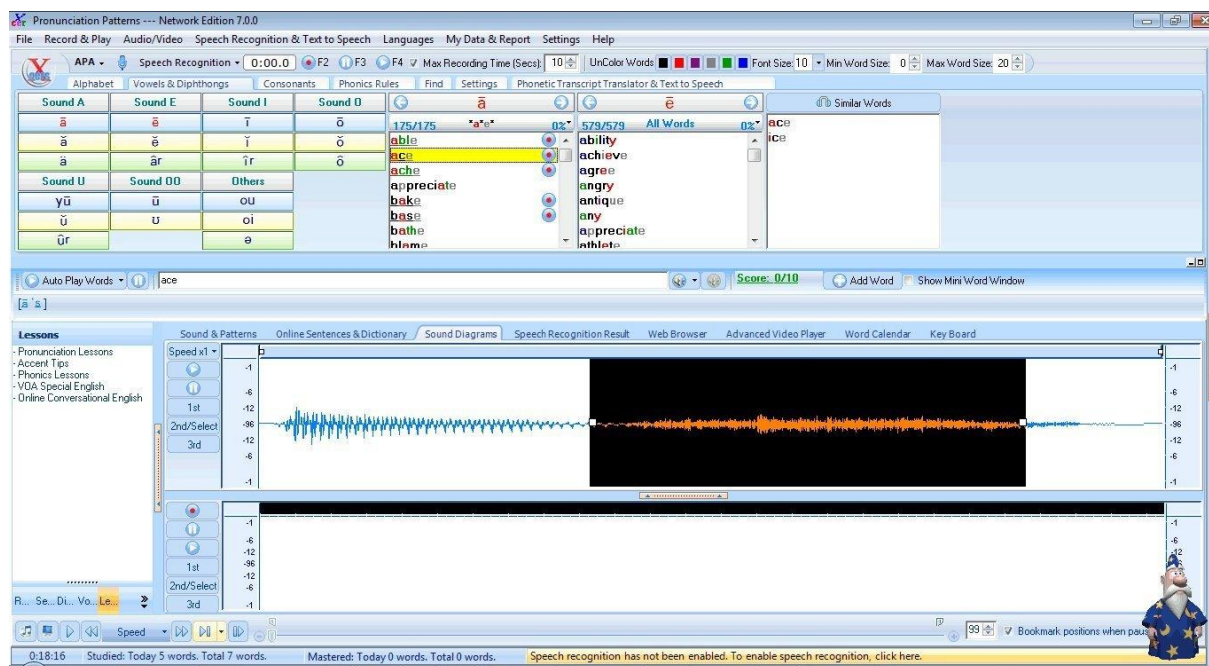
Fig. 1: An example of a graphic representation of speech sounds – from the programme Pronunciation Patterns - Network Edition 7.0.0

B. Output = producing language

Many examples from real life, such as immigrants who have lived in a host country for decades and who have still retained a strong accent, prove that mere exposure to the foreign language, anyhow intense, might not be a sufficient condition for effective pronunciation training. Learner´s **output** is as important as input, since to speak fluently and accurately, learners need to practise speaking. Only in that way, through active production and self-monitoring, learners can compare their own output with the input models and consequently improve their own performance.

C. Feedback = checking output quality and evaluation

Finally, learners should be continually provided with immediate, individually tailored and comprehensible **feedback**. With the help of such feedback, learners are able to recognize their individual problems and to proceed to their self-improvement. The motivating feedback should not be limited to statements as "correct" or "wrong", but learners need to see what exactly is wrong and what should be done to avoid the mistakes.

Types of CAPT feedback:
a) Learners are recorded and they can listen and compare the sound of their output with the model inputs.
b) Learners are recorded and their output is analysed by means of ASR (automatic sound recognition) technologies specially tuned for non-native speech. After that, the system evaluates the learners´ outputs either with a numerical score (in %), some kind of encouragement ("Excellent!" or "Well done!") or critique ("Try again!").
c) Learners are provided with visual feedback – an animation of the mouth showing physically how the particular sound that causes problems is to be produced (see Fig. 2).

Fig. 2: A 3-D animation with pronunciation tips from MyET software (Pi-Hua, 2006; © MyET)

d) Learners are provided by the spectrogram of their performance. They can inspect and visually compare their spectrograms with the model ones and easily identify the problematic areas (see Fig. 3).
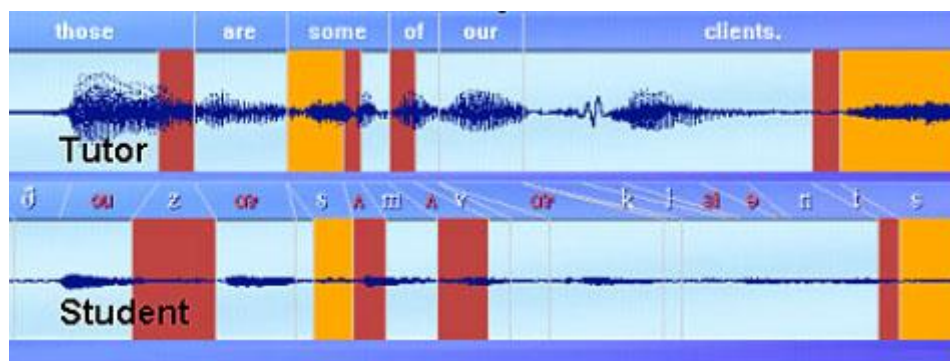

Fig. 3: Example of speech sound graphic representation learners' spectrograms in MyET software (Pi-Hua, 2006; © MyET). The model spectrogram is in the upper line. The learner´s spectrogram is at the bottom of the interface, so the learner can compare them. Pronunciation errors are colour coded to show the areas of the user's difficulty.

e) Many contemporary CAPT systems, especially those intended for young learners, include more entertaining ways of feedback, e.g. learners use their voice pitch, volume or duration to control the computer game (they can affect the route and speed of racing car, colours and size of objects, or to move a train through the mountains (see Fig. 4).
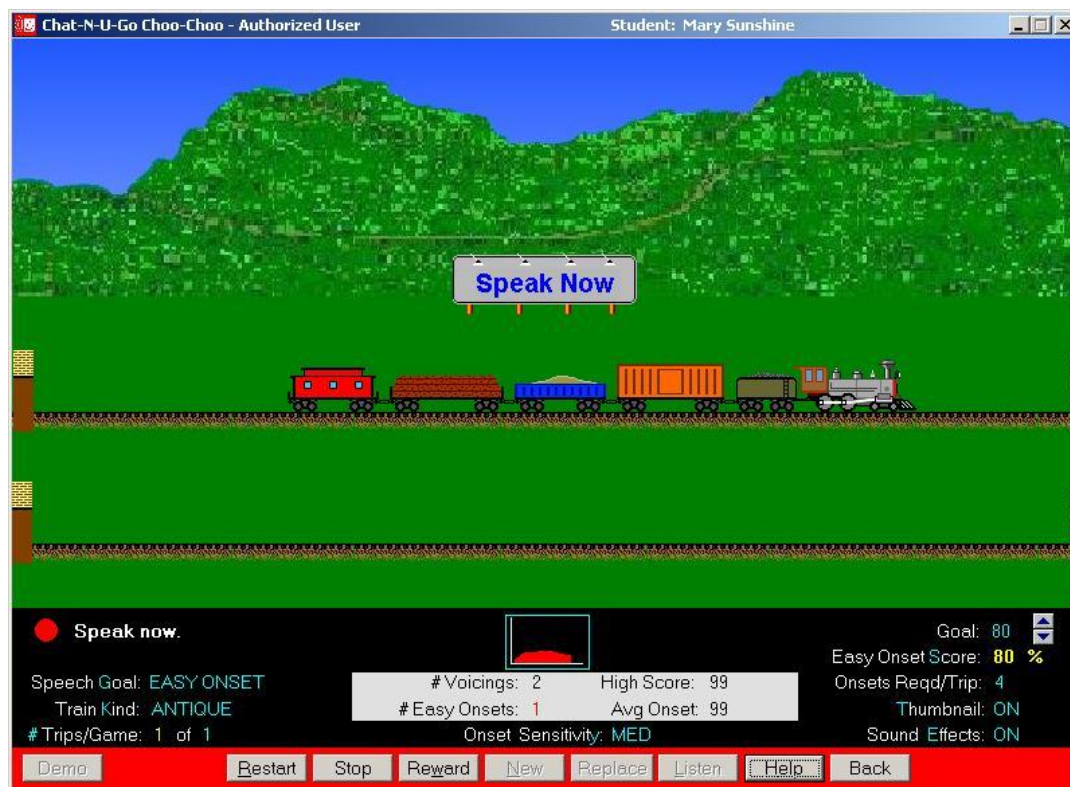
Fig. 4: Screenshot of the "Train" activity from the section Fun&Games at Video Voice Speech Training System webpage www.videovoice.com

3. Recommended procedure

Based on the previously mentioned teaching procedure (I-O-F), the majority of CAPT programmes are designed as follows:

1. **Input:** Learners listen closely to model speech and pay attention to various aspects of the native speaker's pronunciation,
2. **Output:** Learners pronounce the utterances themselves.
3. Learners receive **feedback,** often both visual and auditory.
4. Learners pronounce the utterances again (possibly multiple times).
5. After being successful (i.e. after reaching accurate pronunciation) learners proceed to the next item.
6. The best programmes have their learners practice pronunciation skills in **communicative exercises** (e.g. via interactive exercises, simulating conversations or peer-to-peer role-playing).

4. **Various CAPT materials**

Examples of on-line software programmes**Confident Speech** (American English) at www.confidentspeech.com
English Accent Coach at www.englishaccentcoach.com
EyeSpeak at www.eyespeakenglish.com
Fonetics at www.fonetiks.org
My English Tutor (MyET) at www.myet.com/en/ (see. Fig. 5)
NativeAccent ™ at www.carnegiespeech.com
Pronunciation Patterns (American English) at www.pronunciationpatterns.com
Pronunciation Power at www.englishlearning.com/products/pronunciation-power-1
Pronunciation Software at www.eltlearn.com
Streaming Speech/ Speech in Action at www.speechinaction.org
Talk to me at www.talk-to-me.software.informer.com
Tell Me More ® Premium at www.tellmemore.com
Video Voice Speech Training System at www.videovoice.com
Visi-Pitch at http://kayelemetrics.com

Examples of accent reduction softwares
Accent Improvement Software at www.englishtalkshop.com,
Voice and Accent at www.letstalkpodcast.com,
Master the American Accent at www.loseaccent.com.

Examples of on-line pronunciation activities and games
BBC Learning English - Pronunciation Tips at
    www.bbc.co.uk/worldservice/learningenglish/multimedia/pron
Cambridge English Online – Phonetics Focus at
    www.cambridgeenglishonline.com/Phonetics_Focus/
English Online at http://www.english-online.org.uk/pronounce/pronounce.htm
Guide To English Phonetic Symbols at
    www.oupchina.com.hk/dict/phonetic/home.html
Many Things at www.manythings.org/pp/
Phonics - WordBuilder at http://www.iknowthat.com/com/L3?Area=WordBuilder
Perfect Pronunciation at www.learnersdictionary.com/pronex/pronex.htm
Ship or Sheep at www.shiporsheep.com

Examples of off-line materials for CAPT
Connected Speech Australian English. CD-ROM. Hurstbridge, VIC: Protea Textware Pty, Ltd. , 2006.
Connected Speech British English. CD-ROM. Hurstbridge, VIC: Protea Textware Pty, Ltd., 2006.
Easy English: See It, Hear It, SAY IT!. CD-ROM. Cupertino, CA: Courseware Publishing Int., 2013.
Pro-nunciation. The English Communication Toolkit. (Australian English). CD-ROM. Wyong, NSW: Pronunciation Pty, Ltd. , 2013.
Streaming Speech: Listening and Pronunciation for Advanced Learners of English. CD-ROM. Harborne, Birmingham: speechinaction, n.d.
TEAM: Technology Enhanced Accent Modification. CD-ROM and Manual. London: Lawrence Erlbaum Associated, 1999.

Figure 5: Interface of pronunciation analysis for learners provided by MyET software (Pi-Hua, 2006; © MyET).

⬎ References

ANDERSON-HSIEH, J. (1992). Using electronic visual feedback to teach suprasegmentals. *System*, 20, 51–62.

CELCE-MURCIA, M., BRINTON, D. M. & GOODWIN, J. M. (2004). *Teaching pronunciation: A reference for teachers of English to speakers of other languages.* Cambridge: CUP.

CHUN, D. M. (1998). Signal analysis software for teaching discourse intonation. *Language Learning and Technology,* 2(1), 61-77. http://llt.msu.edu/vol2num1/article4/index.html

CHUN, D. M. (2012). Computer-Assisted pronunciation teaching. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics*. Oxford: Wiley-Blackwell.

DEMENKO, G., WAGNER, A., & CYLWIK, N. (2010). The use of speech technology in foreign language pronunciation training. *Archive of Acoustics, 35*(3), 309-329.

DeMORI, R., & SUEN, C. Y. (2012). *New Systems and Architectures for Automatic Speech Recognition and Synthesis.* Springer-Verlag NY Inc.

DERWING, T. M. (2010). Utopian goals for pronunciation teaching. In J. Levis & K. LeVelle (Eds.), *Proceedings of the 1st Pronunciation in Second Language Learning and Teaching Conference* (pp. 24-37). Ames, IA: Iowa State University. Available at: http://apling.public.iastate.edu/PSLLT/2009/2009pslltproceedings.pdf

DERWING, T. M. & MUNRO, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly,* 39(3), 379-397.

EDNEY, B. L. (1990). New technological aids for pronunciation instruction and evaluation. *TESOL Newsletter* 24, 6.

EHSANI, F., & KNODT, E. (1998). Speech Technology in Computer-Aided Language Learning: Strenghts and Limitations of a New CALL Paradigm. *Language Learning & Technology*, 2(1), 45-60. Available at: http://llt.msu.edu/vol2num1/article3/

ENGWALL, O. (2006). Feedback strategies of human and virtual tutors in pronunciation training. *TMH-QPSR,* 48, 11-34. Available at: http://www.speech.kth.se/qpsr/tmh/2006/06-48-011-034.pdf

ESKENAZI, M. (2009). An overview of spoken language technology for education. *Speech Communication,* *51*(10), 832-844. Available at: http://dx.doi.org/10.1016/j.specom.2009.04.005

FELPS, D., BORTFELD, H., & GUTIERREZ-OSUNA, R. (2009). Foreign accent conversion in computer assisted pronunciation training. *Speech Communication*, 51(10), 920–932.

FRASER, H. (1999). ESL pronunciation teaching: Could it be more effective? *Australian Language Matters,* 7(4), 7-8.

HANSEN, T. K. (2006). Computer assisted pronunciation training: The four `K's of feedback. Proceedings of the Fourth International Conference on Multimedia Information Communication Technologies in Education, 342-346.

HARDISON, D. (Ed). (2009). Special issue on technology and learning pronunciation. *Language Learning & Technology,* *13*(3). Available at: http://llt.msu.edu/vol13num3/vol13num3.pdf

HARLESS, W. G., ZIER, M. A., & DUNCAN, R. C. (1999). Virtual Dialogues with Native Speakers: The Evaluation of an Interactive Multimedia Method. Tutors that Listen: Speech Recognition for Language Learning, Special Issue, *CALICO Journal* 16 (3), 313-333.

JONES, R. H. (1997). Beyond 'Listen and Repeat': Pronunciation teaching materials and theories of second language acquisition. *System,* 25, 103-112.

KELLY, G. (2000). *How to Teach Pronunciation*. Essex: Pearson Longman.

KENWORTHY, J. (1987). *Teaching English Pronunciation.* New York: Longman.

KOLESNIKOVA, O. (2012). Linguistic Support of the CAPT System for Teaching English Pronunciationto Mexican Spanish Speakers. *Research in Computing Science,* 56(2012), 113-129.

KRÁĽOVÁ, Z. & METRUK, R. (2012). Teaching and Learning Pronunciation. *Journal of Interdisciplinary Philology*, 3(2), 39-54.

LEVIS, J. (2007). Computer technology in teaching and researching pronunciation. *Annual Review of Applied Linguistics, 27*(March 2007), 184-202.

MacDONALD, S. (2002). Pronunciation: Views and practices of reluctant teachers. *Prospect,* 17(3), 3-18.

MENZEL, W., HERRON, D., MORTON, R., PEZZOTTA, D., BONAVENTURA, P., & HOWARTH, P. (2001). Interactive Pronunciation Training. *ReCALL* 13(1), 67-78.

MOLHOLT, G. (1990). Spectrographic analysis and patterns in pronunciation. *Computers and the Humanities,* 24, 81-92.

MORLEY, J. (Ed.) (1994). *Pronunciation pedagogy and theory: New views, new directions.* Alexandria, VA: TESOL Publications.

NERI, A., CUCCHIARINI, C., & STRIK, H. (2002a). Feedback in Computer-Assisted Pronunciation Training: When technology meets pedagogy. *Proceedings of the CALL Conference "CALL professionals and the future of CALL research* (p. 179-188). Available at: http://hstrik.ruhosting.nl/wordpress/wp-content/uploads/2013/04/a95.pdf

NERI, A., CUCCHIARINI, C., & STRIK, H. (2002b). Feedback in Computer-Assisted Pronunciation Training: Technology push or demand pull?" *ICSLP 2002, Proceedings*

of the International Conference on Spoken Language Processing (pp. 1209-1212). Available at: http://hstrik.ruhosting.nl/wordpress/wp-content/uploads/2013/04/a91.pdf

NERI, A., CUCCHIARINI, C., STRIK, H., & BOVES, L. (2002). The pedagogy-technology interface in Computer-Assisted Pronunciation Training. *Computer-Assisted Language Learning* 15, 5: 441-467. Available at: http://hstrik.ruhosting.nl/wordpress/wp-content/uploads/2013/04/a99.pdf

PENNINGTON, M. C. (Ed.) (1996). *The Power of CALL*. Houston: Athelstan.

PENNINGTON, M. C. (1999). Computer-aided pronunciation pedagogy: promise, limitations, directions. *Computer-Assisted Language Learning* 12(5), 427-440.

PI-HUA, T. (2006). Bridging pedagogy and technology: User evaluation of pronunciation oriented CALL software. *Australasian Journal of Educational Technology*, 22(3), 375-397. Available at: http://ascilite.org.au/ajet/ajet22/tsai.html

SCOVEL, T. (1988). *A Time to Speak: A Psycholinguistic Inquiry into the Critical Period for Human Speech*. Rowley, MA: Newbury House.

STRIK, H., CUCCHIARINI, C., & BINNENPOORTE, D. (2000). L2 Pronunciation Quality in Read and Spontaneous Speech. In *Interspeech 2000, Proceedings of the 6th International Conference on Speech and Language Processing*. Available at: http://hstrik.ruhosting.nl/wordpress/wp-content/uploads/2013/04/a74.pdf

WEI, M. (2006). *A literature review on strategies for teaching pronunciation.* Available at: http://files.eric.ed.gov/fulltext/ED491566.pdf

2.3 CALL and teaching grammar

Silvia Pokrivčáková

1 Teaching grammar

Similarly to the situation with teaching English language pronunciation, opinions of academics and teachers on teaching grammar vary. There has been a continuous discussion on the question of why and whether grammar should be taught and if yes, whether it should be done implicitly or explicitly, inductively or deductively, etc.

Traditionally, teaching grammar focused solely on linguistic aspects of grammar: rules, patterns and grammatical forms. Pragmatic aspects of grammar (related to its use in communication) were systematically neglected.

Modern methodology is more inclined to teaching grammar through communicative activities (communicative grammar). The aim of modern grammar teaching is not to instruct learners so that they are able to describe the grammar item/structure. Instead, learners should know how to use the grammar item (structure/language form) accurately and appropriately in fluent communication.

For more on modern teaching grammar in foreign language education see works by Ellis (2002, 2006); Fotos (1994); Gondová (2012); Larsen-Freeman (1997, 2001a, 2001b); Lojová (2004); Pokrivčáková (2012, 2013).

2 Computer-assisted grammar teaching (CAGT) and learning (CAGL)

Dynamic changes in the development of CALL technologies affect also the area of teaching grammar. Grammar is often dreaded by learners as the most boring part of language learning, especially because they feel it torn from reality and true communication. The opinion is usually backed up by their previous experience with more traditional deductive ways of grammar teaching (mechanical gap-filling, constructing sentences on a given model, multiple choice exercises) which were dispraisingly named as "talk and chalk" or "drill and kill".

Unfortunately, first computer-assisted grammar teaching (CAGT) instruments copied the previous unpopular ways of many print textbooks. Computers were used as mere electronic workbooks to practice grammar structures (Chun & Brandl, 1992; Underwood, 1993). CALL-exercises usually consisted of the tasks where learners needed to provide some kind of action, either by clicking, filling in a word or saying something into a microphone to gain the programme´s immediate response (feedback).

However, the progress in CALL technologies has enabled both teachers and learners to break of the old routines and to reach improvements in two important areas:

1. Emphasised interactivity: modern CAGT programmes build upon a trait that distinguishes them from other teaching aids most: the ability to interact with the student. "Books and tape recordings can tell a student what the rules are and what the right solutions are, but they cannot analyze the specific mistake the student has made and react in a manner which leads him not only to correct his mistake, but also to understand the principles behind the correct solution" (Nelson, Ward & Kaplow, 1976, p. 28-37).

2. Strengthened communicativeness: they aim at developing communicative skills of learners to provide opportunities for meaningful communication.

Although CAGT/CAGL occurs rather frequently in foreign language education, it has not been given as much attention of researchers as other areas of foreign language pedagogy. Research studies mostly focus on questioning some of many potential benefits both teachers and learners expect from CAGT/CAGL (e.g. Al Jarf, 2005; Deugo, 2004; Doughty, 1991; Gonzalez-Bueno & Perez, 2000; Hegelheimer & Fisher, 2006; Liou, Wang & Hung-Yeh, 1992; Nagata, 1996, 1998; Nutta, 1998; Robinson, 1996; Torlakovic & Deugo, 2004). These expected benefits could be summarized as:

- **CAGT individualizes learning** (learners supported by CAGT programmes have better grammar knowledge because they can learn at their own pace and they can choose activities which suit best to their learning needs and styles, regardless the needs of other learners in the classroom);
- **CAGT makes teaching more effective** (teachers are freed from checking and marking the answers, so they can use the saved time and energy for real communication in a target language);
- **CAGT motivates learners** (through immediate feedback to each answer);
- **CAGT has the potential to make learning more eventful, creative, entertaining and real-life-rooted.**

Softwares for CAGL

Grammar Fitness *by Merit Software*
English Grammar Made Easy *by Lets Talk Institute, Ltd.*

Interactive grammar lessons

[Grammar Bytes!](#) MOOC (Massive Open Online Course)
[**English Interactive**](#)
[**English grammar secrets**](#)
[**Grammar videos**](#)

Interactive grammar games

Example 1 - The Grammar of Doom
Example 2 – Grammar Wars
Example 3 – Grammar Bubbles
Example 4 - British Council grammar games

Grammar proofreaders

Grammarly is an automated proof-reader which helps users edit their writings by correcting: grammar, spelling, word choice and style mistakes.

Paper-rater checks spelling and grammar, diction and style, and has a function of plagiarism detection as well.

References

Al JARF, R. S. (2005). The effects of online grammar instruction on low proficiency EFL college students' achievement. *Asian EFL Journal 7*(4), 166-190. Available at: https://www.academia.edu/2358840/The_effects_of_online_grammar_instruction_o n_low_proficiency_EFL_college_students_achievement.

ALM, A. (2008). Integrating emerging technologies in the foreign language classroom: A case study. *International Journal of Pedagogies and Learning 4*(4), 44-60.

CHUN, D. M., & BRANDL, K. K. (1992). Beyond form-based drill and practice: Meaning-enhanced CALL on the Macintosh. *Foreign Language Annals, 25,* 255-267.

DOUGHTY, C. (1991). Second language instruction does make a difference: Evidence from an empirical study of SL relativization. Studies in Second Language Acquisition, 13(4), 431-469.

ELLIS, R. (2002) The place of grammar instruction in second/foreign language curriculum. In E. Hinkel & S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms* (p. 17-34). New Jersey: Lawrence Erlbaum Associates.

ELLIS, R. (2006). Current issue in teaching of grammar: An SLA perspective. *TESOL Quarterly, 40*(1), 83-107.

FOTOS, S. S. (1994). Integrating grammar instruction and communicative language use through grammar consciousness-raising tasks. *TESOL Quarterly*, 28, 323-351.

GONZALEZ-BUENO, M., & PEREZ, L. C. (2000). Electronic mail in foreign language writing: A study of grammatical and lexical accuracy, and quantity of language. *Foreign Language Annals*, 33(2), 189-198.

HEGELHEIMER, V. & FISHER, D. (2006). Grammar, writing, and technology: A sample technology-supported approach to teaching grammar and improving writing for ESL learners. *CALICO Journal 23*(2), 257-279.

LARSEN-FREEMAN, D. (1997). *Grammar and its teaching: Challenging the myths*. Available at: http://www.kidsource.com/kidsource/content4/grammer.morph.html; http://www.cal.org/ericcll/digest/larsen01.html

LARSEN-FREEMAN, D. (2001a). Teaching grammar. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language.* (3rd ed.) (p. 251-266). Boston: Heinle & Heinle.

LARSEN-FREEMAN, D. (2001b). *Teaching language: From grammar to grammaring.* Boston: Heinle & Heinle.

LIOU, H.-S., WANG, S. H., & HUNG-YEH, Y. (1992). Can grammatical CALL help EFL writing instruction? *CALICO Journal 10*(1), 23-43.

LOJOVÁ, G. (2004). *Teória a prax vyučovania gramatiky cudzích jazykov*. Bratislava: Monitor Promotion.

NAGATA, N. (1996). Computer vs. workbook instruction in second language acquisition. *CALICO Journal*, 14(1), 53-75.

NUTTA, J. (1998). Is computer-based grammar instruction as effective as teacher-directed grammar instruction for teaching L2 structures? *CALICO Journal 16*(1), 49-62.

ROBINSON, P. (1996). Learning simple and complex second language rules under implicit, incidental, rule-search, and instructed conditions. *Studies in Second Language Acquisition*, 18(1), 27-67.

TORLAKOVIC, E. & DEUGO, D. (2004). Application of a CALL system in the acquisition of adverbs in English. *Computer-Assisted Language Learning,* 17(2), 203–235.

UNDERWOOD, J. H. (1993). The lab of the future: Using technology to teach foreign language. *American Association of Community Colleges Journal*, 33-39.

3 CALL and developing communicative skills

3.1 CALL and developing listening

Božena Horváthová

Listening was first recognized as a major component of language learning and teaching in the 1960s and 1970s. Around that time it was rather heavily influenced by reading and writing pedagogy and a behaviourist approach. As Richards (2008) puts it, listening was associated with the mastery of discrete skills or microskills, such as discriminating sounds in words, especially phonemic contrasts, recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text, deducing the meaning of unfamiliar words, predicting content, noting contradictions, inadequate information, ambiguities or differentiating between fact and opinion. These skills should form the focus of teaching.

In the 1980s Krashen's (1982) ideas about comprehensible input gained importance. It promotes the idea that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, learning cannot begin. Asher (1988) introduced a methodology based on Krashen's work and on the belief that a second/foreign language is learned most effectively in the early stages if the learners are not under pressure for production - Total Physical Response.

Gradually, the emphasis on teaching listening and the focus of listening instruction has changed. With the Communicative Language Teaching (CLT) methodology the focus has moved to developing listening as a skill needed for constructing and communicating meaning. Listening came to be seen as an interpretive process. CLT methodology stresses the importance of practising core listening skills, such as listening for details, listening for gist, predicting, listening selectively and making inferences. Brown (1987) specified these concepts that are significant for listening instruction:
(1) the difference between the spoken and the written language,
(2) various dimensions of authenticity, and
(3) the contextualisation of instructional tasks and language.

In the 80s and 90s applied linguists also began to use new theoretical models of comprehension from the field of cognitive psychology. The distinction between *bottom-up* and *top-down* processing was derived. According to the *bottom-up model* listening is a linear, data-driven process. Comprehension occurs to the extent that the listener is successful in decoding the spoken text. The *top-down model* of listening involves the listener in actively constructing meaning based on expectations, inferences, intentions, knowledge of schema and other relevant prior knowledge and by a selective processing of the input.

Later, discussions about listening instruction by Rubin (1994), Chamot (2004), Mendelsohn (1995), Lynch (1998), Vandergrift (2005), Graham and Vanderplank (2007) and (Goh, 2008) have emphasised the role of strategy training and learner metacognition in facilitating comprehension. The term metacognition was coined by Flavell (1979) and it refers to an individual's awareness of thinking and learning. It also includes the ability to regulate these thinking and learning processes. In the last 20 years many ideas for teaching second/foreign language listening have been suggested in order to help learners to manage these activities successfully. Teachers are advised to activate learners' *schemata* (prior knowledge structures stored in the long-term memory), to use techniques, such as teacher-modelling, to show learners the mental activities that they engage in to construct their understanding of listening texts, to use pre-communication activities as a way of raising learners' awareness about listening processes (Buck, 1995).

Adopting CALL in TEFL listening – Opportunities and threads

Generally, *computer-based materials* include computer courses, learning programs, computer games, software for teaching and learning, and *Web-based materials* incorporate distance courses, online teaching and learning materials. CALL software, online discussion boards, and online conference tools such as text chat, whiteboard, audio and video, offer opportunities for comprehensible input and output, and meaning negotiation. Through many websites, a great amount of authentic material, which is readily applicable, up-to-date, and free, can be used for language skills. Teachers and students can access online authentic listening material from radio or TV programs for listening teaching and practice. Students can even use mobile phones for listening (mobile listening), which creates more opportunities for improving their language skills and encourages them to actively participate in learning. Along with the increasing use of computers in language teaching, English learning websites are expanding considerably. The biggest problem for teachers and learners is to select the right authentic language materials in written, audio, and visual formats. According to Rost (2002, p. 259) teachers have to master the following steps: 1. identifying accessible materials of suitable interest and relevance for learners, 2. finding materials at an appropriate level of difficulty, 3. creating tasks for the learners before, while and after they work with the materials, 4. providing interactivity and feedback to the learners.

Podcasting

There are several ways of using possibilities which CALL offers for practising listening in TEFL. One of them is podcasting. The term itself is a combination of a brand name i-Pod with the word broadcasting. Podcast is an audio/video file of a radio/TV broadcast that can be automatically downloaded and updated via the Internet onto a personal computer. To experience podcasting it is possible to use any device that supports downloading MP3 files. Learners can listen over and over to any material that they find interesting. Podcasts can last from two to three minutes and to an hour. Learners can subscribe to a podcast through an RSS subscription allowing the automatic download and updating of the content. The main reasons for podcasting are the

possibility to watch/listen whenever, wherever; providing content not available anywhere else and portability.

Types of podcasts

1. Types of podcasts according to the type of files (Tony Vincent, 2009):

a) Audio podcasts are usually an MP3 file and are the most common types of podcasts.

b) Enhanced podcasts can have images to go along with the audio. They can also have chapter markers, making it easier to skip to different portions of an episode.

c) Video podcasts are movies, complete with sound. Video podcasts can be in a variety of formats (also known as vodcasts or podclips).

2. Types of podcasts according to their purpose of creation:

a) podcasts for non- educational purposes - e.g. radio podcasts - authentic material,

b) podcasts for educational purposes- there have been created a number of ESL/EFL/ELT podcasts offering a range of topics.

3. Types of podcasts according to a creator:

a) podcasts created by professionals,

b) podcasts created by a common user.

Advantages of using podcasting in developing listening skills

1. Source of original and authentic material - natural speech, good examples of intonation, stress, pronunciation, grammar, syntax and vocabulary

2. Support of individual learning - due to interesting topics learners can enjoy regular listening using popular multimedia in privacy even listening a few minutes a day

3. Motivation enhancement - regular and individual listening practice of appropriate level improves the listening ability,

4. Good results encourage the students in further practice

5. Reduction of students' fear of failure

Examples of working podcast links

1. Comprehensive e.g.,www.englishteacherjohn.com/podcast/ - offers a range of traditional listening practice, listening comprehension, interviews or vocabulary

2. Whole lesson e.g., http://www.breakingnewsenglish.com/ - a story based episodes accompanied with the text and worksheets plus lesson plans, ready-made lessons

3. Vocabulary, Idioms etc., e.g., http://newyorkenglish.net/ - introduces specific vocabulary and its use (this site deals with vocabulary used by New Yorkers

4. Conversation with script e.g., http://www.e-poche.net/conversations/ - offers conversation between native speakers with the possibility to use a transcript

5. Jokes e.g. http://www.manything.org/jokes/ - as many jokes are based on play on words a listener must listen more carefully

6. Songs e.g., http://englishpodsong.blogspot.com/ - traditional or popular authentic songs are provided possibly with lyrics

7. Phonetics, pronounciation e.g., http://phoneticpodcast.com/ - lessons concentrating on phonounciation issues

8. Stories e.g., http://www.englishthroughstories.com/ - different stories are read aloud and questions may be added aimed at listening comprehension
9. Listening comprehension e.g., http://mylcpodcasts.blogspot.com/ - offers traditional listening comprehension practice
10. World-changing talks, debates, film screenings, podcasts, videos, and animations e.g., http://www.thersa.org/events/audio-and-past-events - offers authentic lectures on up-to-date topics in audio and video format at full length
11. http://www.bbc.co.uk/podcasts - offers news on up-to-date topics

Other links

http://www.dailyesl.com/ - presents short conversation starters or readings that you can study and then try to apply in everyday situations

http://www.ezslang.com/ - this site is specifically designed to help low-intermediate to advanced learners improve their survival skills in many different situations and to make learning slang an easier process for better communication

www.trainyouraccent.com - combines both listening and pronunciation practice with language samples that students can incorporate in their daily conversations.

http://www.bbc.co.uk/worldservice/learningenglish/ - offers texts on general and business English, grammar, vocabulary and pronunciation

http://www.esl-lab.com/ - ofers General listening quizzes, Basic listening quizzes, Listening quizzes for academic purposes, 20-Minute ESL vocabulary lessons, Language learning and life tips and Long conversations with RealVideo

Model activities

Activity 1
Introduction: Two common features of spoken English which might cause problems in listening comprehension are: *unstressed vowels* - words which can be easily understood when they are heard in isolation often sound quite different in a sentence and *connected speech* - English speech tends to run words together. A teacher can alert his/her learners to this feature of English speech by getting them to listen to words spoken slowly and individually and then spoken at a normal speed so that they sometimes link together. When starting their English course students' speaking and listening skills are generally much weaker than their reading and writing skills. The webpage *DailyStep English for busy people* is designed to remedy this situation by improving listening, speaking and vocabulary. The lessons can also be used to improve writing skills, by using the audio files as dictation materials.

Link: http://www.dailystep.com/content.asp?id=19

Audio file name: DailyStep-4_business-visitors-007_05
Situation: John tells Judy that he has booked the restaurant called Rules, and she wishes that she could go there too.
Style: informal
Level: High Intermediate English Audio Lessons.

The students learn: 1. How to speak and understand fast English, 2. Natural English conversation, 3. English phrasal verbs and idioms, 4. Complex English sentences, clauses,

questions and grammar, 5. Formal, informal and general English styles, 6. How to tell stories and make friends in English
The students have: the possibility to download PDF version of the text, print the text and save the audio file in mp3 format.

The text:
John: Having received a copy of the menu at Rules, I'd say it sounds ideal for entertaining a visitor to London. Mr Arias doesn't arrive in London until late afternoon. He'll just have enough time to go to his hotel and freshen up before dinner.
Judy: I wish I could come with you. I've never been to Rules but I've heard great things about it.
John: I'd love to be able to invite you but as you can imagine my expenses budget just wouldn't cover it and it would be unethical to let someone unconnected to the company dine out on its expense account. Sorry, but it's a frozen pizza for you!
Judy: Oh, not again.

The procedure:
1. Students listen twice to the audio file without looking at the words and look away from the computer screen.
2. They ask themselves what the speakers are talking about. If possible, they say aloud what they think the speakers are talking about.
3. They try to write the exact words that are hidden - use them as a dictation. They can pause the audio file, and use the audio slider to move back and forward in the audio file. They can also listen to the slow audio file, which they will find at the bottom of each lesson box.
4. Then, they uncover the hidden words by clicking once on each black-out area and check to see if their dictation is correct. They try to notice which words were difficult to hear – these are often the small words that are not stressed.
5. Students listen again to the dialogue with all the text uncovered.
6. Students read the dialogue aloud (in other words, speak the dialogue), without the audio file. They practise this 2 or 3 times and try to copy the pronunciation, rhythm and tone of the English speakers.
7. Students listen to the audio and read the dialogue aloud at the same time. In other words, they speak along with the audio file. They try this 2 or 3 times (or more), until they can speak in the same style as the English speakers. They concentrate on pronunciation, rhythm, tone and speed. They can also read along with the slow audio file, and the icon for this is at the base of each lesson box. Using the slow audio file before the fast one will help them link the words together more naturally.
8. Then, they listen to the audio again 3 times, without reading the text and look away from the computer screen. This time they should understand the conversation perfectly. They try to speak along with the audio as well and should not worry if they cannot say all of it. It is a good idea to try this stage of the lessons the next day as well.
9. Finally, the students try saying the dialogue, or parts of it, without the audio or text. After listening to and speaking the same conversation so many times, they will automatically learn the grammar and vocabulary without having to study it, and they will find that they remember it well.
10. Students write the new vocabulary in a book, and add new words to it every day.

Students learn the following functions:
1. Giving opinions: I'd say it sounds ideal for entertaining a visitor to London.
2. Emphasizing: Mr Arias doesn't arrive in London until late afternoon, he'll have just enough time to go to his hotel
3. Expressing a wish: I wish that I could come with you
4. Showing regret for something that cannot happen: I'd love to be able to invite you, but …
5. Explaining something: As you can imagine, my expenses budget just wouldn't cover it
6. Complaining about a repeated event: Oh, not again

Students learn the following expressions typical for spoken English:
1. Having received ... = After receiving...
2. I'd say = I would say / I think
3. it sounds ideal = it sounds perfect
4. late afternoon = late in the afternoon
5. he'll have just enough time = he will have enough time but no time to spare
6. freshen up *(phrasal verb)* = refresh himself
7. I've heard great things about it = People have told me that it is very good
8. I'd love to be able to invite you = I would really like it if you could come to the restaurant with us
9. my expenses budget just wouldn't cover it = my company cannot pay for your dinner as well
10. unethical = wrong / immoral
11. to let someone unconnected to the company dine out = to allow someone unconnected to the company <u>to</u> dine out
12. unconnected to the company = not employed by the company
13. dine out *(phrasal verb)* on its expense account = have restaurant bills paid by my company
14. it's a frozen pizza for you! *(the speaker is joking a little here)*= you will have to eat a frozen pizza for dinner!

    Conclusion: The method used in the online lesson described above is to learn speaking English by listening, understanding and copying English speakers` exact pronunciation, rhythm and tone. Bottom-up processes are applied in this type of activity. At the same time the organization of spoken discourse is respected and students can develop the abilities needed to process real-time authentic discourse. The students can save the audio files to their computer or portable music player and listen to them at any time. Students can also subscribe to the audio lessons on DailyStep and review past lessons any time in their Personal Lesson Bank. This is available to them even after their subscription expires. It offers a possibility to test their progress by returning to a lesson they found difficult and trying it again.

    Activity 2
    Introduction: If the teachers wish to extend their students' listening activities beyond the classroom and introduce students into the benefits of *extensive listening* - listening at length, often for pleasure and in a leisurely way, which takes place when students are on their own -, on-line listening sources offer an excellent opportunity. The benefits are: 1) the more the students listen, the more language they acquire, and the better they get at listening activities in general; 2) provided the input is comprehensible students will gradually acquire more words and greater schematic knowledge which will resolve many language difficulties they started with. At this point, Krashen's suggestion that comprehensible input aids language acquisition plays an important role. Teachers should design listening situations where they have a less interventionist role and students have opportunities to listen and re-listen and thus do as much of the work as possible for themselves.

Link: http://www.esl-lab.com/shock1/shock1.htm
Audio file name: Culture Shock,
Situation: The speaker introduces the stages of the culture shock.
Style: formal
Level: Upper Intermediate English Audio Lessons
The students have: the possibility to download PDF version of the text, print the text and save the audio file in mp3 format.

The procedure:
I. Pre-Listening Exercise
The students discuss whether they have ever experienced positive or negative feelings when spending some time in a foreign country and culture.

II. Listening Exercises

1. Listen to the conversation and answer the questions.

1. How does a person view the new culture in the first stage of culture shock?
A. Everyone is watching me.
B. Wow. Everything is different.
C. I want to go home.

2. What are the symptoms of the second stage of culture shock?
A. People tend to withdraw from society.
B. People try to integrate into the culture.
C. People criticize the people and culture.

3. What is the third stage of culture shock?
A. the humour stage
B. the hunting stage
C. the homeless stage

4. What statement by the visitor best describes the "home" stage?
A. I'm glad to be returning to my own country.
B. These people love their families and homes.
C. I really enjoy living among the people here.

5. What is the best title for this mini-lecture?
A. How to Adjust to Culture Shock
B. The Stages of Culture Shock
C. The Causes of Culture Shock

2. Text Completion Quiz. Write the words you hear in the correct blank.

Well, I think (1) ..... speaking, we could say that there are four stages to culture shock. First of all, the (2) ..... stage. Uh, to the visitor, everything seems new, quaint, and (3)..... . The food, the surroundings, the buildings. And it produces a feeling of euphoria: a desire to look around, to experiment, to (4) ..... .
The next stage is the "horror" stage, where the (5) ... wears off, and the visitor sees the country from a different (6) ...., and often begins to criticize the country, the life, and the (7) ... of the people.
The next stage, we could say, is the "humor" stage, where people begin to (8) ... back and laugh at their (9) ... in the earlier stages.
And the final stage, we could say, is the "home" stage where people begin to feel at home, enjoy (10) ... in that foreign country.

III. Post-Listening Exercise

1. Discuss these topics:
a) The presented mini-lecture is not meant to imply that all individuals visiting another country will experience all stages or that there is a particular order to culture shock. Have you ever experienced a culture shock and in what stage did you find yourself?

b) Culture shock is not limited to the overseas visitor; rather, it often occurs within cultures as individuals move from place to place or from one setting to another (e.g., from high school to college). Did you experience a culture shock after you began to study at a university?
c) Culture shock should be viewed as a natural occurrence, affecting most of us to different degrees, and is nothing we should seek to deny if it happens to us. Express you opinion on this statement.

Students learn the following key vocabulary:
quaint - unusual; unfamiliar; different in appearance to what one is used to
novel - new; different; strange
euphoria - a feeling of great excitement or pleasure
different light - a new or different viewpoint
social gaffe - an inappropriate behaviour caused by lack of knowledge about

Conclusion: Students listen both for transactional purposes to develop new skills and construct new knowledge and engage in interactional language in the post-listening stage to socially interact with each other and their teacher. Top-down processes are applied in this type of listening activity. The students use schemata to infer the contextual information from the heard speech or conversation. These activities are designed to help learners develop their pragmatic and discourse knowledge. They are often used for improving communicative skills focusing on meaning rather than form.

↘ References

ASHER, J. 1988. *Learning another language through actions: The complete teacher's guidebook.* 3rd ed. Los Gatos, CA: Sky Oaks Productions.
BUCK, G. 1995. How to Become a Good Listening Teacher. In Mendelsohn & Rubin, A. (Eds.), *Guide for the Teaching of Second Language Listening* (pp. 113-128). Computer Assisted Language Learning and Teaching. 2014. Retrieved from. http://www2.nkfust.edu.tw/~emchen/CALL/unit5.htm.
FLAVELL, J. 1979. Metacognition and cognitive monitoring: a new era of cognitive developmental inquiry. *American Psychologist*, 34, 906–911.
GOH, CH. C. M. 2008. Metacognitive Instruction for Second Language Listening Development: Theory, Practice and Research Implications. *RELC Journal,* 39(2), 188-213.
GRAHAM, S. 2006. Listening comprehension: The learners' perspective. *System,* 34, 165-182.
GRAHAM, S., SANTOS, D., VANDERPLANK, R. 2008. Listening comprehension and strategy use: A longitudinal exploration. *System*, 36, 52–68.
CHAMOT, A. U. 2004. Issues in Language Learning Strategy Research and Teaching. *Electronic Journal of Foreign Language.* 1(1), 14-26.
KRASHEN, S. 1982. *Principles and practice in second language acquisition*. Oxford: Pergamon.
MENDELSOHN, D. J. 1995. Applying learning strategies in the second and foreign language listening comprehension lesson. In Mendelson, D. J., & Rubin, J. (Eds.), *A guide for the teaching of second language listening* (pp. 132-150). San Diego, CA: Dominie Press.

PHUONG, L. L. T. 2013. Adopting CALL to Promote Listening Skills for EFL Learners in Vietnamese Universities. Retrieved from. http://www.pixel-online.net/ICT4LL2011/common/download/Paper_pdf/IBL26-175-FP-Phuong-ICT4LL2011.pdf

RICHARDS, J. C. 2008. *Teaching Listening and Speaking: From Theory to Practice* [online]. New York: Cambridge University Press [cit. 2010-12-01]. Retrieved from www: http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-Teaching-Listening-Speaking.pdf. ISBN 13978-0-521-95776-2.

ROST, M. 2002. *Teaching and Researching Listening*. Pearson Education.

RUBIN, J. 1994. A review of second language listening comprehension research. *The Modern Language Journal,* 78, 199-221.

UR, P. 1984. *Teaching Listening Comprehension*. Cambridge University Press.

UNDERWOOD, M. 1990. *Teaching Listening*. Longman.

VANDERGRIFT, L. 2005. Relationships among Motivation Orientations, Metacognitive Awareness and Proficiency in L2 Listening. *Applied Linguistics*, 26(1), 70–89.

3.2 CALL and developing speaking

Silvia Pokrivčáková

1. Teaching speaking

The term speaking (=oral proficiency) in this work is understood as „an individual's ability **to express ideas** in language that is comprehensible and appropriate to the task. It means that speaking is not only forming phonemes and sentences in a target language (which is the goal of pronunciation training, see Chapter 2.2) but the key here is passing a message and sharing ideas in a real communication.

The goal of teaching speaking skills is "not to train learners in conversation on the level comparable to native speakers, but to help learners **be understandable enough to avoid serious confusion in the message transfer** due to their faulty pronunciation, grammar, or vocabulary. Moreover, learners should be able to respect social and cultural rules that apply in each communication situation" (Pokrivčáková, 2012, p. 90).

To obtain a sufficient level of oral proficiency, learners need to have as many opportunities to produce the target language or to communicate in it orally as possible.

Types of oral productions

Very roughly, two types of speaking productions can be recognised: **monological (informative) and dialogical (interactive).**

According to CEFR (2002, p. 58), examples of <u>monological (informative) speaking</u> include: reading a written text aloud; speaking from written notes or visual aids (graphs, pictures, etc.); performing literary texts, public announcements, addressing audiences, and singing.

<u>Dialogical (interactive) activities,</u> when the speaker interacts with other communicators, involve: interviews, dialogues, casual conversations, informal discussions, formal discussions, debates, interviews, negotiations, etc. (ibid., p. 73).

To help learners develop their speaking skills in a target language, the teacher can choose from a large group of teaching techniques and activities. Depending on the level of learners´ freedom to produce their own language and express their own ideas, opinions and attitude, three types of speaking-developing activities can be named:

A. **Controlled activities**: learners can use language strictly defined by the type of activity, e.g. chorused or individual imitating language models; performing memorised expressions and statements; reading aloud; answering closed (yes-no and wh-) questions, performing dialogues; practicing tongue-twisters, rhymes and songs.
B. **Guided activities:** learners may use their own language to some extent within the defined frame of the activity, e.g. paraphrasing sentences by replacing/adding some words, filling in the gaps in a schedule or timetable, completing sentences or stories, rephrasing or retelling stories, dramatization of literary texts.
C. **Free activities**: learner may create their own messages without limitations given by the task, e.g. role plays; situation methods; discussions; debates; formal and informal speeches, giving presentations, etc.

2. Computer assisted teaching speaking (CATS)

It is not surprising that all of the above mentioned speaking activities can be performed with the assistance of computers and other modern communication technologies. However, the teacher should keep in his/her mind that the technologies should be used in the teaching process for clear methodological reasons, not for fun and entertainment only. A general goal of computer-assisted teaching speaking should be "to create an environment that encourages communication and provides increased and more varied communicative opportunities for students to utilize their oral skills" (Chen, 2012). Such communicative opportunities include: *creating audiobooks and classroom-made videos, using voice mails, taping voice diaries, preparing an online interview via Skype, creating podcasts or dubbing videosequences.*

Within CATS, computer technologies can act in various functions: as a teaching aid, as a tutor, and as a communicational medium (c.f. Chen, 2012).

   a. **Computer as an instructional tool/teaching aid** (human-to-human interaction with the assistance of the computer)
The typical examples are lessons when the teacher explains some language item with the help of interactive activities on a whiteboard or with the presentation in the PowerPoint format displayed to all learners.

   b. **Computer as a tutor** (human-to-machine interaction)
Learners interact with the software by speaking. For example, the computer programme generates questions (in audial or written form; or in both modes) with several possible answers. The learner chooses an answer from the given options and reads the answer aloud. The programme (via ASR system) recognises the answer and continues in conversation accordingly. It means that different choices of answers change the path of the conversations.

   c. **Computer as a communication medium** (human-to-human interaction via the computer)
In the 1980s, the business world discovered the benefits of computer conferencing. Soon its advantages became obvious to academics and teachers as well (Murray, 1988). Nowadays, teachers and learners can share materials and ideas with other teacher or classmates via various **computer-mediated communication (CMC)** systems. Later on, in the U.S.A., special education-based CMC models in which the communication is limited to a certain time and to the group of people physically present in the particular classroom/laboratory have been developed. This is known as the **computer-mediated classroom discussion (CMCD).** Various CMCD models have been widely used and popular in the U.S.A., represented by softwares as InterChange (by Daedelus Writing System), *MUDs* (multi-user domains) or *MOOs* (multi-user domains, object-oriented) (for more see Holmevik & Haynes, 2000; Kötter, 2002, 2003). Their interface usually consists of two windows. The bottom window allows learners to enter and edit their own messages. The upper window shows entire communication including their own contributions and entries from other chat participants. Here the user can read messages from other people.
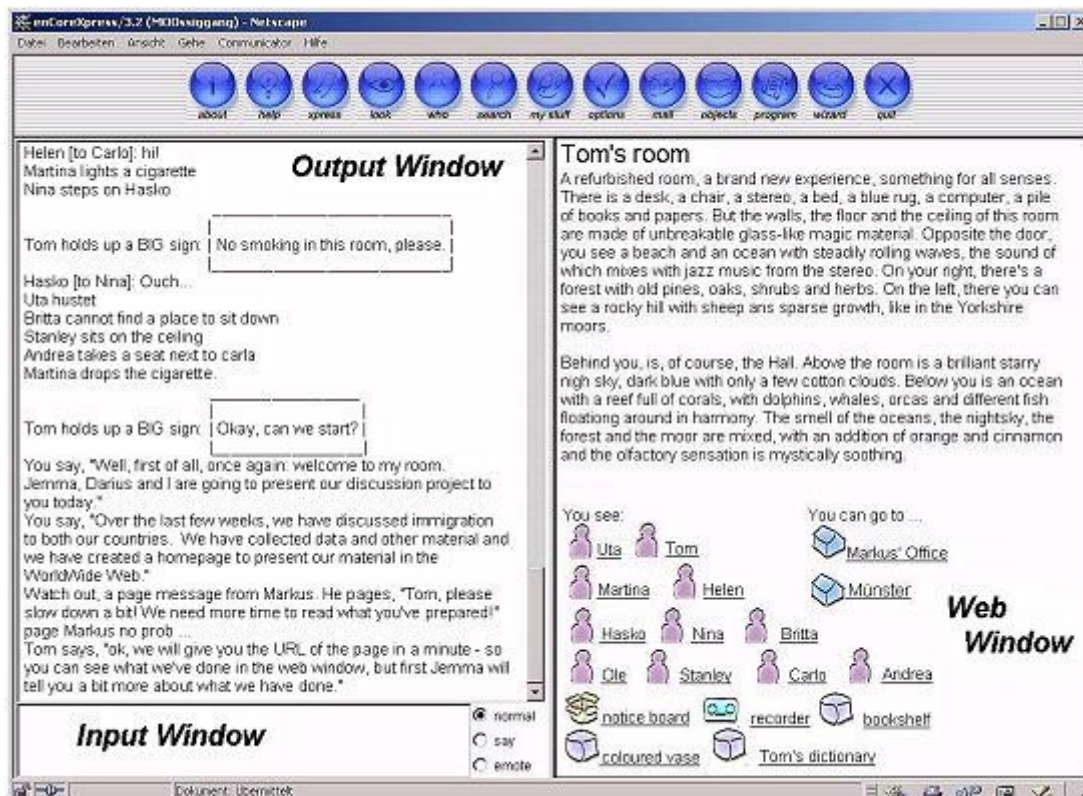
Figure 1: A screenshot that illustrates some of the basic features of the MOO (Kotter, 2003)

Modern CMC systems differ in many aspects. They combine various communication media (text, voice, or video) and work in different time frames (synchronous or asynchronous). They can involve different numbers of users: from "one to one" modus in tandem learning (Appel, 1999; Brammerts, 1996; Kötter, 2002, 2003), through "one to many" to "many to many" communication patterns.

OVERVIEW OF CMC SYSTEMS

A. Text-based CMC systems

Text-based CMC systems help develop speaking skills of learners indirectly – through writing. The fact may be surprising for some teachers; however, research has proved that L2 oral proficiency can be indirectly developed through chatroom interaction in the target language (Mabrito, 1991; Maynor, 1994; Beauvois, 1998; Payne & Whitney, 2002). It is believed that especially synchronous (real-time) online conferencing in a target language is able to develop the same cognitive mechanisms that are needed for speaking in face-to-face conversation.

Some research studies even pointed to some pedagogical benefits coming from this approach, i.e. developing speaking by computer-assisted writing (chatting). The summary of the research may be as follows:

(a) in general, attitudes of CMC learners towards the target language improved (Healy-Beauvois, 1992; Warschauer, 1996, 1998; Kern, 1995; Chun, 1994);

(b) foreign language students tended to produce more complex language in chatrooms than in face-to-face activities (Warschauer, 1996, 1998; Kern, 1995);

(c) application of CMC systems had a strong equalizing effect on learners. Students who were shy in face-to-face interactions were participating as much or even more than those individuals who normally dominate classroom discussion (Warschauer, 1996; Kern, 1995; Chun, 1994; Sproull and Kiesler, 1991.

Yet, it is important to emphasize that the above mentioned research results did not suggest that speaking skills can be developed via mere CMC with the face-to-face interaction absenting. They more likely emphasized the benefits of supporting the more traditional speaking-developing techniques with CMC programmes (Ortega, 1997).

a. Majority of text-based CMC system work in <u>**asynchronous modus**</u> which means that communication does not run in in real time but with some delays.

E-mailing can be used for direct communication or sending teaching materials, oral presentations, projects, appointments, homework, etc. Students can communicate with one another to practice using the language, to discuss issues, to fulfil communicative tasks, or to collaborate on projects. Student can use e-mailing to interview one another and then to report the result in class the next day.

E-mailing provides learners with a possibility to correspond with distant e-pals (traditionally penpals). They can look for them in numerous sites, e.g. **Interpals** at www.interpals.net or **ePals** at www.epals.com

Blogs

Blogs are web sites on which learners can read about someone´s personal opinions and express their own experiences in the form of comments.

Learners can read and comment on the English learning-oriented blogs, e.g. **BBC Learning English Blog** at http://www.bbc.co.uk/blogs/legacy/learningenglish/, **Enjoy Learning English** at http://enjoy-learningenglish.blogspot.sk/ and many other.

They can also post their messages via **social networking sites** like Facebook (http://www.facebook.com) or Twitter (https://twitter.com/).

Moreover, they can create their own personal blogs, or group blogs, or even classroom blogs at special sites, e.g.

Blog at http://blog.com/
Weebly at http://www.weebly.com,
Wix at www.wix.com

b. In <u>**synchronous modus**</u> of text-based CMC system**,** the learners´ messages are exchanged in the text form as well, but in real time.

Discussion lists (chat rooms)

Learners (and teachers too!) can participate in a synchronous exchange of opinions and ideas with one or more people over a computer network. Examples of chats for English language learners and teachers:

Dave's ESL Cafe at www.eslcafe.com/students
English Baby at http://www.englishbaby.com/
English for Friendship at http://www.learnenglish.de/EnglishChat/livechat.html
Get English Online Chat at http://www.getenglishonline.com/chat.html

B. AUDIO/VIDEO CMC systems

Both audio and video based CMC systems enhance learners´ speaking skills directly – through completing oral tasks. Learners basically record their own voices in a number of different ways and post their speaking assignments online.

a. Asynchronous audio CMC systems

Learners can record their performance, messages, homework pieces in .mp3 or .wav formats and send them via e-mail to the teachers or other learners

Recoding and sharing audio messages (podcasting)
The teacher can have students produce and publish their own podcasts. To record short audio messages or podcasts, the teacher or learners can use computer applications or one of many podcasting sites, such as:
Audacity at http://audacity.sourceforge.net/
Audioboo at http://audacity.sourceforge.net/
AudioPal at http://www.audiopal.com/index.html
Croak.it at http://croak.it/,
Podomatic at www.podomatic.com,
Record MP3 at www.recordmp3.org,
SoundCloud at https://soundcloud.com/
Shoutomatic at www.shoutomatic.com,
Vocaroo at www.vocaroo.com,
Voice Thread at http://voicethread.com/
Voki at www.voki.com.
Voxopop at http://www.voxopop.com/
Woices at http://woices.com/

Recordings then can be sent via e-mail to the teacher, other class-mates, to the class blog, or shared on the internet

Recoding audio messages in combination with photos
Learners take a photo (or a series of photos to create a video), record a commentary, and then they can comment on it orally
Examples:
Fotobabble at http://www.fotobabble.com/
QWiPS at http://qwips.com/
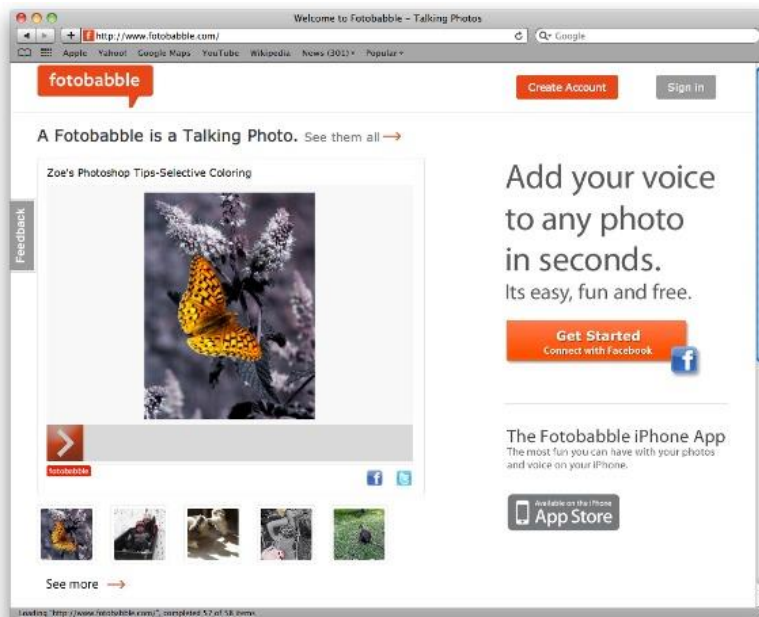
Asynchronous video CMC systems
Enable learners to view facial expressions, gestures and lip movements which can help them comprehend the message better and improve their pronunciation as well. Learners can share video messages on one of the many public sites for sharing videos (e.g. www.youtube.com, www.dailymotion.com/, www.dropbox.com, www.vimeo.com),

Useful applications for recording and sharing video messages
Animoto at www.animoto.com
Movavi at www.movavi.com
Wideo at http://wideo.co/
WinkBall at http://www.winkball.com/

b. Synchronous audio/video CMC systems
- webphones,
- Skype (http://www.skype.com),
- Google Voice (http://www.google.com/googlevoice/about.html#tab=conference

⬊ References

APPEL, M. C. (1999). *Tandem language learning by e-mail: Some basic principles and a case study.* (Occasional Paper No. 54). Dublin: Centre for Language and Communication Studies.

BRAMMERTS, H. (1996). Tandem language learning via the Internet and the International E-Mail Tandem Network. In D. Little & H. Brammerts (Eds.), *A guide to language learning in tandem via the Internet* (pp. 9-22). Dublin: Centre for Language and Communication Studies.

BEAUVOIS, M. H. (1998). Write to speak: The effects of electronic communication on the oral achievement of fourth semester French students. In J. A. Muyskens (Ed.), *New ways of learning and teaching: Focus on technology and foreign language education* (pp. 93-115). Boston: Heinle & Heinle.

BLAKE, R. J. (2000). Computer mediated communication: A window on L2 Spanish interlanguage. *Language Learning and Technology* [Online], 4(1), 120-136. Available at: llt.msu.edu

CHEN, C.-F. E (2012). *Computer assited language learning and teaching*. Available at: http://www2.nkfust.edu.tw/~emchen/CALL/

CHUN, D. M. (1994). Using computer networking to facilitate the acquisition of interactive competence. *System*, 22(1), 17-31.

COHEN, M., & MIYAKE, N. (1986). A worldwide intercultural network: Exploring electronic messaging for instruction. *Instruction Science*, 15, 257-273.

Godwin-Jones, B. (2000). Speech Technologies for Language Learning. *Language Learning and Technology* 3, 2: 6-9. Available at: http://llt.msu.edu/vol3num2/emerging/index.html

HEALY-BEAUVOIS, M. (1992). Computer assisted classroom discussion in the foreign language classroom: Conversation in slow motion. *Foreign Language Annals*, 25(5), 455-464.

HOLMEVIK, J. R., & HAYNES, C. (2000). *MOOniversity.* Needham Heights: Allyn and Bacon.

Hubbard, P. (2010). *An Invitation to CALL: Foundations of Computer-Assisted Language Learning*. Stanford University. Available at: (http://web.stanford.edu/~efs/callcourse/index.htm)

KELM, O. R. (1992). The use of synchronous computer networks in second language instruction: A preliminary study. Foreign Language Annals, 25(5), 441-454.

KERN, R. (1995). Restructuring classroom interaction with networked computers: Effects on quality and characteristics of language production. Modern Language Journal, 79(4), 457-476.

KÖTTER, M. (2002). *Tandem learning on the Internet: Learner interactions in virtual online environments (MOOs).* Frankfurt: Lang.

KŐTTER, M. (2003). Negotiation of Meaning and Codeswitching in Online Tandems. *Language Learning & Technology* 7 (2), 145-172.

KÖTTER, M., SHIELD, L., & STEVENS, A. (1999). Real-time audio and e-mail for fluency: Promoting distance language learners' aural and oral skills via the Internet. *ReCALL, 11*(2), 55-60.

MABRITO, M. (1991). Electronic mail as a vehicle for peer response: Conversations of high- and low-apprehensive writers. Written Communication, 8(4), 509-532.

MAYNOR, N. (1994). The language of electronic mail: Written speech? In G. D. Little & M. Montgomery (Eds.), *Centennial usage studies* (pp. 48-54). Tuscaloosa: Alabama University Press.

MURRAY, D. (1988). Computer-mediated communication: Inplications for ESP. *English for Specific Purposes*, 7, 3-18.

ORTEGA, L. (1997). Processes and outcomes in networked classroom interaction: Defining the research agenda for L2 computer-assisted classroom discussion. *Language Learning and Technology*, 1 (1), 82-93. Available at: http://llt.msu.edu/vol1num1/ortega/default.html

PAYNE, J. S., & WHITNEY, P. J. (2002). Developing L2 oral proficiency through synchronous CMC: Output, working memory, and interlanguage development. *CALICO Journal*, 20 (1), 7-32.

PENNINGTON, M. C. & ESLING, J. H. (1996). Computer-Assisted Development of Spoken Language Skills. In M. C. Pennington (Ed.), *The Power of CALL* (pp. 153-189). Houston: Athelstan.

POKRIVČÁKOVÁ, S. (2012). *Modern Teacher of English*. Nitra: ASPA.

SPROULL, L., & KIESLER, S. (1991). *Connections: New ways of working in the networked organization*. Cambridge, MA: MIT Press.

VOLLE, L. M.(2005). Analyzing oral skills in voice e-mails and online interviews. Language Learning&Technology, 9(3), 146-163. Available at: http://llt.msu.edu/vol9num3/volle/

WARSCHAUER, M. (1996). Comparing face-to-face and electronic discussion in the second language classroom. CALICO Journal, 13(2), 7-26.

WARSCHAUER, M. (1998). Interaction, negotiation, and computer-mediated learning. Retrieved October 23, 2002, from http://www.insa-lyon.fr/Departements/CDRL/interaction.html

WARSCHAUER, M., SHETZER, H., & MELONI, C. (2000). *Internet for English Teaching*. Alexandria: TESOL.

Van HANDLE, D. C., & CORL, K. A. (1998). Extending the dialogue: Using electronic mail and the Internet to promote conversation and writing in intermediate level German language courses. *CALICO Journal, 15*(1-3), 129-143.

3.3 CALL and developing reading

Zuzana Straková

Introduction

Approaches to reading as a process and in the same way approaches to teaching reading in a foreign language classroom have changed over the last decades from that of seeing reading as a passive process of receiving information to understanding reading as an active and even interactive process (e.g. Grabe, 1988).

There are several definitions of what reading is, but in general it is defined as a receptive language process. Brumfit (1982, p.3) states that "reading is an extremely complex activity involving a combination of perceptual, linguistic and cognitive abilities." Hedge (2000, p. 189) identifies what the reader needs in order to make sense of the text:

- syntactic knowledge,
- morphological knowledge.

These two types of knowledge basically focus on the language itself and help the learners to decode the language of the text and are usually addressed as *systemic* or **linguistic knowledge**. However, the reader needs more in order to interpret the meaning of the text. There are other types of knowledge such as:

- general world knowledge,
- socio-cultural knowledge,
- topic knowledge,
- genre knowledge.

These types of knowledge are called in general **schematic knowledge** (term coined by Cook) which refers to the process where the text being read activates the prior knowledge and life experience of the learner. The experienced reader who has reached a certain level of automaticity uses these processes as one functioning complex. In this context Hedge (ibid.) explains the interaction as an "interplay among various kinds of knowledge that a reader employs in moving through a text."

In agreement with this view Grabe (1988) defines a skilled reader as someone who is able to succeed in:

- reading as a comprehending process – not just in decoding letters and words but in gaining the meaning from whatever it is
- reading as a rapid process – covering the material quickly enough so that the information that we read five sentences ago we still remember and can relate it to the material we are reading now (if we read too slowly we would not be able to develop an overall understanding of the text),

- reading as the complex of sub-processes – i.e. to recognize the words very rapidly, we have to have some sense about syntactic structure, we have to use our knowledge, background knowledge.

People nowadays in general encounter a great variety of written language day to day – whether in printed or electronic form. A different reason for reading determines also the way we read. We can read in order to **receive some information** (reading for survival, reading for learning, etc.) or we can read **for pleasure.**

Never before it seemed easier and quicker to reach the information we need. While in the past we would have to first identify the source where the information we are looking for might be located (e.g. in a dictionary, textbook, fiction, encyclopaedia, etc.), today it is enough to enter the right key words into web browser and we will see loads of results where the needed information might be placed.

The availability of electronic devices in this sense made surveying a variety of web sites and searching for information rather easy and accessible; however, this requires **the ability to read the text quickly** and either find what we need or to get the main idea of the text. The reader thus uses techniques which are called:

- **skimming** – where the aim is to discover **the main idea**, to get the gist of it, the eye runs quickly, without pausing to study the details.
- **scanning** – where the aim is to **find a particular piece of information**, fairly fast reading with instant rejection of all irrelevant data.

These two techniques of quick reading are important especially when handling the text in a CALL classroom since learners face much higher amount of texts in an electronic device than in a printed textbook. There are, however, other techniques which the reader needs to use in order to succeed in the reading process. These are:

- **anticipation and prediction** – when readers predict what the text is going to be about they immediately activate their prior knowledge and experience; prediction also stirs curiosity and learners will be interested in checking whether their predictions were right or wrong;
- **contextual guessing** – where the reader makes the sense and understandable connections based on the indications provided by the passage;
- **making inferences** – when the reader uses clues from the text to figure out what the author doesn't express explicitly – this is sometimes referred to as reading "between the lines";
- **using key words** – which can help the reader discover the so called internal structure of the text. The properly chosen key words and the ability of the reader to discover them in the text can guide the reader in making the sense of the text structure.

The above mentioned techniques should equip the learner of a foreign language not only with the ability to read and the texts In general we can say that the teacher has the following aims while teaching reading (Hedge, 2000, p.205)**:**

1. to enable the learner to read a range of texts in English;
2. to adapt reading style according to the range of purposes and apply different strategies as appropriate;
3. to build a knowledge of language (e.g. vocabulary, structure), which will facilitate development of greater reading ability;
4. to build schematic knowledge in order to interpret texts meaningfully;
5. to develop awareness of the structure of written texts in English and to be able to make use of, e.g., rhetorical structure, discourse features, and cohesive devices in comprehending texts;
6. to take a critical stance to the content of texts.

Teaching reading skills in CALL

As the use of modern technology influenced educational context in every single aspect teaching reading has not been left out. The immense world of Internet sources available to learners who would a few decades ago see an English text only in a textbook, opened a completely new dimension in the foreign language instruction. It enabled to raise the **motivation of learners, their engagement, interactivity** as well as the **exposure to the target language**. The last mentioned aspect seems to be crucial especially in the context where the target language was not easily accessible in its authentic form. Textbook texts are in general adapted to the appropriate level so that the learners face only a desirable level of difficulty. Open Internet sources, on the other hand, confront the learner with a wide variety of genres or text types, whether authentic or non-authentic, formal or informal.

However, as Palfrey and Gasser (2008, p. 246) underline the "use of technology in teaching makes no sense if it´s just because we think technology is cool. It´s easy to understand how we get to this place. The thinking goes like this: It´s fun and cool to blog; lots of people are doing it; we know that kids get some information from blogs; therefore, blogging must have a place in our school. This is a mistake. We should figure out, instead, how the use of technology can support our pedagogical goals." In reading, thus, we must be very clear on why we implement technology in our teaching and what benefits it brings in comparison with a traditional textbook or other printed material based lesson.

However, using technology in developing reading skills of the learners requires **modification of reading strategies** used by the reader in comparison with a traditional reading process based on the printed material. As Huang (in Loucky, 2010, p. 235) suggests there are certain major areas which influence the use of reading strategies in CALL and he specifies them as:

- learner's background knowledge and major areas of interest and need,
- degree of language proficiency,
- learner's degree of computer skill/literacy,

- text topic and difficulty level.

Especially the last two mentioned areas differ from what the teacher would consider in the past. The level of the **learners´ computer skills** can have a strong influence on their task achievement. In the same way the question of **text difficulty** or appropriacy will be considered more often in a CALL classroom than in a traditional classroom since the sources at any proficiency or authenticity level are open to the learners at any time. This can be viewed as an advantage on one side because the intensity of exposure to the target language is incomparable in a CALL classroom. At the same time we need to be aware that both systemic and schematic knowledge are challenged much more while using open sources and the Krashen´s term *comprehensible input* (1982) has a huge relevance in this situation. Learners can become discouraged by the incomprehensibility of the text, especially when facing authentic texts. There are also questions of language appropriacy which students should be confronted with at their level of proficiency. It, therefore, is a crucial task of teachers to be absolutely clear on the reasons **why they use** these sources and how they **select the texts** as well as how they **design the tasks** for their learners.

Potential problematic aspects of teaching in a CALL classroom have already mentioned in chapter 1. There have been many attempts by various researchers to identify these limitations in order to help teachers to either avoid them or to be prepared to use alternative approaches. Ban et al. (2006) highlight especially the following areas:

- technical difficulties,
- logistic constraints,
- cognitive demands,
- affective stress.

They further state (ibid., p. 3) that "without moderation or facilitation of some kind, computer-mediated communication could be meaningless for learning." What we find especially interesting in their arguments is that besides of possible feeling of *cognitive overload* - which Ban et al (ibid) claim may be experienced by learners if they are not **navigated** properly throughout the task or if the **structure** of hypermedia "supports multilinear, rather than sequentially or spatially arranged texts"(ibid.) – learners can also experience the feeling of "aloneness". This can be caused by the tasks which on one side develop autonomous learning, but on the other side students are not prepared well for such tasks or the **support** they have been provided with is not sufficient.

These aspects must be considered by teachers when designing tasks for development of reading in a CALL classroom.

Tasks for developing reading in a CALL classroom

Whether we speak about developing reading skills in a traditional setting, i.e. textbook-based instruction, or a CALL classroom where technology plays the dominant

role, it has to be underlined that the same teaching principles need to be applied for both processes. Reading-focused activities should follow the framework in which we:

1. help learners to orientate in the topic before reading, activate what they already know about it, help them to be prepared on both systemic (vocabulary, grammar) as well as schematic knowledge (general knowledge, experience): **PRE-READING PHASE.**

2. help them to get through the text by breaking the passage into smaller parts or we offer them an outline for recording of what is happening in the text, which can be used later, we help them to keep focused: **WHILE-READING PHASE.**

3. show the relevance of the text read by using it for other skills development or help them to make sense of the text by providing them by comprehension-check activities: **POST-READING PHASE.**

This framework can be applied in both traditional or CALL classrooms but planning of work and the instructions for teaching will differ. While the teacher working with a textbook in the classroom setting will be there for the students during all three phases and will guide the class in what they are supposed to do, in a CALL classroom the teacher will need to prepare each step in such a way that students will receive the main instructions and guidelines individually from the technological device. Of course, the teacher might – especially in the early stages of using the CALL approach – ask students to carry out only a single task and wait until they have finished, then take them to the next level. This, however, might cause the chaos in the class since some students with good computers skills might be ready early and be impatient to go further while the other might need more time to handle the technological device. To prevent the off-putting effects it would be more practical to prepare the entire path for the students so that they can move to the next levels without teacher's permission and instruction. This kind of approach will prepare students for independent work on the task whether on their own or with their peers.

Model activities
Activity 1: Calendars around the world (*based on Lewis, p.58*)

Objectives: Students will learn about cultural differences concerning calendars; students will practise reading strategies – searching for information and getting the main idea of shorts texts
Level: *A2+*
Reading focus: *predicting, skimming, scanning*
Other skills: *speaking – reporting the information found in a comprehensible way to the class; writing – taking notes*
Materials: *a worksheet for taking notes*

Procedure:
1. Students revise calendar information (days, numbers, etc.).
2. Teacher asks whether children know about other calendars in the world and introduces the idea of other calendars in the past.

3. Students are divided into groups and are given a worksheet which they are to fill in with appropriate information for Julian calendar, Islamic calendar, Mayan calendar or Chinese calendar. Students predict possible differences.
4. Students search recommended site/s where they can find the information. After that they prepare their presentation and report to the class their findings.

Activity 2: Class trip
Objectives: *Students will learn about new countries as possible places for their class trip; students will practise quick reading strategies; Students will learn how to cooperate with other on preparation of group outcome*
Level: *B1+*
Reading focus: *scanning, skimming, key words*
Other skills: *speaking – presenting the proposals, asking questions; writing – writing summaries; listening – to presentation*
Materials: *web sites with holiday and travelling information e.g. http://www.lonelyplanet.com/*

Procedure:
1. Students brainstorm their class trip preferences
2. The teacher helps them to categorise the preferences so that students can be divided into groups.
3. Students choose what type of class trip they will plan.
4. The teacher and students agree on the most important information they need to find out a plan for.
5. Students search web sites e.g. *http://www.lonelyplanet.com/*
6. Students prepare an outline for the presentation of their proposal within the agreed framework. They present their proposal and answer the questions of their classmates about the trip.
7. Students choose the most attractive proposal.

⚑ *Tasks*

1. Discussions and reflections
With a partner discuss whether you agree or disagree with the following statement, give your reasons and explain what it means for the teacher´s work:

a) Today's students live in a world bombarded by multimedia messages that can facilitate their maneuvering through everyday life. Most students are naturally attracted to, and motivated by, activities that involve technology, especially in educational arenas. However, technology in and of itself does not promote active learning, nor does technology use that is structured to mirror the teacher-fronted approach to language teaching/learning. (Ban et al)

b) Although reading and writing are widely acknowledged as important skills, students tend to do relatively little genuine reading and writing (as opposed to reading and writing ´practice´) before their advanced-level coursebooks. (Kern, 2003)

c) ...one of the fundamental conditions of a successful extensive reading programme is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly be reading for pleasure – the main goal of this activity. (Harmer, 2001)

---

2. Planning a reading lesson

Find a text on A2 level from the web sites above in Useful sources. Design a lesson plan based on this text for:

a) a traditional class – no technology devices

b) a CALL classroom

Compare the differences and express pros and cons of both plans.

3. Reviewing of a textbook

Review one unit from the textbook that is used at secondary or primary schools. Then identify possible areas where a CALL approach could enrich a traditional textbook. Focus on the development of reading skills.

🢆 References

BAN, R., JIN, L., SUMMERS, R., & EISENHOWER, K. 2006. Integrating Technology: Best-Use Practices for English Language Learners in Content-based Classrooms. In J. Govoni, (Ed.), *Perspectives on Teaching K-12 English Language Learners*. Boston, MA: Pearson Custom Publishing. Available at: http://www.appstate.edu/~jinl/esltech.pdf. Last visited: 16 March 2014

BLAKE, R. J. 2008. *Brave New Digital Classroom: Technology and Foreign Language Learning.* Washington, D. C.: Georgetown University Press.

BRANDL, K. 2002. Integrating Internet-based reading materials into the foreign language curriculum: From teacher- and student-centered approaches. *Language Learning & Technology,* 6(3), 87-107.

BRUMFIT, Ch. 1982. *Problems and Principles in English Teaching.* Oxford: Pergamon Press.

CIMERMANOVÁ, I. 2011. *Using Technologies in Teaching English*. Prešov: Prešovská univerzita v Prešove

COOK, J. 1997. Key concepts in ELT: Schemas. *ELT Journal*, 51(1), 86.

DUDENEY, G., 2000. *The Internet and the Language Classroom. A practical guide for teachers.* Cambridge: Cambridge University Press.

GRABE, W. 1988. *Reading problems in EFL programs.* In USIA Worldnet presents Dialogues. [electronic dialogue]. Washington.

HARMER, J. 2001. *The Practice of English Language Teaching*. Longman.

HEDGE, T. 2000. *Teaching and learning in the Language Classroom.* Oxfors: Oxford University Press.

HUDSON, T. 2007. *Teaching Second Language Reading.* Oxford: Oxford University Press.

KERN, R. G. 2003. Literacy as a New Organizing Principle for Foreign Language Education. In Patrikis, P. C. (Ed.), *Reading Between the Lines.* Yale University.

KRASHEN, S. 1982. *Principles and Practice in Second Language Acquisition.* Oxford: Pergamon Institute of English.

LEWIS, G. 2004. *The Internet and Young Learners.* Oxford: OUP.

LOUCKY, J. P. 2010. Constructing a roadmap to more systematic and successful online reading and vocabulary acquisition. *Literary and Linguistic Computing*, 25(2), 225-241.

MARTIN, D. *Activities for Interactive Whiteboards*. Helbling Languages.

PALFREY, J., & GASSER, U. 2008. *Born Digital.* New York: Basic Books.

PATRIKIS,P. C. (Ed.). 2003. *Reading Between the Lines.* Yale University.

STRASSER, T. 2012. *Mind the App!* Helbling Languages.

Useful sources

http://www.teachingenglish.org.uk/

http://www.onestopenglish.com/

http://www.eslgold.com/

http://learnenglishteens.britishcouncil.org/

http://learnenglishkids.britishcouncil.org/en/

http://www.bbc.co.uk/

http://edition.cnn.com/

http://www.nationalgeographic.com/

3.4   CALL and developing writing

Ivana Cimermanová

Writing

Writing is generally used for a wide variety of purposes and it has many different forms. In the digital era we live in, it has many even more forms compared to ten years ago and the characteristics frequently borders with the characteristics of speaking. The influence of Web 2.0 brings the possibilities of social networking and use of collaborative writing, however it means students need new skills, and it can be also said that students must be aware of different strategies and techniques that are applied in work with technologies. Even though we claim the form might have changed the truth is that the main aim of writing is all the same.

Writing is a productive skill and its irreducible importance should not be a subject of discussion. It is neither easy nor spontaneous, frequently it is a demanding process that involves several rereadings and rewritings as well as work with different types of dictionaries. Writing is taught at all grades levels and this chapter suggests several writing activities that use computers and resemble authentic writing.

Kennedy (1998) describes the nature of the school subject of writing from three aspects. She speaks about *prescriptive* aspect and she understands it as the ability to follow the rules – e.g. use of quotation marks, commas, use of different verb forms etc.). The second aspect is *conceptual,* i.e. students "understand concepts such as metaphor, chronology, argument, and genre in ways that enable them to appreciate the quality of texts they read and to use these concepts to analyse and improve their own texts" (p. 10). The *strategic and purposeful* aspect studies the subject of writing from the perspective of generating ideas into text and the processes of refining and clarification of their ides.

Digital Natives learn differently from the way their parents did, state Palfrey and Gasser (2008), and that does not mean they are better or worse. We cannot blame them for not writing letters (they write emails), for not writing postcards (they send sms), we cannot blame them for not writing diaries (they write blogs), etc. We have to accept the era we live in and put our effort in effective use of technologies that are available. Students use them frequently and the teachers can benefit from the technologies themselves but also from the motivation of the students and authenticity of their use.

To use stone or wood for notetaking nowadays would be definitely interesting and entertaining these days but rather impractical, especially in the period when university students mostly take notes on a laptop and save them in digital format (Herbert, 2014, describes the research realised by Mueller and Oppenheimer and aimed at comparing two groups of students taking notes – in traditional way an on laptop and the study results indicate that „longhand notes not only lead to higher quality learning in the first place; they are also a superior strategy for storing new learning for later study"). Still,

teachers have to be very sensitive in their decisions to use technologies instead of pen and paper.

Activities

Email exchange substituted the letter writing and even the regular (especially business) correspondence. A lot of inquiries, letters of recommendations, complaints are sent via email nowadays; a lot of data collection is done via e-surveys but also via emails.

Personal emails in many cases are substituted by instant messages or messages published via social nets. Still, especially young learners like getting personal messages to their email boxes. The teacher may find a partner school in abroad and regularly agree with the partner institution teacher about the topics and spend some time during the lesson on reading and writing new emails. In case of email pen pal exchange (or key pals) it is important to help learners to learn the culture as possible misunderstanding across culture might arise. It is equally important that students are aware of etiquette and netiquette. It has been already mentioned that socialising on internet has some features of speaking. Especially personal emails (that are being vastly substituted by instant messages and chats use contracted forms, shortened words and emoticons.

We mentioned **instant messaging**, people nowadays use different chats what enables them communicate with people all over the world in real time (in written or spoken form). It is important that teachers set the aim of the chats, what more teachers should check the technical status of computers, whether the software is installed and to make sure learners do not have problem with typing. In case there are more than two people chatting, the rules for communications should be set. (E.g. how and when to ask questions, how to write a longer text

Word processors are applications that allow us to produce and store the documents. The minimum correspondence and writing nowadays is done using pen and paper. We use phones to save the shopping lists, to keep memos; we use computers to write longer texts (inquiries, applications, complaints, etc.) more or less regularly and the possibility to track changes and add the comments might help both teachers and learner. Features of word-processing allow us to use it for collaborative editing work.

How to track the changes

When you work with the *track changes* on (usually hitting the keys Ctrl+Shift+E turns the changes on or in the upper panel: Revision/track changes - see the screenshot below – the same is used to turn them off) all changes will be recorded – insertion, deletion, format changes. The changes are recorded with the name of the author of the changes as well as using specific colours. Those are customised in the Track changes menu.
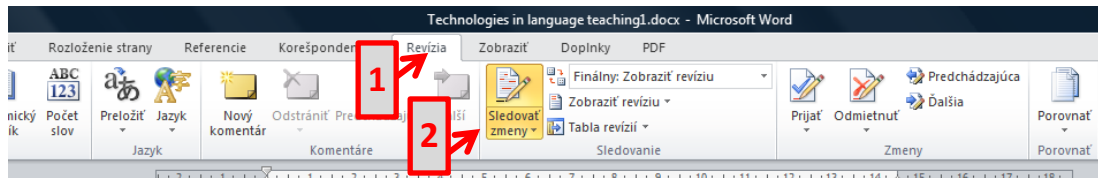
Fig. 1: Screenshot Track changes (Ms Word)

More people can work on the same document and the suggested changes are tracked with the information about the authors, their names and time of change. To change the name of the person editing the text go to *track changes menu* and change the name of user – it can be done several times in an edited document, which means there can be more people working on one document tracking their own suggestions and changes.
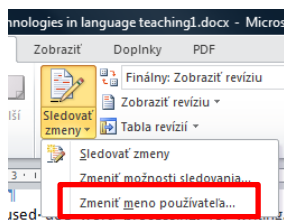

Fig. 2 Screenshot Change user name

After the customisation of the track changes characteristics, the changes are recorded. See the screenshots below (original text and the edited one).
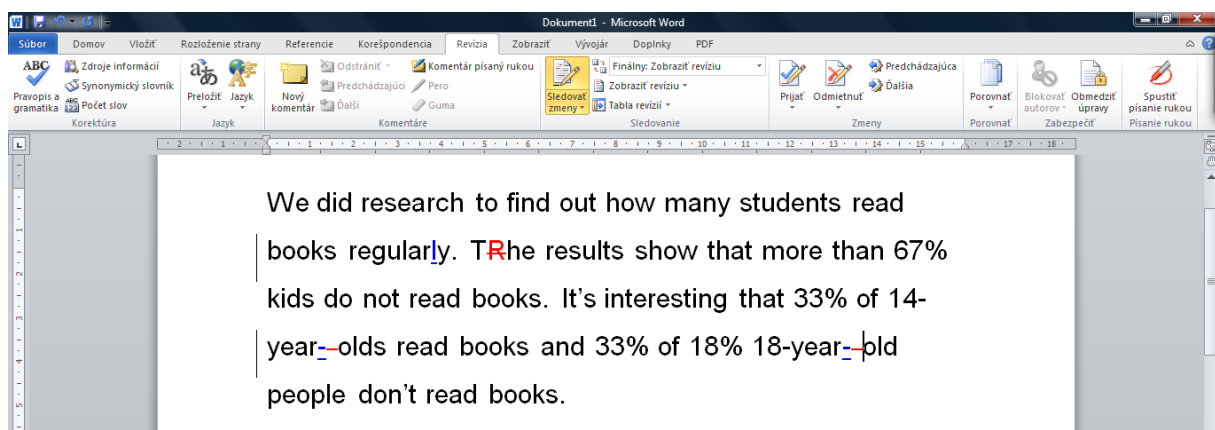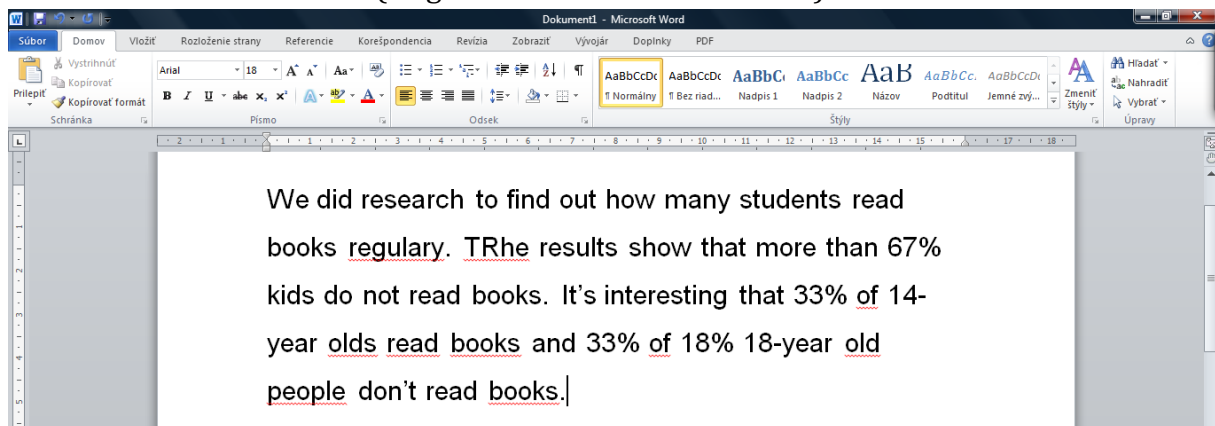
Fig. 3 Screenshots Edited text in MS Word (with tracked changes)

We can also add comments; either to inform student about something, to suggest some changes or e.g. instead of direct error correction – to make students think about the suggestion, rather than simple acceptance of our change. In the Revision menu we click the icon add comment. (In the screenshot below, there are two people editing people – IC and JD).
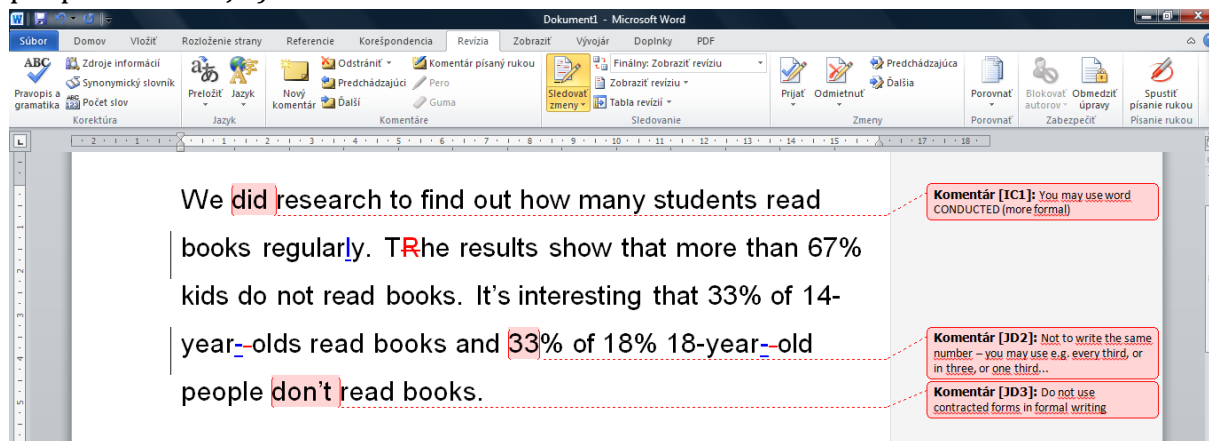
Fig. 4 Screenshots Edited text in MS Word with added comments (with the tracked changes)

It is an important step when the author of the text decides to accept or to reject the suggested changes (it can be done one by one, or all changes can be accepted in one step - In the Track changes menu – select e.g *Accept* where you can decide how the changes should be accepted-(see the screenshot).
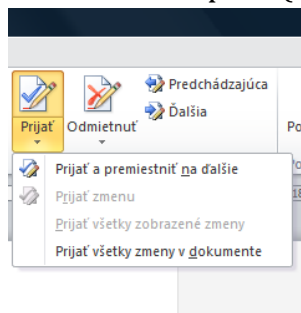
Fig 5 Screenshots Accepting/rejecting changes

Wordprocessing activities may be used with almost all age and level groups. We may mention *Write a story / keep a diary / create journal, newspaper (project), create a diary etc.*

We have mentioned that writing can be a collaborative work. Many people claim that using technologies isolates learners, however technologies can offer can provide us with the opportunities to do opposite. A vast number of people use gmail but they do not know what applications and possibilities it offers. E.g. google drive allows user to share the documents and to cooperate and work with the same time synchronously (writing

and e.g. adding comments as well). The same is truth about wiki. **Wiki** is a tool that allows users to create, edit and save text collaboratively. The most well-known wiki is wikipedia. It is an encyclopaedia created by users from all over the world. The wikispaces.com is a portal that allows teachers to create their wikis and share it with students so they can create joined documents.
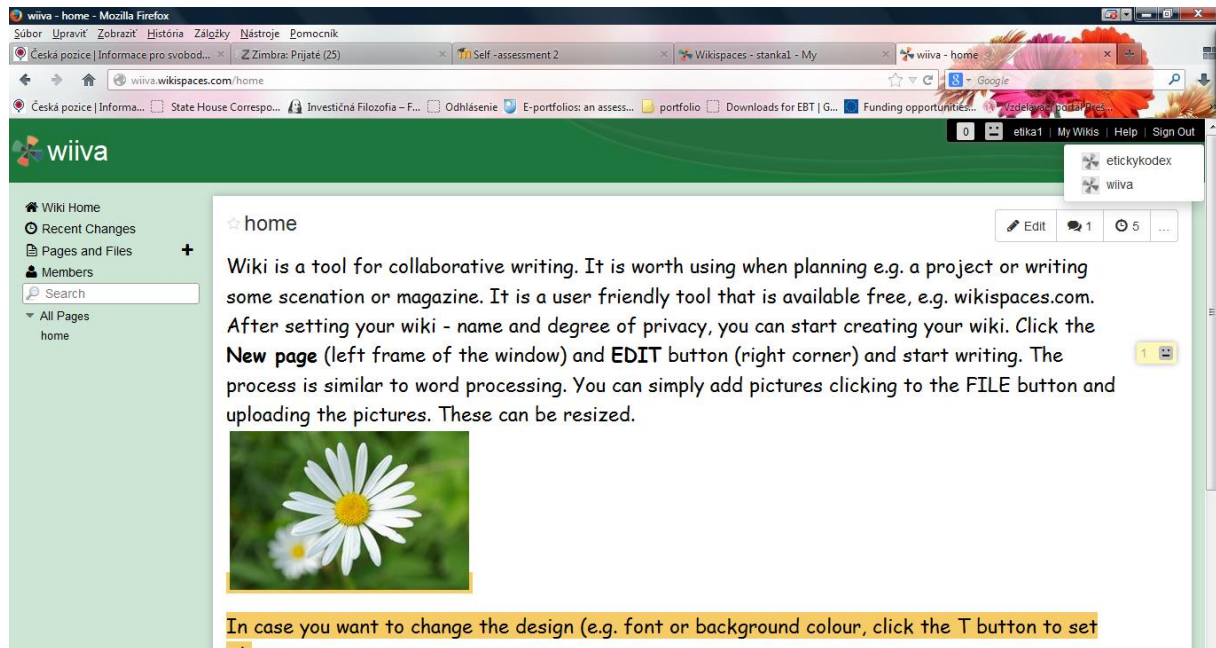

Fig 6 Screenshot wiki document

At the initial stages it is usually a teacher who is a wiki organiser, who manages the wiki members and he/she has a right to lock pages, delete them or to rename the files. The advantage of the wikispace.com is that it is ad-free what is important especially if you work with young learners.

In case a teacher wants to see the student's contributions, he may challenge students to use different fonts and colours or add their name.
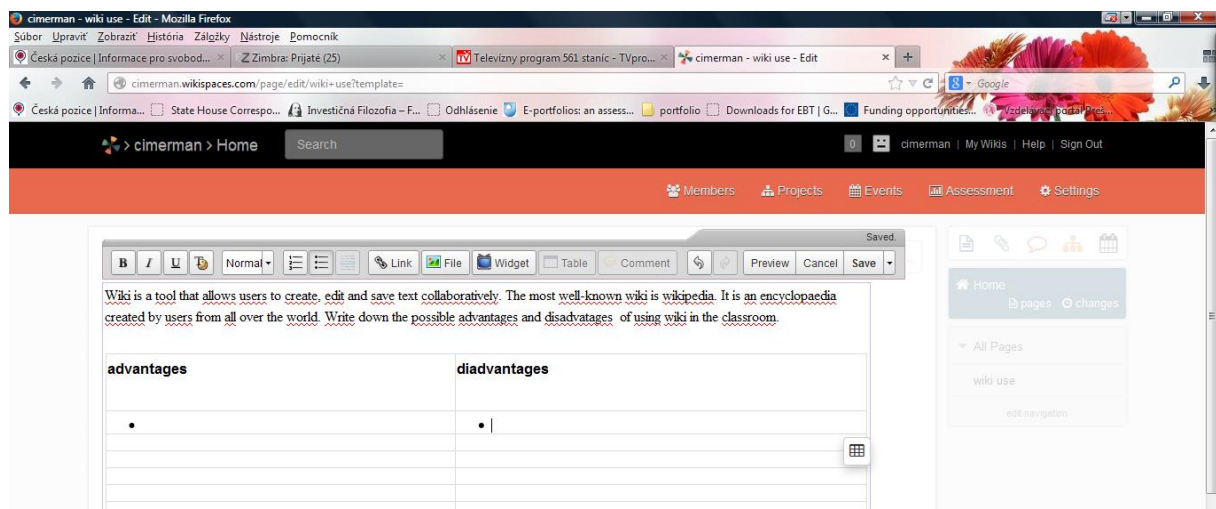
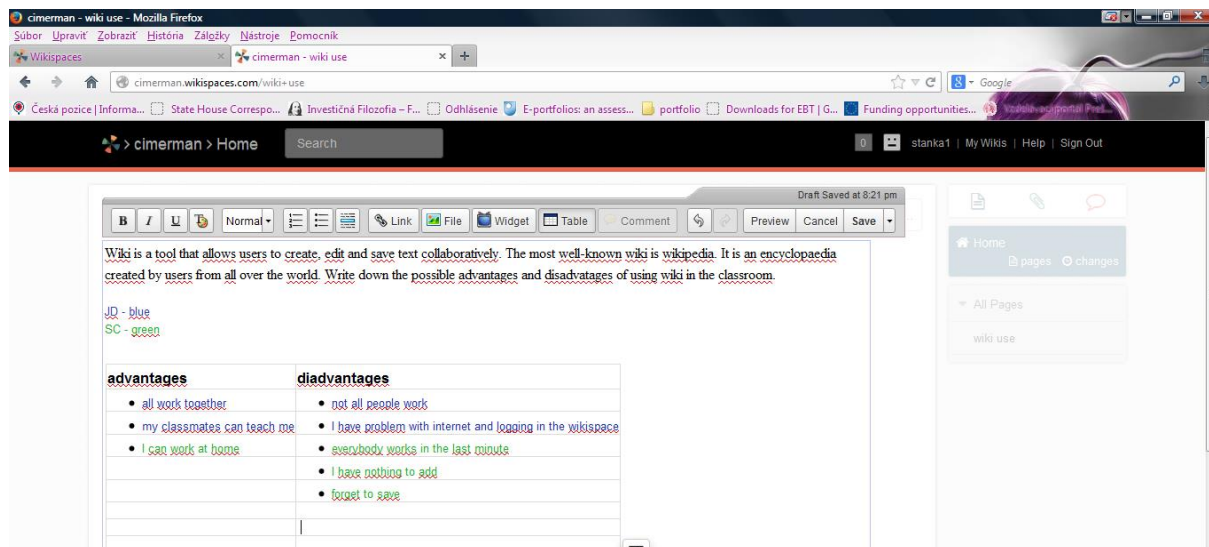Fig 7 Screenshot Wikispaces.com – teacher opening the document

Fig 8 Screenshot Wikispaces.com – students assing information into the document

Except for the possibility of simultaneous work of multiple contributors another significant advantages of the wiki is that it records all changes and the versions can be compared.

The possibility of writing diaries (that might be a form of regular writing activity) have been already mentioned. **Blogs** (short from weblogs) are frequently used to practice reading in EFL classroom. They can also be used for writing. Even though students may perceive it as an artificial activity (to write in English language) they should understand that using English help them to approach much wider audience.

Nowadays, there is an enormous number of blogs of differing quality. It is quite easy to set up one's blog and this is why many people start their blogs and after few texts they stop contributing to their blogs. For the English language classrooms we may use e.g www.blogspot.com. The teacher has several choices. Students can create their own blogs and the rest of group (or partner school) reacts; or there is a class blog and all students have an approach and maybe responsible for adding a text e.g once in a month.

After registration, the author selects the name of a blog and the template. The work in a blog is similar to work in wordprocessor. One may format text easily, insert pictures, sounds or videos. After finalising the contribution we can publish the blog (see the figures below).
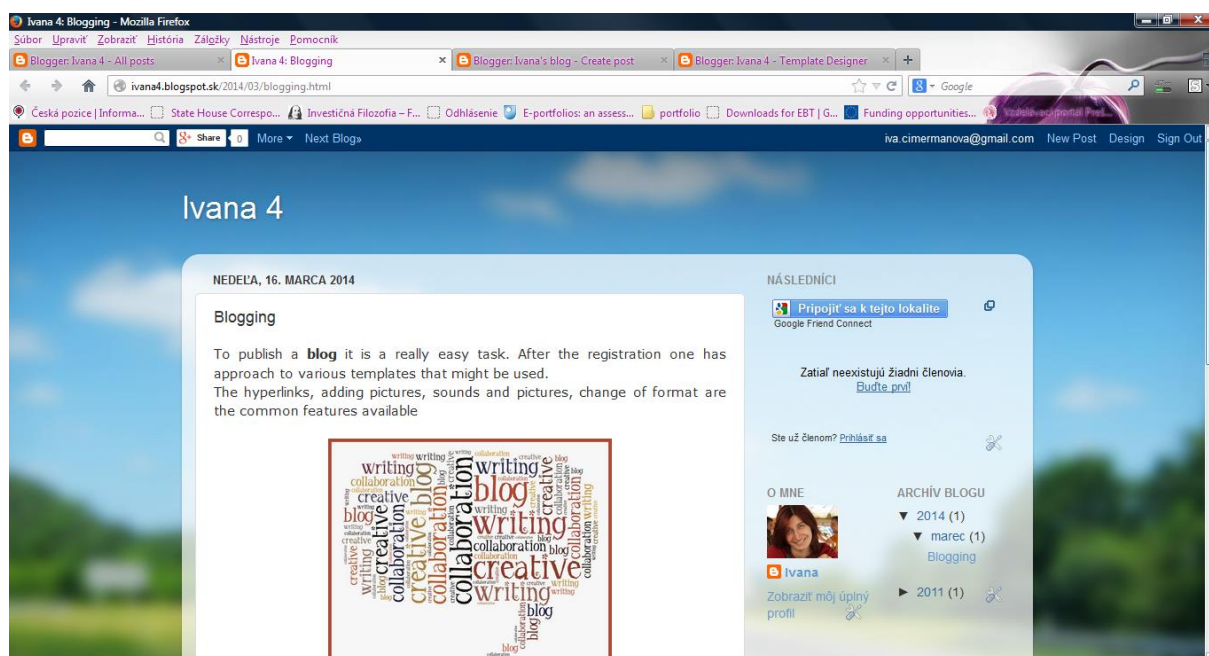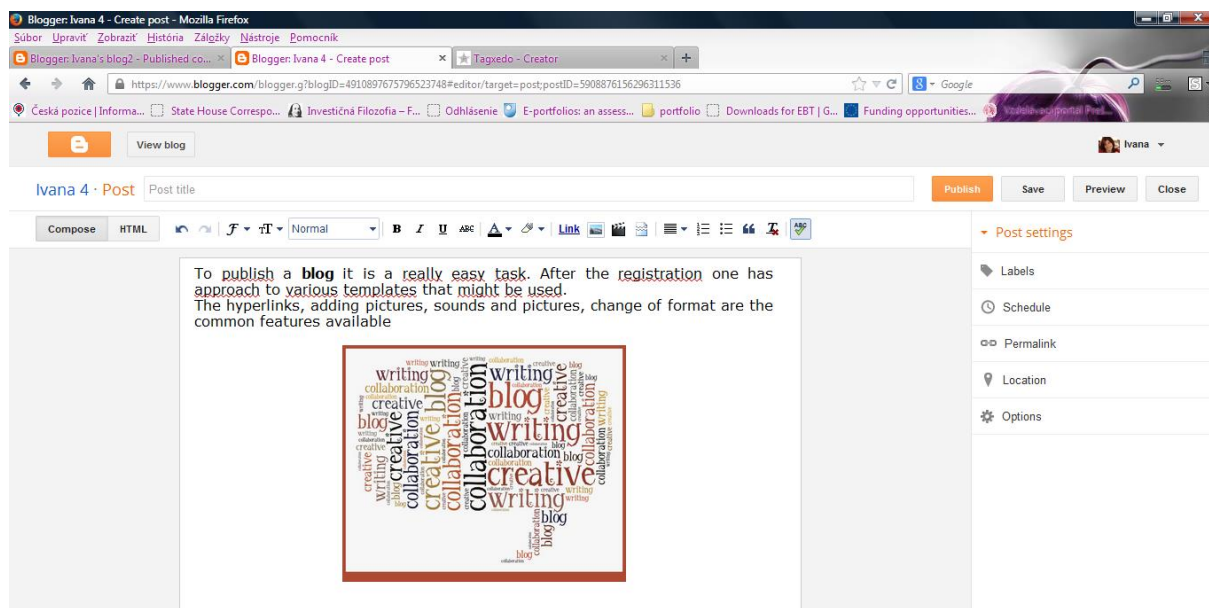
It has been already mentioned that blogging develops both, writing and reading comprehension skills. It is important to realise possible negative aspects which can arise when using weblogs (and internet generally). One fact is that student often surf other website as we want them to and get easily distracted. In web 2.0, where a lot of contributions may be commented, we can encounter "with possible cyber-bulling attacks. However, as we know, spam, "rubbish messages" or pop-up-windows can appear anywhere on the Internet. So this problem becomes really acute in terms of using various Internet-resources and facilities but not only for blogging. The same refers to using only appropriate blogs which won't "spoil" or distract our students' attention too much."

Blogging, similarly as **threaded discussions**, can be implemented inside or outside the classroom. Threaded discussions are chronological lists of comments usually

(usually with their names or nicks). The advantage is that people can also comment the comments and thus to develop different threads.

Fan fictions are again the materials that might be used to develop reading comprehension. On the other hand, students themselves can write their own stories based on the books they have read. Fan fictions are stories about the characters or plots that are written by fans and published online.

Fanfiction websites allows the users to write freely books, movies, cartoons, comics etc. There are fanfiction websites in different languages including the Slovak websites.
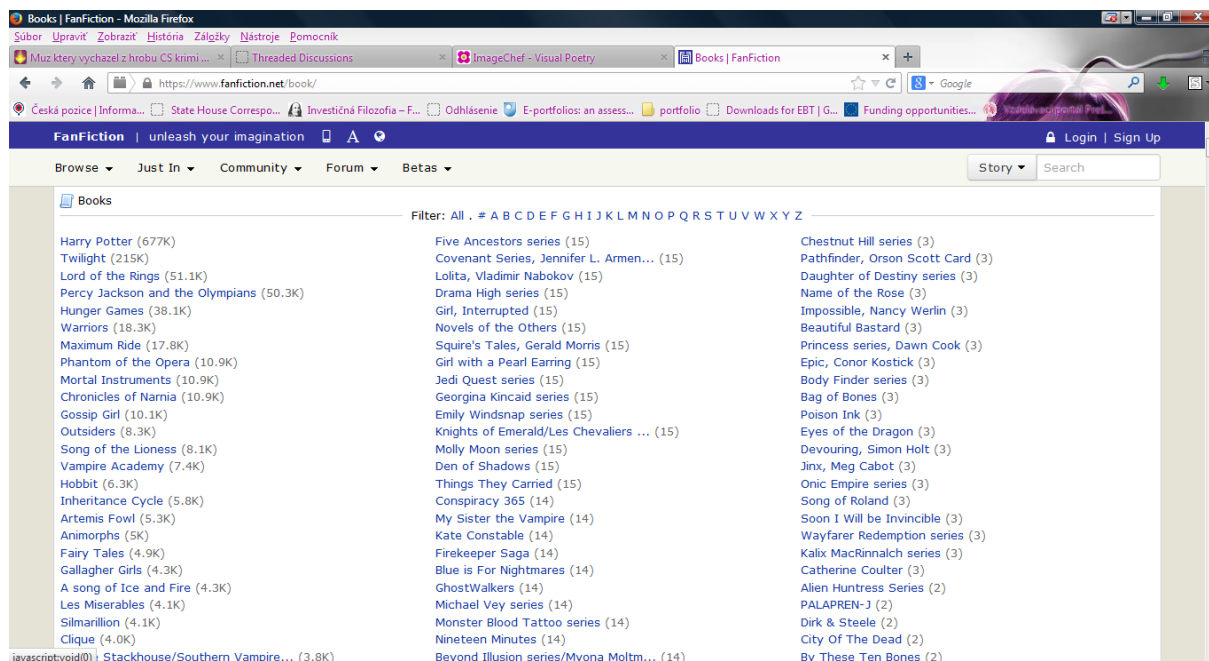
Writing is labelled as Cinderella among the language skills. But in real life students write more and more. The personal contact is reduced in favour for written communication and thus it is extremely important to pay a special attention to developing writing skills.

References

BRITISH COUNCIL. 2013. Online Writing for Students and Teachers. Use of Blogs at ESL/EFL Lessons. Submitted by admin on 25 February, 2013 - 22:38 Available at: http://www.teachingenglish.org.uk/blogs/admin/online-writing-students-teachers-use-blogs-eslefl-lessons, [cit. 15. January 2014]

BYRNET, D. 1993. *Teaching Writing Skills*. Longman.

CIMERMANOVÁ, I. 2011. *Using Technologies in Teaching English*. Prešovská univerzita v Prešove : Prešov.

HERBERT, W. 2014. *Ink on Paper: Some Notes on Note-taking.* Dostupné z: http://www.huffingtonpost.com/wray-herbert/ink-on-paper-some-notes-o_b_4681440.html [cit. 15. January 2014]

HIVEIDI, A. 2011. EFL Learners' Use of Blogging for Developing Writing Skills And Enhancing Attitudes Towards English Learning: An Exploratory Study. *Journal of Language and Literature*, 2(1). Available at: https://www.academia.edu/2347862/EFL_learners_use_of_blogging_for_developing_ writing_skills_and_enhancing_attitudes_towards_English_learning_An_exploratory_st udy [cit. 15. January 2014]

KENNEDY, M. 1998. *Learning to Teach Writing*. Teacher College Press. Ebook.

PALFREY, J., & GASSER, U. 2008. *Born Digital. Understanding the first generation of digital natives*. Basic Books.

4 Specific areas of CALL

4.1 CALL and developing
intercultural communicative competence

Eva Reid

Even though the development of intercultural communicative competences is claimed to be one of the key aims of foreign language teaching, it is believed, that most of the teaching time is devoted to the development of the four language skills. It is often difficult to convince English teachers that the teaching of culture is an inseparable part of English language lessons (Dunnett, Dubin, & Lezberg, 2001; Kramsch, 1993, Byram, 1989). This is confirmed by Brooks (2001) who says that language without culture is only a set of symbols which can be misinterpreted, if they are not understood in the right cultural context. According to Byram (1989), there is a tendency to treat language independently of the culture and this tendency disregards the nature of language. Teaching culture should not be considered as an extra fifth skill in addition to teaching speaking, listening, reading and writing (Kramsch, 1993). Right from the beginning teachers should include cultural activities to enrich the learners' awareness, attitudes, knowledge and skills concerning their own culture but also other cultures, which are needed for successful intercultural communication. Knowledge on contents of cultural teaching can be taken from Reid (2012), Byram (1989), Kramsch (1993).

It is a difficult task to develop intercultural communicative competences in foreign language lessons, as intercultural communication is connected with foreigners and foreign cultures, and the most effective way to develop ICC is to bring reality to the classroom. However in the today's world of information technologies, reality and authenticity are easier to bring to the classroom. Computers and the internet make a lot of materials easily accessible and free of charge. There are various techniques and materials, which could be used for teaching ICC using multimedia.

Authentic materials are one of the most attractive sources for teaching culture in foreign language classrooms. Harmer (1991) describes authentic texts as those which are designed for native speakers. Most everyday objects in the target language qualify as authentic materials. According to Nunan and Miller (1995) authentic materials are those which were not created or edited for language learners. Authentic materials, if sourced well can enable students to identify with actual issues, and such exposure can be a great motivational factor for them, by helping them to recognize that there is a community of users who live their lives in this other language. Exposing learners to authentic materials can also help them understand the target culture and imagine how they might participate in this community. On the level of day to day teaching of foreign languages, authentic materials can make individual lessons more interesting or remarkable

especially for teaching phrasal verbs, idioms and particular culturally specific phrases. (Brinton & Wong, 2009). Authentic materials connected with multimedia are a rich source of material. The internet is the most accessible source, where authentic videos, recordings, texts, pictures, signs, symbols, etc. are easily attainable.

Although there is a great choice of available authentic materials, teachers need to be careful in choosing appropriate materials for foreign language teaching, which include suitable cultural contents. Teachers should set up specific criteria for selecting materials suited to the individual group of learners, which will meet their needs and interests. Teachers should therefore pick out interesting aspects from the target culture and present them in a way that would engage the learners' attention (Cullen, 2000). Teachers should encourage their learners to compare the given information with their own culture, as learners tend to think that what they do in their own culture is the same in other cultures (Galloway, 1981). The age, language level and background knowledge of the learners should be considered when choosing the difficulty level of cultural materials. The materials have to be comprehensible to the learners, but at the same time should be challenging enough to sustain their motivation. Therefore, selected materials should be at an equal level of difficulty or slightly above the learners' present level. It is not the aim to understand every word, but to challenge the learners to want to learn more about the target country, to encourage learners to pursue their studies of the language and the culture of the respective country and above all to raise intercultural awareness (Cullen, 2000). Cultural appropriateness has to be considered, as authentic materials are based on native speakers' culture which may be quite alien or inappropriate to some language learners. Teachers have to consider whether the students have the background knowledge for the topic and if the information included in the materials has any value to the students (Reid, 2009).

Authentic materials include "**audio materials**" (TV programmes, commercials, news, weather reports, films, cartoons, radio programmes including adverts, music, audio materials on the internet, audio-taped stories and novels, announcements at the airports, shops, etc.), "**visual materials**" (photographs, paintings and drawings, wordless street signs, images on the internet, pictures from magazines, postcards, stamps, coins, wordless picture books, etc.), "**printed materials**" (newspapers including adverts, magazines, TV guides, books, catalogues, lyrics to songs, restaurant menus, product labels, street signs, tourist information brochures, maps, letters, junk mail, school notices, billboards, bus and train schedules, application forms, printed materials on the internet, etc.). All the mentioned materials could be found on the internet and used for cultural teaching.

Nuttall (1996) gives three criteria for choosing authentic materials to be used in the classroom: suitability of content, exploitability and comprehensibility.
-   "suitability" of content can be considered as the most important. Authentic materials should be interesting and relevant to the needs of the learners.
-   "exploitability" refers to how the authentic materials can be used to develop the students' knowledge and competence. Just being authentic does not mean that it can be useful.

- "comprehensibility" refers to grammatical and lexical difficulty, it has to be appropriate to the language level of the learners.

Authentic materials provide a rich source of cultural material. The mentioned cultural materials could be used in many different activities and using different techniques, which are mentioned below. If learners are regularly exposed to authentic materials, they could become more familiar with them and in the future be able to partially avoid a cultural shock when visiting the culture in question.

For teaching cultural awareness Hughes (2001) recommends the following techniques. These techniques can be used in various contexts, but also by using multimedia. The "**comparison method**" concentrates on discussing the differences between the native and target cultures. This can be based on watching videos, films, reading online articles, etc. Students are asked to compare items between foreign and their own cultural aspects (headlines, advertisements, sports, comics, weather reports, etc.). By "**cultural capsule**" learners are presented, for example with a custom that would be different in the two cultures. It would be accompanied by visual aids, or videos to show the differences and a set of questions for class discussions. "**Drama**" is a technique where learners act out short scenes of misinterpretation and also subsequent clarification of the event that had happened between two different cultures, which was caused by misunderstanding the target culture. This could be done if a form or projects, where students video their drama projects and present them to other students, or hang them on youtube. "**TPR**" technique is designed to respond to oral commands to act out a cultural experience. TPR is especially popular with small children, or beginners. This can be practiced by watching a video, or listening to a CD. TPR would be the most suitable for practicing non-verbal communication (body language for greetings, proxemics). TPR activities could be video recorded by learners and consequently used for further activities.

Cullen (2000) offers a number of various activities which would contribute to effective development of ICC. "**Reformulation**" is retelling a story in his/ her own words. It could be a story from listening, reading or watching a video. It is a simple but successful method for both language and culture learning. "**Noticing**" is paying attention to particular features. For example, identifying differences in Christmas customs depicted in a video. By asking students to notice the differences, it makes them more involved rather than passively viewing the video. "**Treasure hunt**" involves searching for certain items set in advance, for example people, dates, events in a news or magazine article (which could be read out of the internet). "**Prediction**" engages students actively by finishing (predicting) for example a half told story, for example from an online newspaper or a magazine (could be found online). Or the students are given only some information about the new topic and they predict what they would learn. This should evoke the students' curiosity and interest to talk, no matter if their predictions are correct or not. "**Role plays**" for example based on menus give learners great opportunities to practice structures and functions of the language being acquired. Role plays could be video recorded and showed to the learners for further discussions. "**Research**" is one of the most powerful learning tools, which combines learning and

interests. Students are asked, for example to research any aspects of the target culture that interest them, present their projects (which could be a presentation on the computer, or a video project).

Three model activities are named below:

TV Commercials – YouTube (Reid, 2012):

Three TV commercials were chosen for cultural teaching at an English language lesson. The resources were the contemporary TV advertisements available on the internet (YouTube). The age and language level for this activity should be students from 12 years of age and older at an intermediate level. The aim of the lesson was to improve listening skills, predict, find and compare differences or similarities between cultural features portrayed in the chosen adverts. The methods of cultural teaching was prediction (engages students actively by predicting e.g. some cultural aspects) and noticing (paying attention to particular features, noticing the differences - it makes learners more involved rather than passively viewing the video). The internet, a computer and an overhead projector were needed.

All three commercials were advertising Walkers crisps. The first commercial was advertising Yorkshire pudding flavoured crisps (YouTube, 2012c), the second one German Bratwurst flavoured crisps (YouTube, 2012b) and the third one Dutch cheese flavoured crisps (YouTube, 2012a). The lesson started with a brainstorming activity - students were to name typical features and stereotypes for given countries: England, Germany and Holland. All the suggestions were written down in three categories on the board. At first, the TV adverts were played without sound. Students were asked to find a common feature of the adverts (Walkers crisps) and recognize the countries (England, Germany and Holland), which were portrayed in the commercials. After recognizing the product of the commercials and placing countries to each advert, students watched each advert individually with the sound on and were noticing all typical features and stereotypes which appeared in the videos (England – roast beef, Yorkshire pudding, gravy, Gary Linecer, English flag, policeman, Queen's guards from Buckingham palace, Beefeaters; Germany – sausage/Bratwurst, German flag, leather trousers, Dirndl, German shepherd, brass music, beer; Holland - Edam cheese, traditional outfits, clogs, windmills, tulips, Dutch flag). The predicted features and stereotypes (from the board) were compared and discussed with the noticed features and stereotypes from the adverts. The additional features and stereotypes were also written on the board. The discussion was about how accurate were the learners' predictions about the mentioned countries. The following activity would be to think and develop ideas of similar adverts using Slovak (possibly Czech, Hungarian or Polish) stereotypes. For creative and adventurous students creating the adverts would be a valuable challenge.

The above mentioned adverts portrayed positive types of stereotypes, which countries create about themselves. All countries want to be seen positively and that is why they create and spread positive images of themselves. Even though it is advised to relativize stereotypes, using positive stereotypes in foreign language lessons is a fun and harmless activity. It shows us from the students' knowledge how successful countries

are in spreading positive picture about themselves and it also teaches students about how these countries want to be seen.

Magazine article – online

Another type of activity was chosen from a tabloid UK magazine available on the internet. Tabloid magazines are very popular with teenage generation, as they contain up to date information from the world of show business, film and fashion. Most tabloid articles do not carry high value in their content, but are culturally authentic and up to date. When carefully chosen, some articles can be adapted for foreign language teaching. An article about Angelina Jolie and adoption (Now magazine, 2013) was chosen for the lesson. The age and language level of proficiency for this activity should be students from about 14 years of age or above at an intermediate level. The aim of the lesson was to improve reading comprehension and to bring to discussion issues of adoption in different cultures. The methods of cultural teaching were prediction and research. The material was an online magazine, computer, overhead projector and printed versions of the article.

At first the students were shown a picture of Angelina Jolie and they had to guess who it was and mention as many things as possible they could relate to her. All their suggestions were written down on the board. Students were given the article to read in silence. In the meantime, we wrote unknown words, phrases and expressions on the board. After the first reading, we discussed and clarified the meanings of the unknown words and any cultural connotations. Students read the article again. For the post reading activity, to check if the students understood the article well, they were all given written questions to answer. Students were pleasantly surprised how much they understood and it gave them confidence to read more authentic texts. Then the issue of adoption was discussed based on the learners' knowledge and experience. For their homework they had to do research projects about different kinds of child adoptions (single parent families, homosexual families, children from different countries, different races). This activity helps to develop critical thinking towards sensitive issues apparent in every culture.

Creating creative video projects

The following activities were as a part of the intercultural communication classes at a university level. The activity of creating creative video projects is very demanding for understanding the issues of culture and intercultural communication and also the command of English. Simpler versions could be used at secondary schools with intermediate knowledge of English. Cameras, computers and over head projector were needed. The method of cultural teaching was research.

Students were given free hand deciding about the topics, ways of making and editing their videos. For creating such videos, students needed to have substantial knowledge about intercultural communication. The length of the videos was limited to ten minutes. Students worked in groups of two to four. Projects were presented in a class and further discussed. The chosen topics ranged from greetings in various cultures, differences

between American and British cultures, cultural differences, etc. The video projects are available on YouTube for viewing, but also for using during lessons for intercultural teaching. The links of the students' video projects can be found on YouTube under the group UKF KLIŠ.

Creating video projects is a way of intensive learning combined with fun. Students have to create the topic, research the ideas and develop them into complex projects. Students today are very skilful with computer technologies and are able to edit their videos almost to a professional level. Projects at lower levels of education would require guidance from teachers, especially with the topics and contents.

Techniques such as prediction, noticing, comparisons and research were mentioned in the three model activities. Suggestions for students are to create lesson plans with activities using the techniques, which were not mentioned in the model activities. The activities using treasure hunt, drama, cultural capsule and TPR technique should be all using multimedia and developing intercultural communicative competences.

➘ References

BRINTON, D., & WONG, A. 2003. *Authentic Materials Guide.* [online]. [17. 3. 2014]. Available on the internet: http://www.lmp.ucla.edu/Lessons.aspx?menu=003. 2003.

BROOKS, N. 2001. Culture in the Classroom*.* In Valdes, M. (Ed.), *Bridging the Cultural Gap in Language Teaching.* Cambridge: Cambridge University Press, 2001.

BYRAM, M. 1998. *Cultural Studies in Foreign Language Education.* Clevedon: Multilingual Matters.

CULLEN, B. 2000. *Practical Techniques for Teaching Culture in the EFL Classroom.* [online]. [20. 3. 2014]. Available on the internet: http://iteslj.org/Techniques/Cullen-Culture.html. 2000.

DUNNETT, S., C., DUBIN, F., & LEZBERG, A. 1986. English language teaching from an intercultural perspective. In Valdes, J. M. (Ed.), *Culture Bound.* Cambridge University Press.

GALLOWAY, V. B. 1981. *Public Relations: Making an Impact.* In Philips, J. K. & American Council on Teaching of Foreign Languages. Action for the '80s: A political, Professional, and Public Program for Foreign Language Education. National Textbook Company, Sokie.

HARMER, J. 1991. *The Practice of English Language Teaching*. Longman ELT.

HUGHES, G. 1986. An argument for cultural analysis in the second language classroom. In Valdes, M. (ed.), *Cultural bound.* Cambridge University Press.

KRAMSCH, C. 1993. *Context and Culture in Language Teaching.* Oxford: Oxford University Press.

Now magazine. 2013. Angelina Jolie wants two more kids with Brad Pitt after her recent mastectomy. [online]. [23. 1. 2014]. Available on internet: http://www.nowmagazine.co.uk/celebrity-news/545763/angelina-jolie-wants-two-more-kids-with-brad-pitt-after-her-recent-mastectomy

NUNAN, D., & MILLER, L. 1995. *New Ways in Teaching Listening.* Alexandria, VA: Teachers of English to Speakers of Other Languages.

NUTTALL, C. 1996. Teaching reading skills in a foreign language. London: Heinemann.

REID, E. 2009. Autentické materiály ako efektívna metóda jazykového vyučovania spojená s interkultúrnym porozumením. In Veselá, K. (Ed.), *Cudzie jazyky v škole 6* (p. 90-94). Nitra: UKF.

REID, E. 2012. Using TV Adverts in Intercultural Teaching. In Pokrivčáková, S. (Ed.), *Cudzie jazyky a kultúry v škole 9 = Foreign Languages and Cultures at School 9* (p. 164-179)*.* Nitra : UKF.

REID, E. 2012. Compatibility of the National Curriculum in Slovakia with the CEFR with Respect to Intercultural Education. In Horváthová, B. (Ed.), *New Directions in Teaching Foreign Languages* (p. 138-157). Brno: Masarykova univerzita.

YOUTUBE. 2012a. *Dutch cheese flavoured crisps.* [online]. [26. 1. 2012]. Available on internet: http://www.youtube.com/watch?v=_WKbzUkXxe4&feature=player_embedded

YOUTUBE. 2012b. *German Bratwurst flavoured crisps.* [online]. [26. 1. 2012]. Available on internet: http://www.youtube.com/watch?v=1-j1ViSzgpo&NR=1

YOUTUBE. 2012c. *Yorkshire pudding flavoured crisps.* [online]. [26. 1. 2012]. Available on internet: http://www.youtube.com/watch?v=vd6EylG0ubA&NR=1

YOUTUBE. 2013a. *UKF KLIŠ.* [online]. [20. 3. 2014]. Available on internet: http://www.youtube.com/channel/UCZlbxW0ALEasoGV0v-kSptQ

YOUTUBE. 2013b. *How many languages do you think you speak?* [online]. [20. 3. 2014]. Available on internet: http://www.youtube.com/watch?v=72qO7FkVHvQ

YOUTUBE. 2013c. *English Woman in New York.* [online]. [20. 3. 2014]. Available on internet: http://www.youtube.com/watch?v=yNYctr2dNpY

YOUTUBE. 2013d. *Cultural Differences.* [online]. [20. 3. 2014]. Available on internet: http://www.youtube.com/watch?v=HjuIY9ztPXE

YOUTUBE. 2013e. *Greetings.* [online]. [20. 3. 2014]. Available on internet: http://www.youtube.com/watch?v=dzESCUOk3BI

4.2 Incorporating Literature in CALL

Ivana Žemberová

The present day society has gone through considerable changes in many areas of life in the last decades. These areas include that of language education, an important part of which is a thorough training of qualified teachers. In regard to the fast development of information and communication technologies, the competences of foreign language teachers should include the ability to work with the modern technologies in the classroom and successfully apply their knowledge and skills in this area in the teaching process. The aim of this chapter is to show the possibilities of designing and carrying out relatively undemanding ICT activities, whilst the focus is on the work with a literary text that, at the same time, works as a starting point for the presented CALL activities. Particular attention is given to the use of computers, internet, various web-based or software tools and interactive whiteboard in language education and to their role in mediating, presenting and working with a literary text. Thanks to the great progress in the area of computer, internet and multimedia development, these technologies together with a well chosen literary text may serve as a significant step to a more attractive and quality teaching process.

Literature forms a natural part of people's lives and communication in their mother tongue. As such, it should be given proper attention also in the area of language teaching. Provided it is used properly, it can motivate language learners not only to read and work with the particular text in the target language, but it can also encourage them to read in general. Literature plays an important role in the **linguistic, cognitive and affective development and cultural awareness** of learners. However, it is necessary to realize that, apart from the content, it is also the way of teaching and learning the language that counts. Teaching literature or language through literature must be thoroughly planned before it can be successfully applied to raise the motivation and stimulate the learner's development in the above mentioned areas.

Choosing a suitable approach in regard to linking literature and CALL in EFL depends on many factors, including the age of the learners, class size, the language and technical competency of the teacher, availability of resources and last but not least the technical equipment of the classroom. All these factors need to be taken into consideration in order to choose an approach and technologies that would best suit the needs and possibilities of the class. The practical activities later in this chapter may serve as an example how to use technologies in language teaching in innovative and exciting ways.

Literature and internet link in EFL

The internet is nowadays considered to be an inevitable part of language teaching. It is necessary both for the teachers to prepare materials, and present the teaching stuff, and for the learners. Pim (2013, p. 20) states that "technology can provide a significant

addition to the other more conventional tools (blackboards, textbooks, cassette players) that are found in classrooms around the world. Technologies like the internet can provide access to large quantities of authentic input material and at the same time can provide opportunities for practice". In regard to teaching foreign languages in primary level, Pim further continues that: "For younger learners effective classroom strategies have traditionally involved use of songs, rhymes and traditional stories with repeated language structures. The internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary. These tools can also help to support teachers who don't feel as confident with their own language skills. Technology also affords children the opportunity to record themselves for playback at a later time" (Pim, 2013, p. 22).

Although the above given quote refers to using internet in the young learners' classroom, the advantages and possibilities of using internet with older children or adults stay the same.

Literature and interactive whiteboard in EFL

One of the electronic tools, used in language learning that is necessarily interconnected with computer is an interactive whiteboard. This tool cooperates with the computer which is directly controlled and operated from the board through an interactive pen, finger, or a special pointer. The interactive board serves, in fact, as a touch display of the computer. The interactive whiteboard technology may, no doubt, be of great help in the process of incorporating literature into CALL as it:

- stimulates cooperation and activity of the learner in completing various before-, while- and after-reading tasks;
- integrates more senses into the learning process;
- motivates the learner to engage in working with a literary text;
- develops the creativity of the learner through various literature related activities, games, or quizzes.

Teachers can prepare their own materials to be used with the interactive board, or they can work with ready made materials, interactive textbooks or software that are either a part of selected textbooks, or are available as a supplementary material for the work with such books (pre anglický jazyk na 1. stupni ZŠ pozri napr. *Fairyland).* The activities described in the section **2 Sample activities** provide instructions for teachers how to prepare easy and undemanding materials for the interactive whiteboard on their own.

Other tools supporting linking of literature and CALL in EFL

The following table provides a list of some of the literature related EFL activities based on the use of modern technologies in or outside the classroom. Some of them form a part of the following section (**2 Sample activities**) which shows practical application of the link between literary texts and CALL methodology and presents procedures as

well as an outcome of the activities which I carried out with our students at the Department of Language Pedagogy and Intercultural Studies, Constantine the Philosopher University in Nitra. Apart from the links, given in the Table 1 and in the sample activities section, teachers may find lots of useful links, including web-based online tools or software at Free Tech Tools for ESL Educators (http://edvista.com/claire/pres/free-esl/index.html).

Table 1: Tools supporting linking of literature and CALL in EFL

Activity	Tools/Technology used	Useful links
Literary texts related vocabulary games (Bingo, crosswords, word search, vocabulary dice games, etc.)	Web-based application Tools for Educators	www.toolsforeducators.com
Literary quizzes	Free online quiz maker Pro-Profs	www.proprofs.com/quiz-school/
Digital story making/telling	Windows Movie Maker	http://windows.microsoft.com/sk-sk/windows7/products/features/movie-maker
Bubble schemes	Free tool for creating bubble schemes Bubbl.us	www.bubbl.us
Watching and listening to books/stories online	Youtube	www.youtube.com
Preparing/working with materials on the interactive board	Interactive board E-beam Scrapbook	
Reading and discussing a book	Video conferencing with whiteboard facility	
Art/literary works related presentations	Microsoft Office PowerPoint	

Sample activities

A. CALL and literature in teaching English in primary level (Interactive whiteboard, data projector, e-beam Scrapbook presentation, Tools for Educators application, and Youtube)

The objective of the following activities is to present the possibilities of interconnecting the work with a children's picture book and various technologies, such as PC or notebook, internet, and interactive board in teaching English in the primary classroom. Some modern textbooks include interactive software or interactive e-book (e.g. Fairyland series) as a supplementary material, which is, no doubt, of great help for teachers as it saves them a lot of time and effort. However, sometimes it is necessary that teachers prepare their own materials. The objective of the following activities is to present and, in the end, to create a teaching material based on CALL using a literary text from children's literature as a source text.

Objective of the activities:
- to present the foreign language materials with the use of computer and interactive whiteboard,
- to complete the book based activities, prepared in advance,
- to design the vocabulary practice teaching materials using computer, internet and interactive whiteboard.

Technologies used: PC or notebook, data projector, interactive whiteboard (e-beam), internet

Teaching materials: picture books (*The Very Hungry Caterpillar* by Eric Carle*, Rosie's Walk* by Pat Hutchins), worksheets

The Very Hungry Caterpillar

The first activity is based on the work with a picture book by Eric Carle *The Very Hungry Caterpillar*. The related partial activities do not include or consider the methodological procedures and techniques that need to be applied in the work with young learners. They are aimed at the young learners' teachers and teacher trainees and focus on searching for and designing suitable CALL related language materials.

The Very Hungry Caterpillar is a very famous picture book for children and at the same time very suitable for EFL purposes. With this book it is possible to present and subsequently practice vocabulary from various areas: days of the week, various kinds of fruit, food, cardinal numbers, colours, as well as the life cycle of a butterfly.

As this book is very famous among native speakers and English language teachers, on internet we can find a really great number of ready-to-use printable worksheets for the language classroom. In case the teachers do not own a copy of the book, they can play the clip available on internet at www.youtube.com/watch?v=LvTX26behHs.

Preparation and work with the CALL related materials:

The presented partial activity to be used on the interactive whiteboard is prepared and carried out in e-beam Scrapbook. The teachers can either draw their own pictures (fruit, food, butterfly, etc.) and scan them, or use pictures from internet. The images below (Picture 1, 2) are selected from the *The Very Hungry Caterpillar* worksheet available at www.docstoc.com/docs/26257616/the-very-hungry-caterpillar-sequencing-cards. One by one (using the function Print Screen and Microsoft Office Picture Manager), the individual images are copied from the worksheet and randomly pasted into Scrapbook presentation (Picture 1). The reason why the images are copied individually one by one is that this enables the learners to move them on the interactive whiteboard and put them into the correct order, as they follow one after another in the book. Subsequently, the interactive pen is used to insert text or to add supplementary information, such as the order, days of the week, number of individual items, etc. (Picture 2).
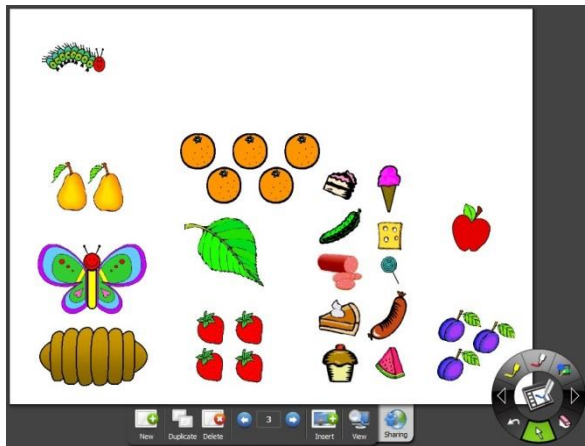
Picture 1   Picture 2
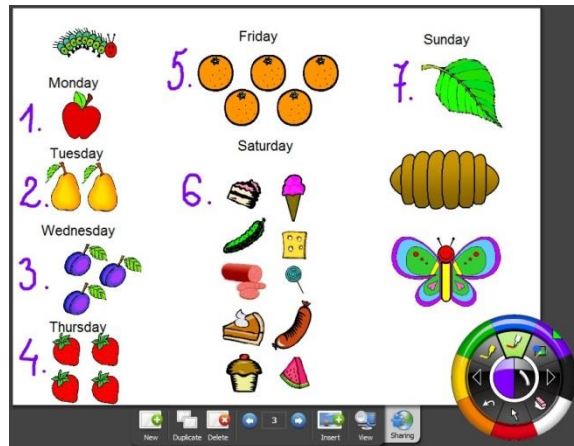
In the following partial activity, the interactive whiteboard is used to prepare materials (Bingo cards) for revision and practising vocabulary related to the fruit topic. These cards, can of course, be prepared in advance and printed out. The reason why they are made on the interactive whiteboard is to show how available web-based tools can be applied to facilitate the teachers' work in this area. The application (Tools for Educators) used to prepare the Bingo cards is available at www.toolsforeducators.com. After 15 various kinds of fruit are selected (Picture 3), the application creates 16 different Bingo cards (Picture4).
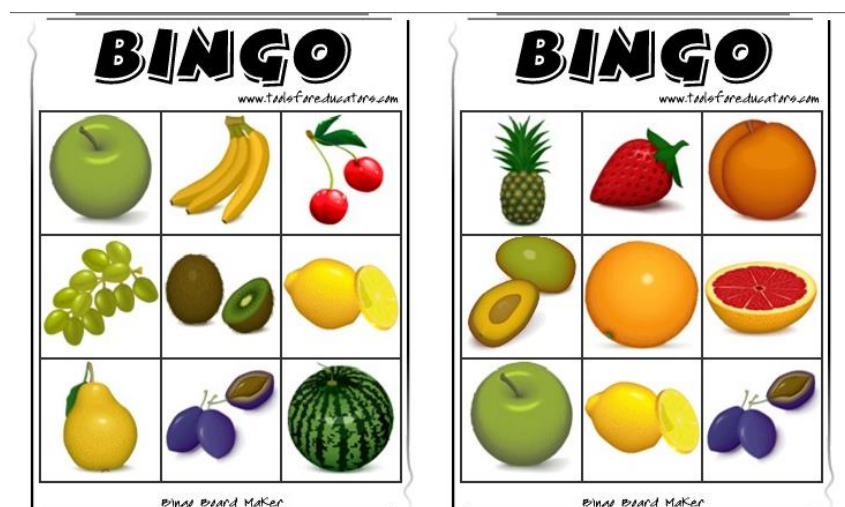
Picture 3

Make and print 3x3 bingo boards with fruit and vegetables images

Choose 15 images for your bingo board. Then, click make it.

Select an image:	Watermelon
Select an image:	Apple
Select an image:	Grapes
Select an image:	Pear
Select an image:	Kiwi
Select an image:	Mango
Select an image:	Pineapple
Select an image:	Bananas
Select an image:	Peach
Select an image:	Orange
Select an image:	Plums
Select an image:	Strawberry
Select an image:	Grapefruit
Select an image:	Lemon
Select an image:	Cherries

make it!

This maker will generate 16 bingo boards. They aren't random. To make more boards, go back and shuffle the vocabulary around on the previous page.

Tools for Educators   www.toolsforeducators.com

Picture 4 – Sample Bingo cards (Topic – Fruit)

The work with the picture book *The Very Hungry Caterpillar* can be concluded by the activity in which the life cycle of a butterfly is presented in a song. The following text is accompanied by *Are you sleeping brother John* tune:

Caterpillar and Butterfly Hand Motion Song
by Megan Sheakoski

Caterpillar, caterpillar,
In my hand, in my hand,
Soon you'll be a butterfly.
Soon you'll be a butterfly.
And fly away. Fly away.

The text is available at: www.coffeecupsandcrayons.com/caterpillar-and-butterfly-themed-finger-play-songs/. The tune is available at: www.karaoke-version.com/free/nursery-rhyme/are-you-sleeping.html

Rosie's Walk

A picture book *Rosie's Walk* by Pat Hutchins also presents an excellent teaching material for the English language classroom and offers possibilities for incorporating literature in CALL. With or instead of the book itself, the video available at www.youtube.com/watch?v=rqlDIoEFZpo can also be used. The whole text of the book consists of only one sentence:

Rosie the hen went for a walk across the yard, around the pond, over the haystack, past the mill, through the fence, under the beehives and got back in time for dinner.

Preparation and work with the CALL related materials:

The presented partial activity to be used on the interactive whiteboard is prepared and carried out in e-beam Scrapbook, applying the same method as in the *Very Hungry Caterpillar* activity. The teachers can either draw their own pictures and scan them, or find suitable pictures on internet. The picture below (Picture 5) is assembled from the images in the *Rosie's Walk* handout published in Žemberová (2005, Appendix C, Picture 2) The pictures of individual objects on the farm have been copied and pasted into the presentation one by one so that they could be moved around the whiteboard using the interactive pen. The objective of this activity is to create handouts aimed at the practise of the place prepositions – across, around, over, past, through, and under (Picture 5).
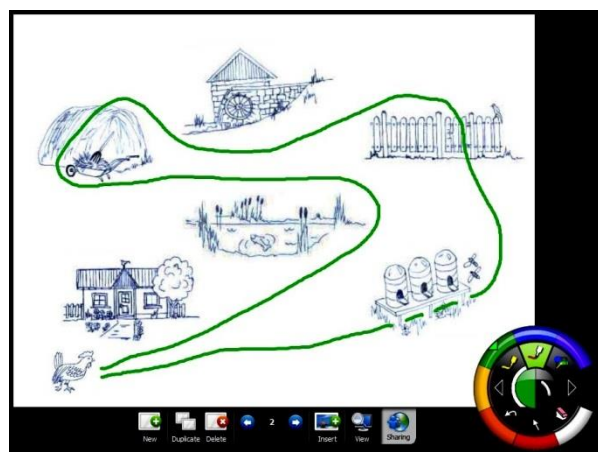
Picture 5
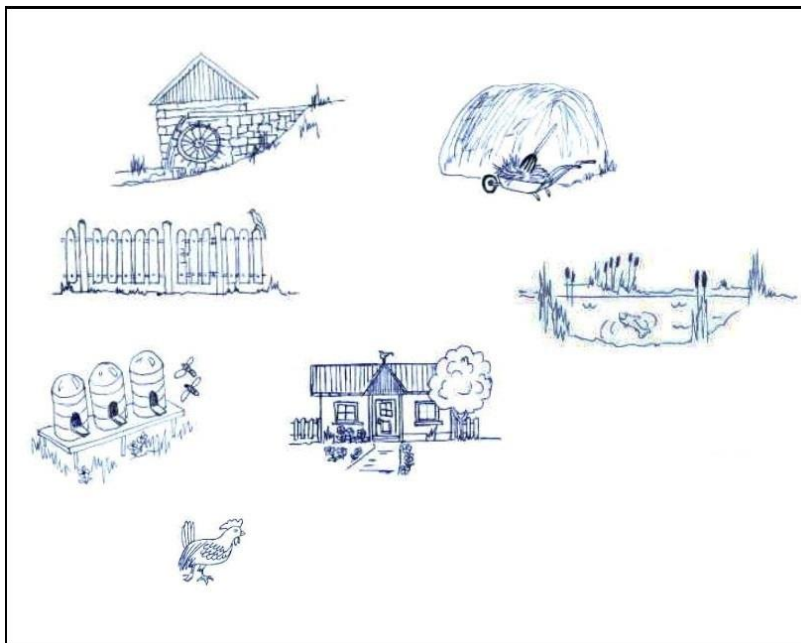
The handouts can be printed out and the route Rosie went drawn into them. Subsequently, the interactive pen is used to draw the route on the interactive whiteboard. The composition of individual objects may be varied, thus allowing for different handouts with different routes (Pictures 6 and 7).

Picture 6   Picture 7

B. CALL and literature in secondary or higher education level (Videoconferencing, Whiteboard facilities)

Video conferencing may be a very effective way of co-operation at distance. In regard to literature an

d art, in this way, it is possible to read and discuss books, and complete tasks with learners from other schools. For many language learners this is one of possible ways how to talk to and share ideas even with native speakers. Thus, the video conferencing may expose the English language learners not only to the authentic language, but also to various cultural aspects.

In video conferencing, the best option would be to use professional equipment, as the very good quality of sound and video is absolutely inevitable, however, it is questionable how many schools can afford it. However, as Pim (2013, p. 25) states, a suitable alternative seems to be the use of a web camera, microphone, whiteboard facilities, and, of course, a reliable internet connection. Out of several possible tools, Skype may be effectively used for this purpose. The following example illustrates the interconnection of literature and video conferencing via Skype. In spring 2013, those of us at the Department of Language Pedagogy and Intercultural Studies, CPU Nitra held a video conference with the students of the University of Oklahoma. The aim of the conference was to discuss a book by Ching Yeung Russell, entitled *Tofu Quilt*. It is a collection of free verse poems telling the life story of Yeung Ying, a young girl in Hong Kong in the 1960s. It is, in fact, an autobiographical story depicting the heroine's journey of reaching her goal, fulfilling her dreams and becoming a writer.

The session lasted over an hour and followed this pattern:

- greetings and introductions;
- discussing questions that the both sides had prepared in advance;
- discussing individual parts from the book that the students found most interesting, important or striking;
- conclusion.

The presented video conference session serves as an example of how reading and discussing a book can be linked with the use of modern technologies. It also shows how this link, as well as the opportunity to communicate with native speakers, can raise the positive attitude and motivation of students to engage in literature. The preparatory phase required a detailed planning on the side of the teachers and technicians to ensure that the technology was set up properly. Also the students reported that they had thoroughly read the book and carefully prepared questions and commentaries to be discussed during the session. However, the effort that was put into the preparation resulted in a very contributive discussion held in a positive and relaxed atmosphere.

Conclusion

The rapid development of modern technologies makes it inevitable that teachers get acquainted with them and are able to use them in various areas of foreign language teaching including literature. Thus, they can considerably contribute to the increase of the learners' motivation level as well as the effectiveness of the teaching process. The

above mentioned activities and given links focus on the possibilities of linking CALL and work with literature in the foreign language classroom. Their objective is not only to develop the teachers' competency in this area, moreover they may help the teachers and teacher trainees develop the ICT competency of their learners.

⚑ *Tasks*

1. Create an account on Bubbl.us (www.bubbl.us). Choose a literary text and in the Bubbl.us create a scheme that elucidates the relations between individual protagonists of the selected literary work. Shakespeare's plays (e.g. *Romeo and Juliet*, or *Hamlet*) serve well this purpose as the relations in them are rather complicated.
2. Using a web-based tool Wordle (www.wordle.net) create a picture for a book cover.
3. Project: Using the application Movie Maker, make a short video clip to a selected children's book. You can either use the pictures from the book (picture books are very suitable for this purpose), or you can use any pictures that would go with the text. *Variation:* You can also dramatize a literary work (a fairy tale, or a short story), make photos or a video, and make a short film in the Movie Maker.
4. In e-beam Scrapbook prepare literature related materials for the use on the interactive board.
5. Select a literary text and prepare a quiz using the Quiz making tool Pro-Profs (www.proprofs.com/quiz-school/).

➴ References

Čo je interaktívna tabuľa? [online] [cit. 20.06.2013] Dostupné na:
http://www.interaktivnatabula.sk/itabula/coje_itabula/

MOTTERAM, G. (Ed.). 2013. *Innovations in learning technologies for English language teaching*. British Council.

PIM, Ch. 2013. Emerging technologies, emerging minds: digital innovations within the primary sector. In Motteram, G. (Ed.), *Innovations in learning technologies for English language teaching*. British Council.

POLOMSKÁ, D. 2012. *Využívanie nových techník a modernej technológie vo výučbe anglického jazyka*. Bratislava: Metodicko-pedagogické centrum. [online] [cit. 20.06.2013] Dostupné na: http://shared.mpc-edu.sk/web/OPSOSO%20II.%20kolo%20vyzvy%20na%20poziciu%20Odborny%20 poradca%20vo%20vzdelavani/OPS_Polomska%20Dominika%20- %20Vyuzivanie%20novych%20technik%20a%20modernej%20technologie%20vo% 20vyucbe%20anglickeho%20jazyka.pdf

TOMKOVÁ, V. 2011. Videokonferenčný systém ako inovačný prvok vo vzdelávaní. In *Edukacja - Technika - Informatyka: Wybrane problemy edukacji informatycznej i informacyjnej,* 3(2), 173-178.

ZOUNEK, J., & ŠEĎOVÁ, K. 2009. *Učitelé a technologie: Mezi tradičním a moderním pojetím*. Brno: Paido.

ŽEMBEROVÁ, I. 2010. *Teaching English through Children´s Literature*. Nitra: ASPA.

4.3 CALL and young learners

Blanka Frydrychová Klímová

Introduction

Computer assisted language learning (CALL) is one of many approaches used in English language teaching (ELT). In fact, it is a blended part of traditional, face-to-face teaching (cf. Veselá, 2012) since the traditional tuition cannot be replaced just with e-schooling, particularly as far as the young learners are concerned. As with other teaching approaches, CALL should always be applied purposefully and effectively to meet the teaching objectives of an English lesson and students' needs.

Nowadays young learners cannot imagine being deprived of using information and communication technologies (ICT), such as a computer. For them ICT are as natural as breathing. As Veselá (2012, p. 83) says: *CALL is ubiquitous and anavoidable, just as new technologies are. Using technologies in teaching/learning is a matter of fact despite the complaints of teachers about insufficiently equipped classrooms, the speed of Internet connections, the lack of resources for CALL – and on contrary too many resources of various value, which are difficult to sort out, time-consumingness.*

Teachers of English attempt to implement CALL in their teaching; they involve technologies in their teaching in order to make students' learning more effective and motivating (Černá, 2007; Yang, 2001; Young, 2003). This is particularly true for the teachers who are involved in teaching young learners that still need a higher support for their learning and learn best from doing things through play and action in a warm and engaging environment where they feel safe (cf. Harmer, 2012). These teachers employ the so-called integrative CALL (for more information see Chapter 1), which exploits multimedia and the Internet as the main technologies for ELT (multimedia is characterized as a combination of text, audio, still images, animation, video, or interactivity content forms delivered by a computer - Vaughan, 1993; Dostál, 2009). Among the most common means of technologies used in the ELT classrooms are the following ones:

- interactive whiteboards (IWB);
- CD ROMs, DVDs, videos, or websites sites ;
- online reference tools, e.g. online dictionaries or wikis;
- e-mail, and Skype.

Frydrychová Klímová (2014) performed a survey among the Slovak teachers of English in Nitra region in autumn 2013 and she discovered that most of the teachers (67%) used web pages in their teaching. Six respondents (55%) stated using CD ROMs; three people 27%) an interactive board; two respondents (18%) video and the same number (18%) DVDs.

In addition, multimedia can be divided into linear (e.g. an e-book) or non-linear (e.g. a video game or a self-paced eLearning course). The users of linear media usually have no control of the multimedia content. They are only passive receivers. However, the users of non-linear multimedia are able to interact with the content. It is a two-way communication then.

Benefits and pitfalls of using multimedia to young learners of English

Multimedia are undoubtedly important for ELT because it is known that they concurrently affect more senses at one time. This is not a new finding since this idea was already promoted by great teacher of nations - Jan Amos Komenský (1958) in the 17the century who insisted on presenting teaching matter to as many senses as possible. Thus, multimedia should be an inseparable part of ELT in order to facilitate ELT and help with the acquisition of second language learning. At present multimedia is a common teaching resource, aid or tool in ELT classes for the following reasons:

- they affect more senses (Dale's Cone of Experience, 1946);
- they are modern/fashionable;
- they are up-to-date; they can be usually easily modified;
- they are user-friendly;
- they are relatively inexpensive;
- they are eye-catching/appealing to students;
- they can help students develop real-life communication;
- they can help students develop four basic language skills, grammar, realia and intercultural communication;
- they can help students develop their remembering and thinking skills;
- they expose students to authentic English;
- they can help students develop cooperative and collaborative skills;
- they enable both students and teachers an easier access to authentic materials;
- they can support different learning styles;
- they are stimulating; and
- simply, they are ubiquitous.

A decade ago most of these teachers were afraid of using any kind of ICT (Poulová & Černá, 2011), but thanks to the benefits listed above and thanks to the school possibilities to buy hardware, teachers are able and want to implement multimedia in their ELT classes. Furthermore, most of the teachers use multimedia at least once a week. As for the timing, probably the most effective time for using multimedia in the ELT classes seems to be between 5-15 minutes. And during these lessons teachers most often exploit different websites and CD ROMs (for more information see Frydrychová Klímová, 2014).

Although multimedia have a positive effect on the development of L2 language acquisition (Sperling, Seyedmonic, Aleksic & Meadows, 2003), they must be carefully chosen to suit a particular teaching situation and to meet specific needs of students

because not all kinds of multimedia are relevant for teaching or learning situations (Mayer & Moreno, 2002). In addition, if teachers want to use some specific websites, they should evaluate them thoroughly in advance. See the following evaluation documents *Criteria for evaluating web sites* (2008) or Kapoun (1998).

Model activities/case studies

This section describes two examples of using CALL in the teaching of English to young learners. The first example is an activity done with the help of multimedia and is a part of an English lesson. The second example is a description of a year-long project, which could inspire other teachers of English in their work.

Model activity 1
Online game – Practicing comparatives
Author: Ladislav Pongracz
Lesson Objective: To review and practise comparatives.
Role of media:
We use an online game where students get instant feedback, they get points (or lose points) and if they are good enough, they can become one of the best players in the world as there are children from different countries playing this game.
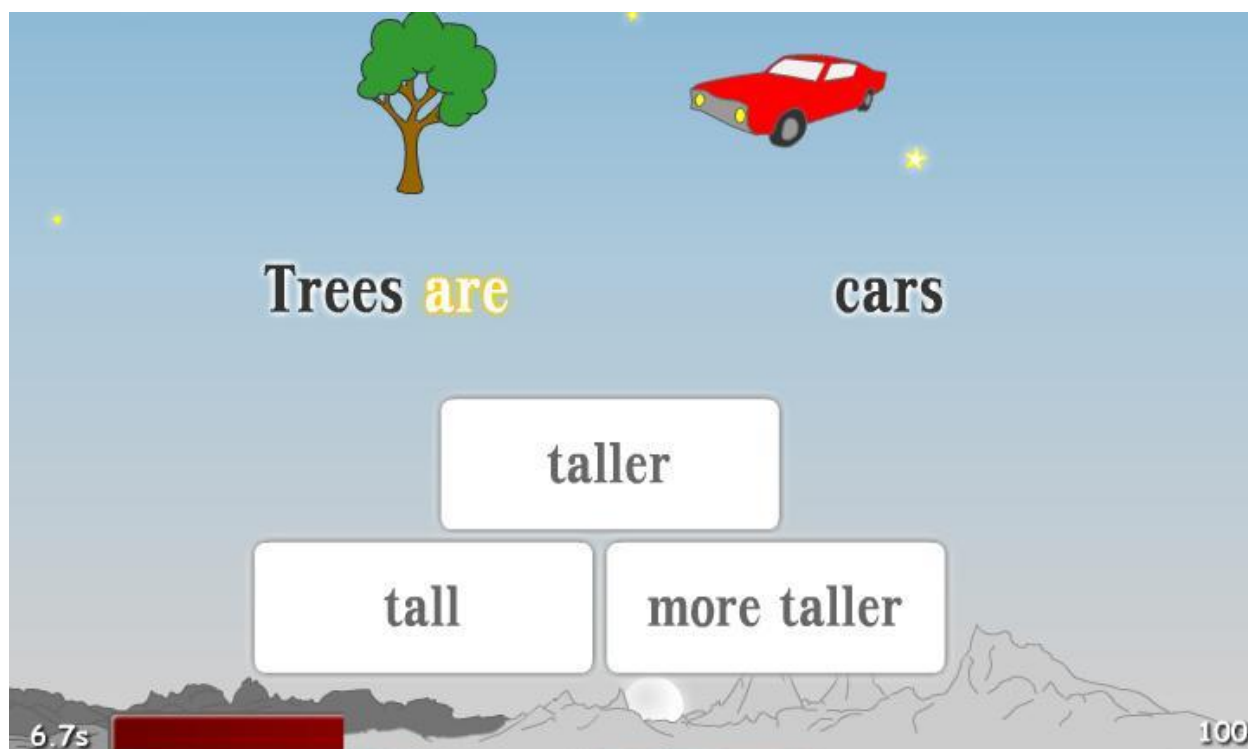
Target group: age: 9 – 12; **level**: A1-A2.
Equipment and materials: a computer, the Internet, a data projector or an interactive whiteboard, a wireless mouse.

Setting: This short activity can be used as a revision in a classroom at the end of a lesson. The number of participants can be 1-15.
Timing: about 10 – 15 minutes.
Task description
This short activity is very helpful when you need to review and practise comparatives, sentence construction and also subject verb agreement in such sentences. Students are shown different sentences with a missing word and they have to choose the correct word/phrase out of three options. In some sentences there are two or more missing words/phrases. Students **share the wireless mouse** and play the game together as a group. As they play it, they help each other – better students support weaker ones. If they click on an incorrect word/phrase, they lose points, but they can continue playing the game. The amount of points and remaining time is visible at the bottom of the screen. The game finishes as soon as they run out of time.
Most of these young children like computer games and are motivated by earning points.
Source: http://gamestolearnenglish.com/compare/.

Model activity 2
The project called *On-line teaching of English language at elementary schools in the Czech Republic* ran from November 2011 till December 2012. At six elementary schools located in the city of Hradec Králové and in Hradec Králové region of the Czech Republic, teachers of English introduced in their conversation classes videoconferences with teachers from abroad, in this case from the Philippines. The age of pupils spanned from the year of 9 to 15, from the fourth up to ninth grades. These videoconferences were run via Skype. The provider and creator of the web application was company OPEN-IT (2011). The whole project was financed by the European Social Fund and from the budget of the Czech Republic. Also four teachers of English from the Department of Applied Linguistics of the Faculty of Informatics and Management in Hradec Králové participated in the project as professional advisors, coaches and creators of methodological worksheets that were used during the English conversation classes by the Philippine teachers. The English conversation classes were held once in two weeks for 45 minutes (regular duration of English classes in the Czech Republic). The topics of their conversation classes were varied, for example:
- *Introducing oneself,*
- *Things around us,*
- *Family,*
- *Seasons of the year,*
- *Christmas,*
- *Culture,*
- *Environment …..*

During the English conversation classes pupils were sitting in different classes, computer laboratories or in school corridors and working in groups of 3-4 at one laptop. All the technical equipment for learning English via Skype, including the portable

computers, was financed from the project. Students were communicating with the Philippine teachers or were doing different interactive activities with one another. Most often four Philippine teachers entered the conversation classes in order to work with individual team of pupils (see Fig. 1 below). Their Czech counterparts acted as facilitators or advisors to their pupils during these lessons.

Figure1. An example of a conversation lesson

Responses after the completion of the project were completely positive. Children thoroughly enjoyed these conversation classes. In addition, most of them had not had any chances to speak with a foreigner in English before the project started. Therefore, they felt quite enthusiastic about being understood by a foreign speaker and being able to understand him/her. As one parent said: *It is very motivating for kids because they can apply the language they learn during the lesson with their Czech teacher in talking with a foreign person who speaks that language, too. Moreover, they are happy when the foreign teacher understands them and they understand her/him. They can see that without knowing a foreign language, particularly English, they would not be able to make themselves understood in the present world. It is a big asset to know and speak English nowadays.*

Obviously the project generated more benefits for students such as cooperation among the pupils themselves. They learned how to work in a team, how to delegate tasks, how to make a compromise and concessions or how to take on a responsibility for their tasks. They became more autonomous in their learning. Furthermore, besides enhancing and practising the language skills (listening, reading, writing and speaking) they acquired during the lessons with their Czech teacher, they learned the skills of rhetoric since they had to speak clearly and loudly. Moreover, they stopped being afraid of speaking with someone else in English. They also practised pronunciation and intonation of individual words or phrases. When they worked on a computer, they also expanded their computer skills. In addition, they discovered different culture and perhaps they started to realize what their own culture is like and what they value in their own culture and in their life.

Useful sources/websites

A list of tested and evaluated websites with a short description for the learning of English:

- *Youtube.com* is a website which is widely used by English teachers because it affects most of student's senses and develops all four language skills at a time: listening, reading, writing and speaking.
- *TeachingEnglish.org.uk* is a website which was developed by the British Council and BBC. Besides teacher training, teacher development, exams in English, and various events, this site also serves as a valuable resource for L2 English teachers. It offers plans and activities, completed with worksheets to download, for primary, secondary and adult teachers.
- *HelpForEnglish.cz* is a website developed by a Czech teacher of English. It again focuses on all age levels and offers a great number of teaching resources, such as tests, grammar and vocabulary exercises, pronunciation, reading and listening activities, quizzes, and many more tips.
- *BusyTeacher.org* is another website which supplies ready-made worksheets on different everyday and seasonal topics for English teachers. In addition, it provides ESL (English as a second language) articles, classroom management worksheets, flashcards, classroom posters and other materials. Once again this website covers all age groups.
- *ListentoEnglish.com* is a podcast website for the intermediate and advanced learners of English, mostly aimed at adult learners. The podcasts on this site help to improve English vocabulary, pronunciation and listening skills. They are quite short (5 or 6 minutes) and delivered in clearly spoken English. Many are linked to grammar and vocabulary notes, exercises or quizzes.
- Some publishing houses offer an on-line support for coursebooks. See, for example, FRAUS publishing house and the online support for the courseboook *Start with Click New* (Karásková & Šádek, 2007): *http://ucebnice.fraus.cz/rozsireni/on-line-podpora-start-with-click-new-2/.*
- Teachers also try to make some additional materials for their students and make their own web pages in order to provide their students with more practice. See, for example, the following web page for inspiration: *http://www.katerinapeskova.cz/.*

✏️ *Tasks*

1. *Please prepare a similar lesson with the use of multimedia as it has been described in section 3. Follow the suggested structure of the lesson plan, which is as follows: lesson objective; role of media; target group; equipment and materials; setting; timing; task description; sources.*

2. *In groups of 3-4 evaluate the web pages you use in your teaching. Please follow the criteria for the evaluation of the web pages documents: Criteria for evaluating web sites (2008) or Kapoun (1998), which include the following criteria such as accessibility/easy navigation; purpose; objectivity; reliability; and the integrity of the content; usefulness; currency of information; language accuracy; and level of English.*

↘ References

Criteria for evaluating web sites. 2008. Retrieved September 21, 2013, from http://www.classzone.com/books/research_guide/page_build.cfm?content=web_eval_criteria&state=none

ČERNÁ, M. 2007. Aktivizace a motivace v jazykovem e-kurzu. *Sborník conference Distančního vzdělávání: perspektivy a problémy,* (pp. 71-78). Praha: VSMIE.

DALE, E. 1946. *Audio-visual methods in teaching.* New York: The Dryden Press.

DOSTÁL, J. 2009. Multimediální, hypertextové a hypermediální učební pomůcky – trend soudobého vzdělávání. *Časopis pro technickou a informační výchovu*, *1*(2), 18-23.

FRYDRYCHOVÁ KLÍMOVÁ, B. 2010. Exploiting students' digital literacy in writing classes. *Sborník příspěvků z konference a soutěže eLearning 2010*, (pp. 90-95). UHK: Gaudeamus.

FRYDRYCHOVÁ KLÍMOVÁ, B. 2014. Multimedia: its theory and pedagogy in the teaching of English. *Proceedings of the 8th International Conference on Communications and Information Technology (CIT 14)*, (pp. 114-119).

HARMER, J. 2012. *Essential teacher knowledge. Core concepts in English language teaching.* Pearson Education Limited.

KAPOUN, J. 1998. Teaching undergrads WEB evaluation: a guide for library instruction. *C&RL News*, 522-523.

KARÁSKOVÁ, M., & ŠÁDEK, J. 2007. *Start with click new* 1. Plzeň: Fraus.

KOMENSKÝ, J. A. 1958. Velká didaktika. In J. Patočka (Ed.), *Vybrané spisy Jana Amose Komenského,* (pp. 41-281). Praha: SPN.

MAYER, R. E., & MORENO, R. 2002. Aids to computer-based multimedia learning. *Learning and Instruction*, 12, 107-119.

NETLEKTOR. 2011. Retrieved July 15, 2013, from http://www.netlektor.cz/elektor/c2p/cont/o_projektu

POULOVÁ, P., & ČERNÁ, M. 2011. Development of teaching competences of teachers with pedagogical and engineering degree. In *Recent Researches in Educational Technologies,* (pp. 136-139). Athens: World scientific and engineering academy and society.

SPERLING, R. A., SEYEDMONIC, M., ALEKSIC, M., & MEADOWS, G. 2003. Animations as learning tools in authentic science materials. *Journal of Instrumental Media, 30*(2), 213-221.

VAUGHAN, T. 1993. *Multimedia: making it work*. USA, Berkeley: Osborne/McGraw-Hill.

VESELÁ, K. 2012. *Teaching ESP in new environments*. Nitra: ASPA.

WARCHAUER, M. 2000. *CALL for the 21st century. IATEFL and ESADE Conference.* Retrieved February 3, 2014, from http://www.gse.uci.edu/person/warschauer_m/docs/future-of-CALL.pdf

YANG, S. C. 2001. Integrating computer-mediated tools into the language curriculum. *Journal of Computer Assisted Learning*, *17*, 85–93.

YOUNG, S. S. C. 2003. Integrating ICT into second language education in a vocational high school. *Journal of Computer Assisted Learning, 19*, 447-461.

4.4 CALL and ESP

Ivana Šimonová

The e-society and i-society produced crucial changes. The process of defining both students´ and teachers´ key competences towards meeting requirements of today´s and future life have been finished, ways to develop and reach them have been set. Putting the whole process into effect is a task we are facing now and in the future. The below described activity is neither new, nor revolutionary but it aims at gaining the required skills, and this is the most important output. The activity reflects J. A. Comenius didactic principles and if applied under the described conditions practising ESP been supported by its use should result in the required competence. Above all, both the students´ participation in creating the course content and using their professional experience in the field of ICT support their motivation to study.

English for specific purposes (**ESP**) (do not confuse with special or specialized English which are explained below) belongs to the field of teaching English language including Business English, Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, English for Art Purposes, Aviation English etc. ESP is taught in many higher education institutions in the world. ESP teaching has much in common with English as a foreign or second language and English for academic purposes. (EAP). Quickly developing Business English can be considered as part of a larger concept of English for Specific Purposes. (NB: It is necessary to distinguish between the concepts of ESP and Specialized English. *Specialized English* is a controlled version of the English language used for radio broadcasting, easier for non-native speakers of English. The main use of specialized English is in the service programme 'Spotlight', where scripts and audio-recordings are available freely on the Spotlight website. Specialized English sounds the same as *Special English*, and it almost is the same. Both use a 1500 word core vocabulary, short sentences, and slow delivery (about 90 wpm). For more information see http://learningenglish.voanews.com/, http://spotlightenglish.com/about/about-specialized-english/.

English for academic purposes (EAP) usually entails training students on higher, university, tertiary level, to use language appropriately for study. It is a challenging and multi-faceted area within the wider field of English language learning and teaching (ELT), and is one of the most common forms of ESP.
Below the structure of ELT tree is displayed (figure 1) showing the position of ESP, EAP and others.
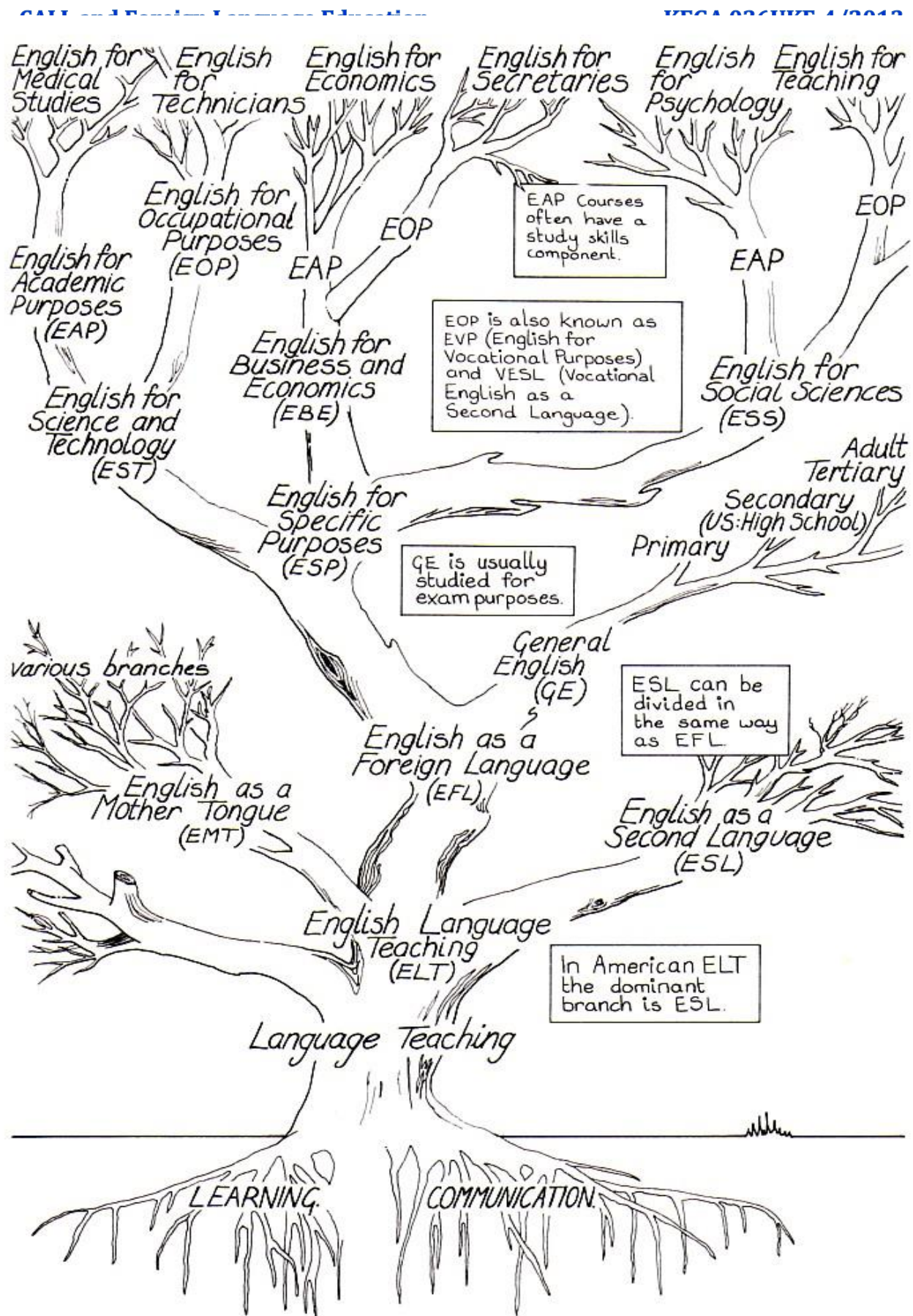
Figure 1 The ELT tree (Hutchinson and Waters, 1993, p. 17)

Below you will find a project outcome serving and being prepared as a teaching/learning aid by ESP students in the field of Information Technology students.

English Reader for IT and Management Students
The created material relates to the ESP field but the process can be applied to any other foreign language teaching/learning. The reader was published both on CD-ROM and in the printed version (figure 2).
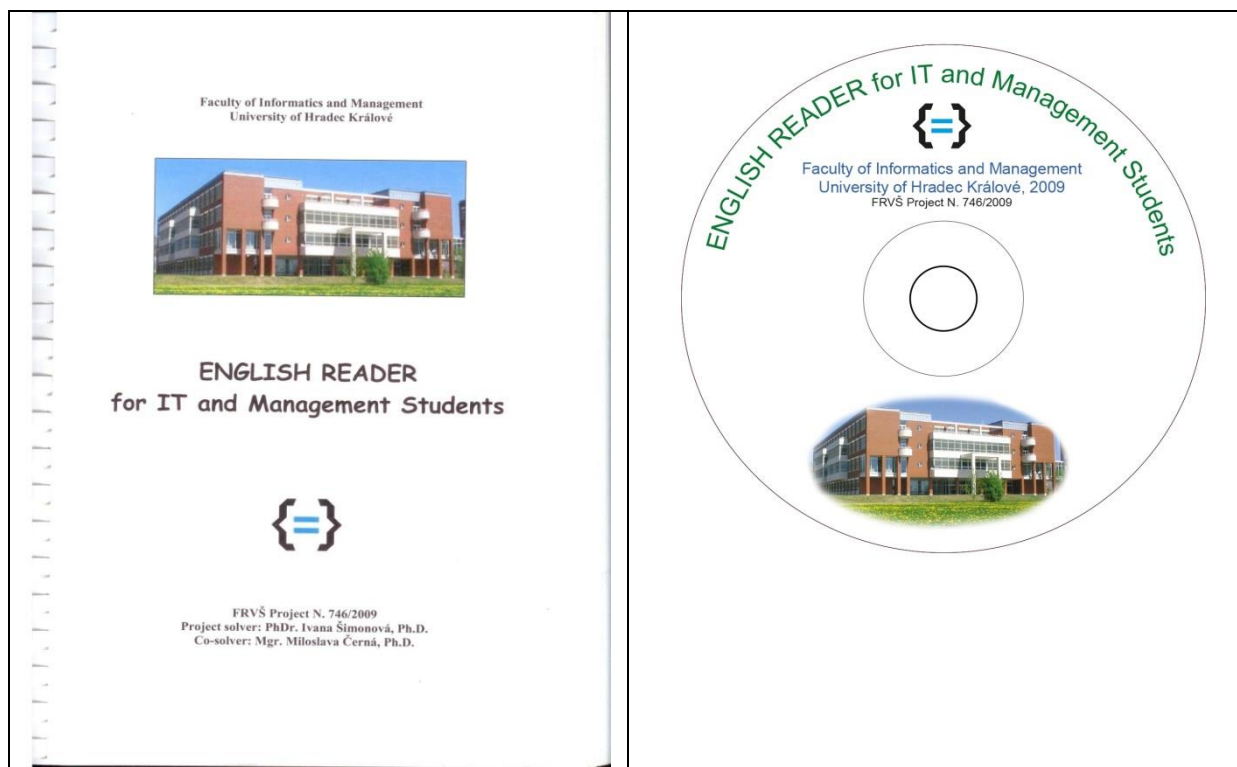

Figure 2 English Reader for IT and Management Students, printed and e-version

Following the learner-centred learning/teaching focus, this activity aimed at part-time students of the Faculty of Informatics and Management in the bachelor study programme of Applied Informatics, Financial Management and master study programme of Information Management. They studied six terms of ESP (English for specific purposes). i.e. IT English using online courses in LMS WebCT/Blackboard designed for the distance education, or Business English having 24 face-to-face lessons (45 minutes each) per one term and also using online courses (other than the IT students), these were designed to support the Business English lessons. Despite students were taught by different teaching methods and used various learning strategies, in the 5th and 6th terms all of them participated in creating the Reader – a set of professional texts for educational purposes, as the main learning objectives in those terms focused on developing professional reading and listening comprehension skills. The work with professional texts is considered useful and appreciated by all students because this activity was closely connected to their everyday work and experience, they had a wide range of sources they could search professional texts from.

How did the whole process run? Each student found two English *texts relating to the field of study* and their recordings per one term, then they selected several items of professional vocabulary (about 10 – 15 items per text) and translated them into Czech language using Insert, Revisions, New Comment tools. The texts and recordings were to meet following requirements:

– **Topic**: text on any topic connected to the field of study. At the beginning there were four main topics (IT personalities, hardware, software, latest news and products). During the process new topics appeared.
– **Extent**: 3/4 – 1 page of A4 format.
– **Language:** the language level reflects student´s knowledge, so texts of different levels were included in the Reader.
– **Recordings:** text recordings are provided in mp3 format.

Both the texts and recordings were presented in online courses for the 5th and 6th terms of each study programme as IT Reader and Financial Management Reader. The content covered several topics: Software, Hardware, Technology, Internet and IT Society in the IT Reader; Economy, Business, Finance, Banking in the Financial Managements Reader, as displayed in figure 3. Reflecting the field of study of any other students, the structure may be adjeusted to learning objectives.

Figure 3 English Reader content, page 1

Students used the Readers to prepare for final exams which covered reading and listening comprehension of two texts and discussions on the topics with the teacher. Depending on the level of knowledge each student could devote an individual time period to the exam preparation. And one more thing was motivating: students provided their names under each text so that everybody could know who the author was and evaluate the quality of work. Students carefully protected their professional image and avoided sending texts which did not meet the given requirements. Despite the "serious" work students had done, a funny song (for motivation) was included at the beginning of CD-ROM. The lyrics is displayed in figure 4.

The Good Old Days

The Good Old Days (listen)   *The Good Old Days (read)*

A computer was something on TV
From a science fiction show of note
A window was something you hated to clean
And ram was the cousin of a goat.

Meg was the name of my girlfriend
And gig was a job for the nights
Now they all mean different things
And that really mega bytes.

An application was for employment
A program was a TV show
A curser used profanity
A keyboard was a piano.

Memory was something you lost with age
A CD was a bank account
And if you had a 3-in. floppy
You hoped nobody found out.

Compress was something you did to the trash
Not something you did to a file
And if you unzipped anything in public
You'd be in jail for a while.

Log on was adding wood to the fire
Hard drive was a long trip on the road
A mouse pad was where a mouse lived
And a backup happened to your commode.

Cut you did with a pocket knife
And paste you did with glue
A web was simply a spider's home
And a virus was just the flu.

I guess I'll stick to my pad and paper
And the memory that's in my head
I hear nobody's been killed in a computer crash
But when it happens they'll wish they were dead.

Anonymous author

Figure 4 The Good Old Days
(source: http://jimsalmon1.com/HumorComputerPoem.htm)

↘ References

ANONYMOUS. *The Good Old Days* [Online] http://jimsalmon1.com/HumorComputerPoem.htm (4 April 2014)

HUTCHINSON, T., & WATERS, A. 1993. *English for Specific Purposes: A learning-centred approach.* Eigth printing. Cambridge: Cambridge University Press, 1993. ISBN 0-521-31837-8.

5 Blended learning

Blanka Frydrychová Klímová

> *On the one hand, technology is here to stay. On the other, the teacher will never be replaced. I believe it is crucial that the teacher remains in control as the person creating the course programme, meeting the learners, interpreting or assigning the material and honing the course. The technology should not 'lead'.* (Sharma, 2006)

The definition of blended learning

The term *blended learning* has been now commonly used, particularly in corporate and higher education settings. The term itself is quite difficult to define since it is used in diverse ways by different people. Overall, there exist the three most common meanings for blended learning (cf. Whitelock & Jelfs, 2003):

1. the integration of traditional learning with web-based online approaches;
2. the combination of media and tools (e.g. textbooks) employed in e-learning environments; and
3. the combination of a number of teaching and learning approaches irrespective of the technology used (Driscoll, 2002).

It should be also noted here that in Northern America instead of the term *blended learning* they sometimes use the term *hybrid learning* or *mixed learning*. The author of this chapter suggests following Littlejohn & Pegler (2007) who perceive *blended learning* as an integration of face-to-face teaching and learning methods with online approaches. In general, blended learning is about a mixture of instructional modalities (i.e. onsite, web-based and self-paced learning), delivery media (e.g. the Internet, classroom sessions, web-based courses, CD-ROMs, video, books, or PowerPoint slides), instructional methods (i.e. face-to-face or technology-based sessions), and web-based technologies, both synchronous and asynchronous (e.g. chat rooms, wikis, virtual classrooms, conferencing tools, blogs, textbooks or online courses). The choice of a blend is usually determined by several factors: the nature of the course content and learning goals, student characteristics and learning preferences, teacher's experience and teaching style, or online resources (cf. Dziuban, Hartman & Moskal, 2005).

Blended learning methodology and its added value

Based on the literature review (Graham, 2005; or Khan, 2005), there have been identified four main principles of the blended learning methodology so far:

- a thoughtful integration of face-to-face and fully online instructional components;
- innovative use of technology;
- reconceptualization of the learning paradigm; and
- sustained assessment and evaluation of blended learning.

1. The first principle attempts to enrich the benefits of both environments and successfully meet the diverse students' needs and preferences.
2. The second principle means that any technology should be applied in a pedagogically appropriate way and used for creating and maintaining socially situated and highly interactive learning (Vaughan, 2007).
3. The third principle tries to incorporate new emerging pedagogies and learning theories such as constructivism or activity theory (both theories perceive learning as social interaction, cooperation and collaboration in which a learner plays a crucial role, c.f. Vygotsky, 1978; *Activity theory*, n. d.), together with the new challenging roles of students and teachers in the process of acquiring knowledge and its understanding.
4. The fourth principle of the blended learning methodology should ensure the quality and effectiveness of education.

The main reasons why blended learning should be employed in teaching is as follows:
*   it contributes to pedagogy because it supports more interactive strategies, not only face-to-face teaching (Graham et al, 2003);
*   it thus encourages collaborative learning; students or educators can work together on some projects from anywhere and at any time (Bruffee, 1993; Černá & Svobodová, 2013);
*   it deepens intercultural awareness since it puts together researchers, educators, and students from anywhere in the world;
*   it reduces costs of teaching and learning since students do not have to undertake so many frequent travels to complete their education (Graham et al., 2003); and
*   it might match student's learning style although there is no clear consensus on this issue (Coffield, 2004; Gregorc, 1979; Hubáčková & Semrádová, 2013; Poulová & Šimonová, 2012).

However, there are also drawbacks of blended learning (see, for example, Čech & Klímová, 2003). Blended learning is time-consuming and demanding in terms of creating materials and preparation and evaluation. Furthermore, both students and teachers sometimes have limited knowledge regarding the use of technology, and technical glitches are liable to happen at any moment. Finally, students' study skills are often not sufficiently developed to enable them to benefit maximally from blended learning.

In addition, the blended learning approach as described above requires an independent learner and a teacher who supports and encourages him/her in such learning. Thus, the roles of both learner and teacher are changing. In fact, the current paradigm sees teaching and learning as social processes where the students are active co-constructors of knowledge with their teachers. The teacher is becoming a facilitator, mediator, mentor or a coach. Wheeler (2009) has listed seven skills that blended learning instructors/teachers should possess:
*   they should be able to support and encourage learners;
*   they should not be afraid to take risks with new technologies;
*   they should be able to transfer good teaching skills into online contexts;
*   they should be good communicators in any medium;
*   they should be non-conformists;
*   they should thrive in a culture of change;
*   they should have the ability to see the big picture.

Blended learning approach in the teaching of foreign languages

Blended learning has also become one of the successful learning strategies in the acquiring of a second language. In fact, blended learning has been a major growth point in the English language teaching industry over the last ten years. As Mothejzíková (2005/2006, p. 131) states, there is a prime focus on the fields of knowledge in which citizens acquire the skills and knowledge necessary for effective communication, i.e. on the teaching of foreign languages and information and communication technologies (ICT). Therefore, blended learning in the teaching of foreign languages is sometimes defined as a combination of traditional, face-to-face teaching and computer assisted language learning (CALL). In connection with blended learning, Veselá (2012) speaks about the term *blended CALL* which she explains as language teaching/learning with the help of various technological means in combination with traditional classroom instruction. Dziuban, Hartman & Moskal (2005) define blended learning in the EFL (English as a foreign language) settings more broadly. According to them, blended learning is a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment.

According to De Praeter (2008), a classic example of using the blended learning approach is a course of English as a second language where the teacher decides that all audio-based activities (listening comprehension and oral comprehension) will take place in the classroom while all written text-based activities will take place online (reading comprehension and essay writing). Similarly, Frydrychová Klímová (2012) provides an example of an EAP (English for Academic Purposes) blended course on *Academic Writing* taught at the Faculty of Informatics and Management in Hradec Králové where the teacher decides that all written assignments, such as essays, will be submitted via the online course and similarly, self-study of further reference reading will be done online. In the follow-up face-to-face class the teacher and the students will discuss particular difficulties or goals connected with their online work and the teacher also clarifies any errors students may have made in their assignments.

In addition, based on the definitions described in section 1, Harmer (2012) understands blended learning as an approach in which students get some of the input from material such as a coursebook, and then expand on it with material and websites on the internet. Thus, for example, if students read or listen to a text about some famous personality, they can go to the internet and see what else they can find in the way of extra information or video clips. Moreover, if their coursebook has a companion website, the students can go there and find a range of extra texts, exercises, references and activities.

Thus, the added value of blended learning in the EFL settings course might be as follows:

- online learning can allow access to target language culture through the use of Youtube videos, meaningful situational videos, chat rooms or videoconferencing; these tools enable the EFL students to have more access to native speakers, but also to interact and collaborate with their foreign peers;
- language is about communication and through exploiting the above mentioned tools students are more often exposed to the target language than in the traditional language classes; and if they are appropriately motivated, they might be enthusiastic to practise the language frequently outside the traditional settings;
- using the Internet can help students to improve their key language skills, particularly the skills of listening, reading, and writing;

- the web-based materials or CD ROMs components give students a chance to revisit lectures or seminars; and
- the more frequent teacher's feedback means that students are able to practise the language more often and are able to avoid repeating their previous errors (Hubačková, 2010).

Conclusion

Blended learning inevitably contributes to the compensation for the various deficiencies in the EFL settings such as a lack of high frequency of exposure, a lack of exposure to the target language community or adopting inadequate learning strategies. Therefore, blended learning can be a solution to a number of problems. However, one must always bear in mind the purpose of using this approach and the learner's needs. As Brown (1987, p. 13) says: Every learner is unique. Every teacher is unique. And every learner-teacher relationship is unique.

⬂ References

Activity theory n. d. Retrieved July 14, 2010, from http://en.wikipedia.org/wiki/Activity_theory

BROWN, H. D. 1987. *Principles of language learning and teaching.* Prantice-Hall.

BRUFFEE, K. 1993. *Collaborative learning.* Baltimore: The John Hopkins University Press.

ČECH, P., & KLÍMOVÁ, B. 2003. Kurz Teaching written business English (TWBE). In J. Sedláček (Ed.), *Sborník příspěvků ze semináře a soutěže e-learning 2003*, (pp. 23-26). Hradec Králové: Gaudeamus.

ČERNÁ, M., & SVOBODOVÁ, L. 2013. Current social media landscape. *Proceedings of the 10th International Conference on Efficiency and Responsibility in Education (ERIE 2013)*, (pp. 80-86). Prague.

COFFIELD, F. et al. 2004. Learning styles and pedagogy in post-16 learning. A systematic and critical review. *Newcatle University report on learning styles*. Retrieved July 3, 2012, from http://www.Isda.org.uk/files/PDF/1543.pdf

De PRAETERE, T. 2008. *E-learning*. Retrieved June 29, 2010, from http://knol.google.com/k/thomas-de-praetere/e-Learning/20ohkjtmn38cb/2#

DRISCOLL, M. 2002. Blended Learning: Let's Go beyond the Hype. *E-learning*, March 1.

DZIUBAN, C. D., HARTMAN, J. L., & MOSKAL, P. D. 2005. Higher education, blended learning and the generations: Knowledge is power – no more. In J. Bourne & J.C. Moore (Eds.), *Elements of quality online education: engaging communities.* Needham, MA: Sloan Center for Online.

FRYDRYCHOVÁ KLÍMOVÁ, B. 2012a. *Teaching formal written English*. Univerzita Hradec Králové: GAUDEAMUS.

GRAHAM, C. R. et al. 2003. Benefits and Challenges of Blended Learning Environments. In M. Khosrow-Pour (Ed.), *Encyclopedia of Information Science and Technology I-V.* Hershey, PA: Idea Group Inc.

GRAHAM, C. R. 2005. Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk, & C. R. Graham (Eds.), *Handbook of blended learning: global perspectives, local designs*. San Francisco, CA: Pfeiffer Publishing.

GREGORC, A. F. 1979. Learning/teaching styles: potent forces behind them. *Educational Leadership*, *36*, 234-238.

HARMER, J. 2012. *Essential teacher knowledge. Core concepts in English language teaching.* Pearson Education Limited.

HUBÁČKOVÁ, Š. 2010. Foreign language teaching with WebCT support. *Procedia – Social and Behavioral Sciences*, *3*, 112-115.

HUBAČKOVÁ, Š., & SEMRÁDOVÁ, I. 2013. Comparison of on-line teaching and face-to-face teaching. *Procedia – Social and Behavioral Sciences, 89*, 445-449.

KHAN, B. H. 2005. *E-learning quick checklist.* London.

LITTLEJOHN, A., & PEGLER, C. 2007. *Preparing for blended e-Learning.* UK: Routledge-Falmer.

MOTHEJZÍKOVÁ, J. 2005/2006a. Didaktika cizích jazyků v novém evropském kontextu I. *Cizí jazyky, 49*(4), 131-133.

MOTHEJZÍKOVÁ, J. 2005/2006b. Didaktika cizích jazyků v novém evropském kontextu II. *Cizí jazyky, 49*(5), 171-173.

POULOVÁ, P., & ŠIMONOVÁ, I. 2012. Flexible e-learning: online courses tailored to student's Needs. *Proceedings of the 9th International Scientific Conference on Distance Learning in Applied Informatics (DIVAI 2012)*, (pp. 251-260). Nitra: UKF.

SHARMA, P. 2006. Future in the Balance. *English Teaching Professional*, 42, 58-59.

VAUGHAN, N. 2007. Perspectives on blended learning in higher education. *International Journal on E-Learning*, *6*(1), 81-94.

VYGOTSKY, L. 1978. *Mind in society.* Cambridge, MA: Harvard University Press.

WHEELER, S. 2009. *Learning with 'e's*. Retrieved January 27, 2010, from http://steve-wheeler.blogspot.com/2009/05/7-skills-for-successful-e-tutor.html

WHITELOCK, D., & JELFS, A. 2003. Editorial: Journal of Educational Media Special Issue on Blended Learning. *Journal of Educational Media*, *28*(2-3), 99-100.

CALL
and
Foreign Language Education

Authors
doc. PaedDr. Ivana Cimermanová, PhD. (Prešovská univerzita, Prešov)
doc. PhDr. Blanka Frydrychová Klímová, PhD. (Univerzita Hradec Králové, ČR)
doc. PhDr. Božena Horváthová, PhD. (Univerzita Konštantína Filozofa, Nitra)
doc. PaedDr. Silvia Pokrivčáková, PhD. (Univerzita Konštantína Filozofa, Nitra)
Mgr. Eva Reid, PhD. (Univerzita Konštantína Filozofa, Nitra)
doc. Zuzana Straková, PhD. (Prešovská univerzita, Prešov)
doc. PhDr. Ivana Šimonová, PhD. (Univerzita Hradec Králové, ČR)
Mgr. Ivana Žemberová, PhD. (Univerzita Konštantína Filozofa, Nitra)