Technology is changing the way we teach and learn languages. The digital revolution has opened up new possibilities for language learning, such as the use of computer-assisted language learning (CALL) tools. CALL is a broad category of educational technology that involves the use of computers to support language learning. This can include a range of activities, such as computer-based language drills, simulations, and games. CALL has the potential to increase language learning opportunities, make learning more effective, and allow learners to practice language skills in a more meaningful and authentic context.

### The Importance of CALL

CALL has become increasingly important in language education because it allows for personalized learning, immediate feedback, and the ability to track progress. CALL tools can also be used to provide learners with access to a wider range of materials and resources, which can help to engage learners and make language learning more enjoyable. However, the success of CALL depends on the effective integration of technology into language teaching, and this requires careful planning and preparation.

### Planning and Preparing for CALL

Before implementing CALL, it is important to consider a range of factors, such as learner needs, the goals of language learning, and the resources available. It is also important to select appropriate CALL tools and materials that are suitable for the learners and the learning context. This may involve identifying CALL tools that are designed for different language levels, or selecting tools that are suitable for different language learning styles.

### Implementing CALL

Once the CALL tools and materials have been selected, it is important to plan how they will be integrated into the language curriculum. This may involve designing lessons that incorporate CALL activities, or developing a series of activities that build on each other. It is also important to consider how CALL activities will be evaluated and assessed, and to ensure that learners have the opportunity to practice and develop language skills in a variety of contexts.

### Evaluating CALL

Evaluation of CALL activities is crucial to ensure that they are effective and that learners are benefiting from them. This may involve collecting data on learner progress, using formative and summative assessments, and gathering feedback from learners and teachers. It is important to use this information to make adjustments to the CALL activities and to ensure that they continue to support language learning.

### Conclusion

In conclusion, CALL has the potential to transform language education by providing learners with new and exciting ways to learn and practice language skills. However, the success of CALL depends on careful planning and preparation, and on the effective integration of technology into language teaching. By considering the potential of CALL, and exploring the challenges and opportunities it presents, language educators can help to ensure that learners are able to benefit from the digital revolution in language education.

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**References**


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**Further Reading**

Teaching English Language Learners Through Technology

This book includes strategies that can help ELLs with the ability to go into a computer lab at their school. A fully annotated list of web and print resources completes the volume, making it a valuable reference to help teachers harness the power of computer-assisted technologies in meeting the informed use of various technologies and software programs that can specifically aid ELLs. Strategies are also provided for varying levels of access—whether teachers teach in a one-computer classroom, have access to multiple computers, or have the ability to go into a computer lab at their school. A fully annotated list of web and print resources completes the volume, making it a valuable reference to help teachers harness the power of computer-assisted technologies in meeting the challenges of including all learners in effective instruction.

An Introduction to Foreign Language Learning and Teaching

This book introduces the theoretical and practical aspects of both learning and teaching; provides discussion and workshop activities throughout each chapter of the book; along with further reading and reflection tasks; deals with classroom- and task-based teaching, and covers lesson planning and testing, making the book suitable for use as a practical training resource; outlines different teaching styles and suggests strategies to improve language acquisition; includes a companion website available on the Routledge website at www.routledge.com/9781138049574, so you can print and distribute them for immediate classroom use.

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Translation and Own-language Activities

Examples from foreign language learning in Russian, French, and German, as well as English; is accompanied by a brand new companion website at www.routledge.com/cw/johnson, which contains additional material, exercises, and weblinks.

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The World Language Teacher’s Guide to Active Learning

The book includes strategies that can help ELLs with the ability to go into a computer lab at their school. A fully annotated list of web and print resources completes the volume, making it a valuable reference to help teachers harness the power of computer-assisted technologies in meeting the informed use of various technologies and software programs that can specifically aid ELLs. Strategies are also provided for varying levels of access—whether teachers teach in a one-computer classroom, have access to multiple computers, or have the ability to go into a computer lab at their school. A fully annotated list of web and print resources completes the volume, making it a valuable reference to help teachers harness the power of computer-assisted technologies in meeting the challenges of including all learners in effective instruction.