# ENG517

## Module 01: Introduction to CALL

1. **Computer-Assisted Language Learning (CALL)**
   CALL refers to the use of computers and associated technologies in language teaching and learning. It encompasses tools like desktops, laptops, and mobile devices used to enhance language acquisition.
2. **Computer-Aided Language Instruction (CALI)**
   An alternative term for CALL, commonly used in the U.S., focusing on the instructional aspect of computer-assisted learning.
3. **Multimedia**
   Combines text, audio, video, and graphics in CALL activities, providing a rich and interactive learning environment.
4. **Internet Applications**
   Includes tools like email, chat rooms, and the World Wide Web to promote real-time communication and access to authentic materials.
5. **Tutor vs. Tool Roles**
   The computer acts as a tutor by providing instruction and feedback (e.g., grammar exercises) or as a tool for learners to explore and communicate (e.g., web searches or collaborative projects).

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## Module 02: Scope of CALL

6. **Technology-Driven CALL**
   A critique that CALL is often focused more on technological advances than on pedagogical or theoretical considerations.
7. **Language Learning Theories**
   CALL incorporates various theories, such as behaviorism, constructivism, and socio-cultural theory, to design activities.
8. **Normalization**
   A state where technology becomes fully integrated into teaching and learning, much like traditional tools like textbooks or whiteboards.
9. **Educational Objectives**
   Clear goals set for CALL, such as improving communication skills, learning vocabulary, or practicing grammar.
10. **Learner Autonomy**
    CALL promotes self-directed learning by providing tools and resources that learners can access at their own pace.

## Module 03: Brief History of CALL - I

11. **Behavioristic CALL**
    The earliest phase of CALL (1950s-1970s), based on behaviorist theories, focusing on drills and repetitive practice.
12. **Drill-and-Practice Model**
    A teaching approach where learners repeatedly practice specific language points until mastery.
13. **Mainframe Computers**
    The large computers used in the early days of CALL, typically available only at research institutions.
14. **PLATO System**
    An early CALL system developed in the 1960s, providing interactive grammar and vocabulary exercises.
15. **Simulations**
    Interactive scenarios where learners practice language in real-life contexts, fostering problem-solving and communication skills.

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## Module 04: Brief History of CALL - II

16. **Communicative CALL**
    The second phase of CALL (1970s-1980s), emphasizing meaningful communication over rote memorization.
17. **Multimedia CALL**
    The use of multimedia technologies (video, audio, graphics) in the 1990s to provide an immersive learning experience.
18. **Artificial Intelligence in CALL**
    Incorporating AI to create adaptive learning systems that respond to individual learner needs.
19. **Videodisc Technology**
    A precursor to CD-ROMs, used in the 1980s for high-quality video content in CALL.
20. **Compact Disc Read-Only Memory (CD-ROM)**
    Replaced videodiscs by offering more compact and versatile storage for multimedia CALL programs.

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## Module 05: Models for CALL

21. **Dunkin and Biddle's Model**
    A framework originally for classroom teaching, adapted to analyze the variables in CALL environments.

22. **Presage Variables**
    Factors like teacher training and experience that influence the use of CALL.
23. **Context Variables**
    The settings in which CALL occurs, such as classrooms, homes, or virtual environments.
24. **Process Variables**
    The interactions between learners, teachers, and technology during CALL activities.
25. **Product Variables**
    Outcomes of CALL, including language proficiency and learner engagement.

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## Module 06: The Role of the Teacher

26. **Teacher Training in CALL**
    The specialized preparation teachers need to integrate CALL effectively into their classrooms.
27. **Integration of CALL**
    Blending CALL activities seamlessly into broader language teaching curricula.
28. **Feedback in CALL**
    The immediate and automated responses learners receive in CALL activities, crucial for learning.
29. **Classroom vs. Virtual Contexts**
    CALL adapts to both traditional classrooms and online or distance learning environments.
30. **Teacher as Facilitator**
    In CALL, teachers guide and support learners rather than delivering content directly.

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## Module 07: Learner Interaction

31. **Computer-Mediated Communication (CMC)**
    Using technology for real-time or asynchronous communication, such as video calls or email, to practice language skills.
32. **Interactive Learning**
    A learner-centered approach in CALL that promotes active engagement with tasks and peers.
33. **Learner Motivation**
    CALL often enhances motivation by making language learning enjoyable and interactive.
34. **Task-Based Learning**
    A method where learners complete real-world tasks using CALL tools, such as creating presentations or conducting online research.
35. **Collaboration in CALL**
    Encouraging teamwork through CALL platforms, fostering peer learning and communication.

## Module 08: Designing CALL Activities

36. **CALL Task Design**
    Creating activities that align with learning objectives and effectively use technology.
37. **Pedagogical Frameworks**
    Theories and principles guiding the development of CALL activities, such as constructivist or behaviorist approaches.
38. **Authentic Materials**
    Using real-world texts, videos, and other materials in CALL to improve language acquisition.
39. **Learner-Centered Design**
    CALL activities focused on meeting individual learner needs and preferences.
40. **Evaluation Metrics**
    Methods to assess the effectiveness of CALL activities, including learner performance and engagement.

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## Module 09: CALL Software

41. **Authoring Tools**
    Software that allows teachers to create their own CALL materials, such as quizzes or interactive exercises.
42. **Multimedia Features**
    Elements like videos, animations, and audio clips that enhance the learning experience in CALL.
43. **Interactive Feedback**
    Real-time responses provided by CALL software to guide learners and correct errors.
44. **Game-Based Learning**
    Using games to teach language in an engaging and interactive way.
45. **Mobile Applications in CALL**
    Apps designed for language learning on smartphones and tablets, promoting flexibility and accessibility.

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## Module 10: Research in CALL

46. **Quantitative vs. Qualitative Studies**
    Different research approaches used to evaluate CALL, focusing on numerical data or in-depth insights.
47. **Mixed-Methods Research**
    Combining quantitative and qualitative methods to gain a comprehensive understanding of CALL's impact.

48. **Efficacy of CALL**
    Studies measuring how well CALL improves language learning outcomes.
49. **Learner Outcomes**
    The measurable results of using CALL, such as improved test scores or enhanced speaking skills.
50. **Future Trends in CALL**
    Innovations like AI, augmented reality, and virtual reality that are shaping the future of CALL.



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