

The Use of CALL versus Teacher's Role in a Language Classroom to Learn English as a Foreign Language

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Abstract— In the last decades, the use of computer becomes a new trend in education. Students and teachers are aware that they really need a computer as a media for the learning activity. In supporting the development of students' language competence and skills, therefore, the Computer-Assisted Language Learning is developed to assist students to be more autonomous. On the other hand, students who learn English as a foreign language also need a teacher to become their facilitator in the teaching learning activity because he or she plays an important role for them in enhancing and mastering English. The aim of this paper is to find out the advantages and disadvantages of these two opposing treatments to the English learning activity, and how CALL and learning English with teacher assistance can be applied to support the students' English mastery.

Keywords-computer; media; teacher

I. INTRODUCTION

The use of computer as one of the media used in the teaching-learning activity becomes a new trend during the last few years. Nowadays, computers as learning media have strongly influenced an education, especially in language teaching and learning. And its development has been increasing dramatically.

A language teacher who plays an important role in the classroom is supposed to have some methods and strategies to develop students' language competence and communication skills. Meanwhile, students are expected to develop themselves to be more autonomous in learning the language. They need a special treatment in which learning the language is not burdening but interesting and fun. Therefore, a special condition and treatment are needed to assist students and teachers in the teaching-learning process so that the expected results of the study will be achieved.

Computer-Assisted Language Classroom, then, is designed and developed to accommodate and facilitate students and teachers to be more autonomous in the language learning process. It can be used to reinforce what has been already been learned in the classroom or as a remedial tool to help learners who require additional support. Moreover, CALL is supposed to help them to increase motivation, supply authentic materials, make greater interactions, discover new sources of information, create good teaching environment, develop learner autonomy, enhance students' achievement, encourage

students' development of cultural awareness, and promote teachers' professional development [10].

This paper will find out the advantages and disadvantages of using CALL in a language classroom and of applying the teacher assistance to the teaching-learning process. And in order to find out how those two opposing treatments can be applied to support the students' English mastery, the paper will give understandable analysis.

II. DISCUSSION

A. CALL

We are now living in the era of technology and computers become one of great solutions to any problems for both students and teachers who are in the field of education. Since students and teachers are familiar with computers, Computer-Assisted Language Learning has been introduced and becomes popular in the education field, and can also bring positive changes in language teaching and learning. Designing and developing a language classroom is not merely talking about how to make a fun and interesting classroom. Therefore, CALL is designed to accommodate the teaching-learning activities.

CALL is defined as 'the search for and study of application of the computer in language teaching and learning [4]. The use of computers in the classroom is available in some schools. In many academic institutions, the classroom is now a place where technology use is subordinate to discovery and understanding. Students can work together on task-oriented and project-based assignments. Soft wares are available to do the assignments, and several other media are used for developing and completing the tasks.

According to Beatty [2], CALL accommodates its changing nature into any process in which a learner uses a computer and, as a result, improves his or her language. CALL also covers a broad range of activities and it has come to encompass issues of material design, technologies, pedagogical theories and modes of instruction. She argues that CALL materials include those specifically created to teach language, as well as computer-based materials adapted for teaching the language [2].

Knowing that CALL can be implemented either as 'access in a class' or as 'self-access', both of them can be used effectively and said to be ideal when CALL meets students and teachers 'needs. Access as a class implies the presence of an instructor who sets the learning tasks and the pace of the class [8]. On the other hand, self-access is

the concepts of self-pacing and autonomy, but the access is suited for the autonomous learners – students learn independently from the guidance of an instructor [8].

B. Teaching English with CALL

There are some principles for teaching CALL, namely, appropriateness, CALL environment, learner's participation, and the use of CALL program [2]. The principles are as follows:

1. Appropriateness

The teacher should evaluate the appropriateness of the software program or computer-based resource by considering the expertise of learners, motivation of learners, program objectives, target audience, cognitive overhead, cost, pedagogical approach, authenticity, feedback, role of the learner/teacher, self-study/classroom, and technological appropriateness. To teach English, the teacher should select the appropriate media and sources which are appropriate to be used in CALL classroom.

2. CALL Environment

The teacher should create an environment in which CALL is supported by arranging the CALL classroom to maximize interaction and ensuring easy access to CALL. A computer laboratory or a self-access class can be used to accommodate students in learning English so that students are easier to learn English with the provided media. Then, the objectives of the study can be achieved well.

3. Learner's Participation

The teacher should monitor learner's participation in CALL programs and encourage autonomy. To monitor learner's participation and encourage autonomy, the teacher should determine roles and encourage responsibility. However, the students should be encouraged for being independent learners in which they can adapt themselves to the use of technology. By having high motivation to know new things, the students are supposed to get what they need in the learning process.

4. The Use of CALL Program

The teacher should encourage the use of CALL programs as a starting point for collaboration and learner interaction. To support the use of CALL for collaboration and learner interaction, it is important if the teacher encourage collaboration by using the computer as an area for brainstorming. Moreover, the students can use the program to develop their English skills such as reading, writing, speaking, and listening.

In the world of language learning, the development of technology offers a number of advantages. One of the advantages that can be seen is that nowadays, teachers and students are familiar with computer. Computer is used as a tool to aid teaching and learning. Although the language teachers still have lack of knowledge on the use of computers, the advances in computer technology have motivated them to reassess the computer and consider it a valuable part of daily language learning.

Moreover, Willetts [12] says that the computer itself has many capabilities for enhancing language learning but combined with other technologies, such as audio, video, modems and phone lines, and satellite dishes in which the possibilities are greater for the second language learner. She mentions some technologies that can support the process of language learning through computers.

Shen [10] mentions some advantages of what CALL can do to students who learn English as a foreign language. They are as follows:

1. Increasing Students' Motivation

Students are interested to use computers because they are associated with fun and games, and considered to be fashionable. Therefore, computers can arouse students' motivation, especially whenever a variety of activities are offered. By having good motivation, the students are expected to learn English easier and more enthusiastic.

2. Supplying Authentic Study Materials

The students can learn English easier and more fun because CALL gives them opportunities to be more autonomous. They can search for any information they need to support the learning process through the internet, develop themselves through its program in comprehending their English skills, and apply it for completing the given tasks.

3. Making Greater Interaction

The internet resources can be used for class activities, discussing homework and submitting writing assignments, etc. By using the internet in the English learning process, the students can communicate and interact with other people they have known or met and their own classmates as well.

4. Discovering New Sources of Information

The students have already understood that books are the essential source to increase their knowledge. But the internet as one of CALL applications also provides thousands of information sources. The students can discover many information sources so that their better understanding and knowledge are well maintained and developed.

5. Creating Good Teaching Environment

The multimedia and network based CALL can integrate text, sound, graphics, animation and video into a whole, then a more vivid authentic learning and teaching environment is created. Both teacher and students are expected to understand each other that good teaching environment should be built by giving more opportunities to students in developing themselves through CALL. Let the students become more autonomous learners.

6. Developing Individualization

By applying CALL for the teaching-learning activities, the students have more paces to develop themselves. The use of computer provides them with individualized, student-centered collaborative learning, which means the students are autonomous in learning the language and actively engaged with CALL and its application. Furthermore, they can be more independent in utilizing CALL for enhancing their language competence. Also,

they become the creators not just the receivers of knowledge.

7. Promoting Learner Autonomy

CALL is as one of alternative solutions for students to develop themselves to be independent learners. By applying CALL in language learning, the students' learning process can be controlled by the teacher as their facilitator. In this situation, they are as little dependent on the teacher as possible.

8. Enhancing Students' Achievement

CALL is regarded as a tool in a language learning process in which it can help students strengthen their linguistic skills by positively affecting their learning attitude and by helping students build self-instruction strategies. Moreover, CALL can help them develop their language skills through learning materials found in CALL.

9. Encouraging Students' Development of Cultural Awareness

CALL activities can encourage students' development of cultural awareness by supporting their cross-cultural understanding and foreign cultures, appreciating their own cultures and others, and promoting their communicative skill on a global level.

10. Promoting Teachers' Professional Development

By applying CALL activities, the teachers can also broaden their knowledge such as finding sources and information, and be involved on any other activities through internet such as subscribing to electronic journals, participating in electronic discussion forums and attending conferences on the Internet, etc. These activities can encourage foreign language teachers' professional development, update their knowledge and potentiality, and enable them to keep up with social and educational changes.

Moreover, Willets [12] also proposes types of technology-assisted activities that can be selected or prepared based on the learners' need on technology and language skills to be developed. The technology-assisted activities can also be introduced into standard teaching techniques to enhance language learning. Today, technology gives teachers the capacity to significantly enhance their students' language and cognitive development. Nevertheless, they can utilize the technologies for instructional testing and assessment; to teach culture; to help students learn academic content and develop critical thinking skills; and to expand students' speaking, listening, reading, and writing skills.

There are also some limitations of applying CALL in the learning process. They are as follows:

1. Computers and other facilities related to CALL classroom should be well prepared. All things should be occupied by giving the most appropriate media for the learning activities through CALL. The school, then, should be ready with it before applying CALL in the learning process. Therefore, it is the school and teachers

that can be confident for an optional language learning environment to create and develop CALL classroom.

2. Teachers and students are supposed to be familiar with computers. Before CALL is applied, the school administrators and students should have good commands of using computers and be ready with technology. Therefore, computer training is useful and needed before it takes place.

3. The curriculum should meet with the students' needs. It is the teacher and the school administrators who sit together to discuss and make a suitable curriculum related to CALL activities. Before it is implemented for CALL classroom, there should be evaluation to teachers and students on how well they use the technology.

Looking at those limitations does not impede the use of CALL in a language classroom to learn English as a foreign language because students are living in the modern era where technology plays an important role to successful learning process, and said to be highly motivated to have better knowledge for their future. However, there should be a good supporting party who really care and understand the students' needs to succeed.

B. Teacher's Role in a Language Classroom

Teaching English in a foreign language classroom needs some approaches and methods to be applied. It is the teacher who has better understanding of students' needs to find and select the most appropriate ones to be implemented in the classroom. Although in this post-modernism era the teacher-centered is neglected, the teacher can become the students' facilitator. However, the teacher should commit to the successful of language teaching and learning so that the expected results and class objectives can be well obtained.

To become effective teachers is not easily gained. The teachers should consider some basic principles to teaching and understand the purposes of the teaching process. Effective teaching is necessarily needed by the teachers in a language classroom. Before conducting and implementing the learning activities, teachers should think about and make decisions concerning to content, instructional strategies, the use of instructional materials and technology, delivery techniques, classroom management and discipline, assessment of student learning, and a host of other related issues [5].

Teacher quality and teaching quality are related to each other and go hand in hand. Teacher quality, what teachers do, comprises the identity of the teacher, their knowledge and their ability to develop strong skills in pedagogy, content and theory in order to plan for the learning of all students. Moreover, teaching quality, what students learn, focuses on the teaching and learning that teachers put in place on a daily basis to improve student achievement [10]. According to Riley [10], teaching quality depends on the followings:

- the personalization of learning within a supportive school classroom and community

- the capacity to implement curriculum relevant to the twenty-first century
- the continuous monitoring and evaluation of student learning

Therefore, the teachers are responsible to prepare the appropriate classroom management and set materials for the students so that a dynamic teaching and learning process is achieved.

As "technicians" in the classroom, teachers should consider a good condition that is suitable for the teaching-learning process. In order to create a good condition for the teaching-learning process, therefore, some basic principles to modern teaching have been identified. Brown [3] proposes ten principles of language learning or teaching which are well accepted. They are as follows:

1. The first principle of language learning or teaching is to lower inhibitions in which teachers can involve their students to play guessing and communication games; do role-plays and skits; sing songs; use group work; laugh together and share fears in small groups. By doing these activities, good environment of learning and fun learning process in the classroom can be achieved.

2. The second principle is to encourage risk taking. While teaching-learning process takes place, it would be a better action if teachers praise students for making efforts to try out language; use fluency exercises where errors are not corrected at that time; give outside-of-class assignments to speak or write or otherwise try out the language. These activities can influence the students to be more active to use the language as well as to be aware of using the language in active communication.

3. The third principle is to build students' self-confidence in which teachers should tell students verbally and non-verbally that teachers believe in them; have them make lists of their strengths, of what they know or have accomplished in the course. As we know that students are in their critical ages and need good support from teachers to develop their potentials and capability.

4. The fourth principle is to help students develop intrinsic motivation. To help students become more interested in learning English, it is the teachers work to help them develop their intrinsic motivation. Teachers can remind students explicitly about the rewards for learning English; describe (or have students look up) jobs that require English; play down the final examination in order to help them to rewards for themselves beyond the final exam. By doing so, the relationship between teachers and students can be more harmonious so that the learning-teaching process can succeed and go smoothly.

5. The fifth principle is to promote cooperative learning; teachers can do that by directing students to share their knowledge; playing down competition among students; getting the class to think of themselves as a team; and doing a considerable amount of small-group work. Cooperative learning is supposed to build students' self-awareness that they need to cooperate with each other in order to develop their potentials and knowledge.

6. The sixth principle is to encourage students to use right-brain processing. As we know that the human right-brain supports the language development and has potential

storage for language as well, therefore, teachers should use movies and tapes in class; have students read passages rapidly; do skimming exercises; do rapid "free writes"; do oral fluency exercises where the object is to get students to talk (or write) a lot without being corrected. By giving students these activities, students' language competence can increase and they are able to use good language both orally and written.

7. The seventh principle is to promote ambiguity tolerance, in which teachers should encourage students to ask question to teachers and each other what they do not understand something; keep their theoretical explanations very simple and brief; deal with just a few rules at a time; occasionally teachers can resort to translation into a native language to clarify a word or meaning. Since students learn English as their foreign language, therefore these activities can make them receive and acquire English more easily. And they do not get frustrated when they find difficulties in learning English.

8. The eighth principle is to help students use their intuition. Teachers should help students to use their intuition by praising them for good guessing; not giving explanation of errors – let a correction suffice; and correcting the selected errors, preferably just those that interfere with learning. Using intuition can help students understand and be aware of their language errors so that they will produce and use correct English.

9. The ninth principle is to get students make their mistakes work for them. In order to make students know their language mistakes and let them produce the correct ones, teachers should tape-record students' oral production and get them to identify errors; let students catch and correct each other's errors; not give them the correct form; encourage them to make lists of their common errors and to work on them on their own.

10. Finally, the tenth principle is to get students get their own goals. Every student has his/her own target of learning to achieve the goals, the goals of learning the language can be achieved if other elements of learning process like community, objectives, and teachers support their process of learning the language. In the classroom, teachers should encourage or direct students to go beyond the classroom goals; have them make lists of what they will accomplish on their own in a particular week; get students to make specific time commitments at home to study the language; and give "extra credit" work.

Those principles basically can be applied to the teaching-learning process as far as they are suitable, can be implemented, and match with curriculum, students' current needs, and learning objectives. The principles as proposed by Brown, actually, are needed in Indonesian schools and good for the success of the teaching-learning process in a language classroom.

Students of English as a foreign language are eager to be able to comprehend and master their language competence. Therefore, they still need the teachers' guidance in learning English although there are many kinds of methods, media, and strategies. In spite of the fact that today the use of technology in education field is increasing, the teachers' role in educating the students at school is still expected.

There are some advantages when teachers are conducting the teaching-learning activities. They are as follows:

1. Teachers are manager of the class

The teachers are involved in managing the class and maintaining the learning process can work well. They should make lesson plans before teaching, prepare teaching materials and media, create and develop good environment for students so that the English class can be fun and interesting. Moreover, the teachers have a primary goal to create any optimal language learning environment in which the language is used in authentic, interactive situations that provide much practice and feedback, and in which learners take much of the responsibility for their learning.

2. Teachers are material developers

As material developers, the teachers are supposed to have good understanding on students' needs and characteristics. By knowing them, the students' achievement can be highly gained and it may develop students' self-confidence in learning the language. The teachers can select the most appropriate methods, approach, and strategies which are useful to the learning activities. Moreover, the teacher should have good knowledge and capabilities in developing the materials. Therefore, it is the teachers' capacity to improve their knowledge and expand their interests.

3. Teachers are students' facilitators

The students who learn English as a foreign language expects the teachers' guidance dealing with learning process. The teachers should know when they should be the students' facilitators. Frequently, the students need to be autonomous in learning the language, so the teachers are supposed to give them freedom in developing themselves and to control what happens during the learning activities. A facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically, rather than by telling them about the language [4].

4. Teachers are controllers

Brown [4] says that teachers can be said as the master controllers who determine what the students do, when they should speak, and what language forms they should use. The teachers' control is an important element of successfully carrying out interactive techniques. They can carefully project how a technique will proceed, map out the initial input to students, specify directions to be given, and gauge the timing of a technique.

5. Teachers are as resource

According to Brown [4], the teachers are considered to be available for advice and counsel when the students look for it. There should be good interaction between teacher and student so that interactive teaching can be maintained. The teachers may allow the students to proceed with their own linguistic development and may release them to try things for themselves.

By looking at the teachers' role in language learning above, it can be said that there is no judgment about disadvantages of teachers' role in a language classroom since teachers' assistance to language learning is clearly needed. Teachers still play a vital role in the classroom although students can be independent learners. They still want teachers in the classroom for instruction, guidance, and answers. Ayers [1] argues that teaching is more than transmitting skills; it is a living act, and involves preferences and value, obligation and choice, trust and care, commitment and justification. Therefore, the existence of teachers in the classroom cannot be neglected since teaching is an act of hope for a better future. And the reward of teaching is knowing that teachers make differences [1].

C. How CALL and Learning English with Teachers' Assistance Can Be Applied

It is understandable that CALL and teachers play important roles to the successful learning outcomes. They can work together and be implemented to support students who are eager to develop the capabilities and potentialities to learn English as a foreign language. Both students and teacher can utilize CALL in the language classroom as long as they are ready with that.

In CALL, the teacher is a facilitator. He/She serves students guidance and technical support to deal with a computer, provides good comment and activities, and also responds to the students' needs. According to Levy [6], the teacher has a minimal role since the emphasis of CALL development is on the importance of improving the models of the learner, language, and computer with the computer as tutor or helpful teacher as the primary goal. However, the teacher may be involved in assisting students as they work at the computer, or in designing broader tasks that in same way involve the computer for their successful completion.

Since the teacher is as a facilitator in the CALL classroom and the students are supposed to be autonomous learners, therefore, there should be a good interaction between teacher and student. For teachers, learning about their students' strengths and weaknesses, their concerns; and other characteristics that might affect them in the language learning classroom – is crucial [11]. Meanwhile, according to the theory of communicative language teaching by Savignon [9], teachers are exploring pedagogical means for "real-life" communication in the classroom. What the teachers do in the classroom really influence the students to develop their language competence. The teachers also help students by facilitating lifelong language learning among students. From both sides of argumentations by Egbert and Savignon, it can be concluded that the teacher is as the students' facilitator to develop their language competence as well as for "real-life" communication in the regular classroom or CALL classroom.

The teacher has a primary goal to create any optimal language learning environment in which the language is used in authentic, interactive situations that provide much practice and feedback, and in which learners take much of the responsibility for their learning. There are eleven guidelines to use computers for learning as stated by

Beatty [2], which cover the environment, activities, humor, meaningful objectives, technical elements, software demonstration, the appropriate level of challenge, software selection, feedback, resources for practice, and time allocation.

First, the teacher should prepare the environment. To prepare the good environment, it is important to make the computer laboratory is a warm and comfortable place. The teachers, as a facilitator, should facilitate students and interact with them; circulate constantly to ask students how or what they are doing; stay around, stay involved, and know when to observe.

Second, the teacher should vary the activities that involve the new and short material, and recycle previously taught information to make sure students are comfortable use what the teacher has already taught them.

Third, it is good for the teacher to use humor. The teacher is supposed to give a collection of fun activities when using computers. By doing so, the students get some relief in knowing their own feelings toward using the computer.

Fourth, the teacher should make the objectives more meaningful. All students have different goals or purposes in mind, yet all students share the need to do well in class. The teacher can increase their motivation by showing them how an activity meets particular objective of the course and relates to what they are doing in class.

Fifth, the teacher should teach technical elements selectively. The teacher is supposed to teach computer skills and operation of equipment on a need-to-know basis. In addition, the teacher focuses only on those skills needed to effectively complete the language task at hand. Then, give students cheat sheets for operations they will not use often, and tape sheet of directions to the desks.

Sixth, the teacher should demonstrate software to the students from beginning to end. Then, the teacher shows the students what happens when they get an answer wrong as well as what happens when they get one correct. However, some students have so many problems – some with the browser, others with the search engine, and others with something else – in which provisions have to be made for alternative lessons.

Seventh, the teacher is supposed to choose an appropriate level of challenge. Since many software programs permit students to select the level of difficulty of an activity, the teacher should choose for them so that they can increase the level of difficulty themselves. Therefore, it is necessary to challenge students by increasing the vocabulary load of a CALL reading exercise, the speed at which a text moves across the computer screen, or the weighting of points given for answering questions that are more difficult.

Eighth, the teacher should not let technology become a barrier. It means that the hardware or software should not become a barrier to language learning. To avoid making technology becomes a barrier, the teacher is supposed to select user-friendly soft wares and give clearly written directions.

Ninth, the teacher should give feedback to the students, either intrinsic or extrinsic. More software applications have record-keeping options, and students and teachers

vary in their opinions on the importance of keeping a score.

Tenth, the teacher is supposed to allow for further practice by providing resources for further practice, either as review or as enrichment, so that the students who choose to do further work can do so independently. However, the teacher is supposed to make sure specify what the title of the lesson is, what type of exercise it is, how long it will take the students to complete a lesson, whether it is best done individually or in pairs, who can help them if they have a problem, and how they should do the exercise.

Finally, the teacher is supposed to allow enough time for practice because the students need adequate and regular practice. The teacher should tell them how much time they will need to set aside in order to do the practice exercises, what others skills they can use the software for, where and from whom they can get additional help if they need it, and how they can get access to the materials outside of class.

Those guidelines of using computer in language learning are as the important roles to use computer in effective way so that both the teacher and the student may achieve the teaching-learning goals in the CALL classroom. However, the teacher still has the opportunities to select the appropriate guidelines to be implemented in the CALL classroom considering that each class has different situation and condition. Therefore, it is the language teachers or computer instructor to decide which technological medium is the most appropriate one for the language skill(s) to be developed during a particular period of time.

Indonesian schools have already supported the teaching-learning process by serving technology as one of the learning media to learn the language. The facilities can be found in a language classroom and in a laboratory. By giving such good facilities, the teachers and students are supposed to be more familiar in using computers. However, the government should also support it by giving more opportunities for teachers and students to be more freedom in developing themselves, and by promoting CALL for any other aspects of teaching and learning.

III. CONCLUSION

This paper gives understandable ideas and a library analysis in which CALL and teachers' role in the language teaching-learning process can be implemented based on the readiness of teachers, students, and the schools that will use CALL in a language classroom.

However, here is the conclusion of the paper. First, the computer as one of the media in education can support the teaching-learning activities through CALL. CALL provides the students with current technology in language teaching and learning. Second, to teach the language in CALL classroom needs some basic considerations, namely, evaluating the appropriateness of the software program or computer-based resource; creating environment in which CALL is supported; monitoring the students' participation in CALL program and encouraging autonomy; and encouraging the use of CALL programs as a starting point for collaboration and

students interaction. Third, CALL is regarded as an ideal tool to support students in learning English as a foreign language. However, its application in Indonesia should be truly responded by the government which provides the greater services to education. The government can collaborate with educational experts and teachers to design suitable curriculum so that the use of CALL can be implemented in most of Indonesian schools. Moreover, the government can provide computer laboratory for schools that can support CALL. Fourth, there should be researches about the use of CALL in an English class that will give more reliable and authentic data in Indonesian schools so that the data analysis can be obtained. Fifth, hopefully in the future, CALL classroom will be found in all Indonesian schools without eliminating teachers' role as the important role in the learning process. Finally, the advantages and disadvantages of the two opposing treatments in language teaching and learning are provided as long as they can give clear critical thinking that the use of CALL can be implemented in most language classrooms.

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