Read the editorial taken from Language Learning & Technology by Mike Levy & Philip Hubbard and then do the following:

1. Briefly summarize the entire article (40%)
2. Write an essay in response to the article. You can, for example, criticize the article in general or in part, take some of the author's ideas further, apply the ideas to English teaching in Taiwan or your own experience. (60%)

Why call CALL ''CALL''? The term ''CALL'' as a general label remains controversial when used to encompass the area of work concerned with the development and use of technology applications in language teaching and learning. Its use continues to attract strong opinion and debate, especially in discussion lists and at conferences. This difference of opinion is worth exploring a little more deeply. By way of introduction, it is interesting to look at the use of the term in book and journal titles involving technology and language learning. Sometimes, where readers might expect the label CALL to appear it is absent, as in books such as Computer applications in second language acquisition (Chapelle, 2001), or English language learning and technology (Chapelle, 2003). In other instances, it continues to be used as in Teaching and researching computer-assisted language learning (Beatty, 2003). Journal titles tend to reflect the same division, with this journal adopting the tag, along with ReCALL, for example, while others avoid it, like Language Learning and Technology. These differing perspectives seem to have appeared, or at least been strengthened, with the introduction of the Internet and the kind of networking, both human and technological, that this kind of worldwide infrastructure allows. For example, in their book Kern and Warschauer (2000) introduce network-based language teaching (NBLT), and say it ''represents a new and different side of CALL, where human to human communication is the focus'' (p. 1). Later, a whole chapter is dedicated to the question of whether network-based learning is in fact CALL: the answer is positive, fortunately (Chapelle, 2000). Kern and Warschauer (2000) also speak of traditional CALL that ''has been associated with self-contained, programmed applications such as tutorials, tools, simulations, instructional games, tests, and so on'' (p. 1). They then go on to describe

structural, cognitive and sociocultural approaches to CALL as three successive generations. The role of the computer as tool is very much attached to the most recent, sociocultural approach to CALL (see discussion of the wordprocessor, p. 11). Yet the computer as tool has existed throughout: this was very much the original role around which the tasks of the computer were conceived. In the discussion, there is a sense in which the new label is intended to replace the old one. As Chapelle (2000, p. 204), citing Patrikis (1997), points out, ''approaches to computer-based teaching accumulate and coexist rather than progressing in the linear fashion replacing old (pre-network CALL) with new (NBLT)''. Perhaps this means that the label ''CALL'' cannot ultimately make the transition from pre-network to network-based teaching and learning. In all of this, of course, CALL is being positioned in a very particular way, a point we will come back to later. In her recent book on CALL, English language learning and technology, Chapelle intentionally uses a variety of terms to signify the applications of technology in English language teaching and learning: CALL is one of them, alongside applied linguistics, technology-mediated tasks and computer mediated communication. (CALL is the only one that includes language learning.) Chapelle (2003, p. 33) consciously avoids adopting a uniform term citing Rose's critical discourse analysis of the literature on educational computing: this reference is quoted again here. The subtle and apparently trivial differences in meaning between these terms are in fact points of contention; and the acronyms are signifiers of authority and efficiency which play a serious role in an ongoing power struggle among various factions to privilege their meanings and interpretations above those of others. (Rose, 2000, p. 8) This constitutes a strong argument, there is no doubt, but it also assumes that we are discussing competing terms rather than seeking a global descriptor to stand for the uses of technology in language teaching and learning—as we are attempting to do in the case of CALL. Also, it should not be forgotten that CALL is not unique in attracting different viewpoints: debate surrounds much of the terminology in language teaching and learning. One need look no further than communicative language teaching or task-based learning which have been subject to extensive debate over many years. With fields cognate to CALL, second language acquisition (SLA) and applied linguistics (or

linguistics applied) provide examples. Both of these labels are contentious and reflect power struggles within and beyond their boundaries, as far as their meaning and domain of influence are concerned. Good examples include the battles for dominance between the cognitivists and the socioculturalists within SLA, or those who would have applied linguistics equate with language teaching as opposed to an application of linguistic analyses and methods to problem areas involving language (e.g. language planning). Interestingly, in SLA, in recent publications such as Mitchell and Myles, Second language learning theories (interestingly, the label SLA was not used), we are seeing a multi-perspectivist view emerging with an argument for parallel research agendas. The existence of a dominant, all-encompassing paradigm has been largely rejected. So SLA, when it is used as a label, really represents a very loose collection of theories and approaches to the study of second language learning. Also struggles between fields and domains are being played out as well, such as the influences of certain strands of second language acquisition research on language teaching and what we are calling CALL. These are appropriately considered struggles for influence and we fully accept that there maybe resistance—as with the argument being presented in this editorial, for example. However, once one introduces notions of authority and power, it is important to recognise that all of the cognate areas surrounding language, language learning and technology are in some sense involved in a struggle for dominance and recognition, including those who studiously reject the use of the term ''CALL'', or would like an alternative label to be favoured. In a sense, we are all fighting for a place in the sun. We are simply making the case for CALL. There are further reasons why a label like CALL might not be desirable, and these deserve consideration too. For example, the majority of other subject areas or disciplines who make intensive use of technology applications in connection with their subject do not have a special name (e.g. history, music): why should language teaching and learning? We are happy to talk about information and communication technologies (ICTs) in relation to other subject areas: why isn't this good enough for language teaching? And we don't speak of ''book-assisted language learning'', so why do we need ''computer-assisted language learning''? These arguments need attention too. Though

the arguments will be familiar to many readers, for the sake of the discussion here, it is worth reflecting again on why languages are indeed different as an object for learning. They are the only area where a compelling case has been made for a special language module in the brain. Almost every human being will learn a language, and millions will learn a second or third language, either as children or as adults. Learning a language is complex because of the interrelated dimensions that need to be mastered. Traditionally, language learning has been seen in terms of developing the four language skills with a complementary focus on pronunciation, vocabulary and grammar. More recently this has been extended to include a command over the social, cultural and pragmatic aspects of the language in a wide variety of communicative settings. All in all, then, a strong case may be made for the uniqueness and complexity of language and language learning. A second argument for the value of a comprehensive label for our field is the recognition of the computer as a unique technology. Technology has always played a fundamental and inseparable role in the development of languages and how they are taught and learnt. Tracking the development of the technology tools associated with writing provides a good example. Until very recent times, writing has always required a marker and a surface on which to record the marks. Over many hundreds of years we have moved from a finger in the sand (where writing is technology-free) through hammer, chisel and stone, quill and vellum, typewriter and paper to the keyboard and screen/disc, both locally and at a distance (email, chat). Recently, developments in voice recognition may mean the role and function of writing need to be revisited again, as the marker component is removed and the voice can be used to record marks directly. In all this, technology developments have been fundamental in helping us to develop a more sophisticated understanding of the nature of language and communication as well as facilitating language learning. In recent decades, the technology has been playing a greater, not a lesser role, in motivating the processes of change. Indeed, it is our position that the central role that any technology can play once it is introduced into an educational setting is a compelling reason for studying it in order to understand it, and this is certainly the case for computer technology.

Figure 1 reflects a broad view of CALL as the field that is concerned with how the computer mediates between the language learner and language learning objectives.
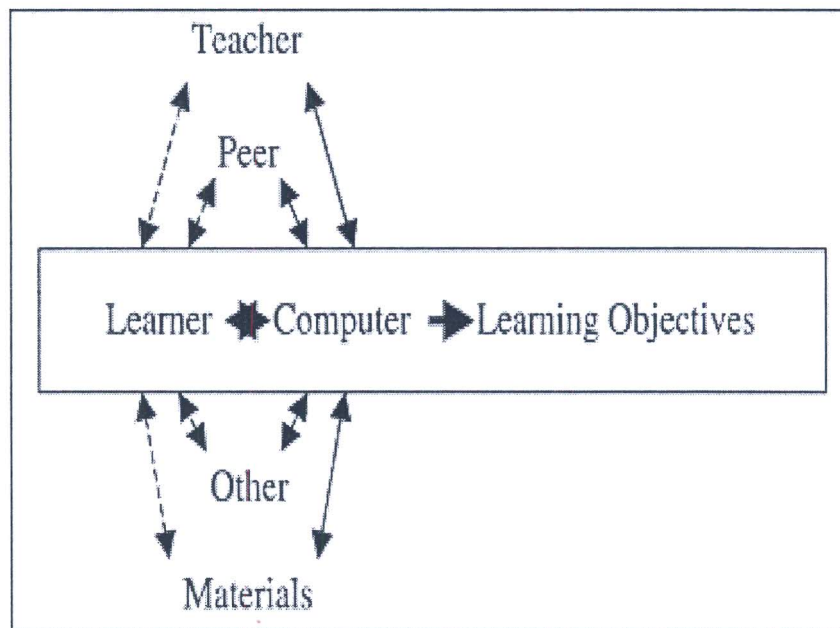

Figure 1. A simple conceptualisation of the CALL perspective. Learner interactions with teachers, peers, materials and others are mediated by the computer (which includes software, peripherals, network, etc). The dashed arrows represent non-mediated interactions in blended environments.

By conceptualising the field in this way so that the computer, the language learner, and the language learning objectives are at the heart of the matter, we distinguish our perspective from those of others involved in the broader domain of language teaching and learning. The term perspective is key here—the point is that by pursuing research and development from a ''CALL-centred'' viewpoint, we are likely to arrive at different sorts of generalisations and interpretations from those whose approach is a primarily pedagogical, cognitive, or social one in which the computer is a neutral delivery system or ''just'' a tool. Technology is intimately involved with speech (speech synthesis/recognition), grammar (natural language processing, computational

linguistics), vocabulary (dictionary development, corpus linguistics), reading (reading on-screen), writing (word-processing), listening (digital archives), speaking and communications. Technology-mediated communication (email, chat, conferencing) is increasingly common, and discourse and learning communities are formed around the networks that are produced. Journals such as this one have contained articles on all of these things and continue to do so. Now we could speak of the different areas of work discretely using specialised labels. But we argue that it is very helpful to have a collective name which spans the development and use of computer technology in relation to language teaching and learning. Clearly the wide variety of technologies mentioned in the last paragraph move well beyond general-purpose generic computer tools, often grouped under the label information and communication technologies (ICTs), such as email, word processors and databases of different kinds. ICTs have made a strong and positive impact in the language teaching classroom and combined with the resources available through the World Wide Web and the Internet embrace many of the technologies that are frequently used by language teachers and learners. This also may be said for the impact of ICTs on other subject areas across the curriculum. However, ICTs as they are applied to language teaching and learning only comprise a part of what we envisage by CALL. In many ways, they are limited to the goals and needs of the language classroom, and fail to reflect the research, design and development arm of CALL and the work that goes into making and evaluating new language learning tutors and tools. ICTs also represent well established, mainstream technologies usually designed for native speakers of English. As we understand it, CALL has much more of a focus on non-native speakers, and embraces a wide variety of languages; this certainly includes English, but ranges far and wide beyond that language to potentially engage with any of the world's languages including minority languages and languages now no longer spoken. This also brings those in CALL into contact with the problems presented by languages other than English (LOTE) such as scripted languages and tonal languages. New technology is then brought to bear on the particular challenges of the language involved. It cannot be underestimated just how far the particularities of the English language and technologies designed for native speakers dictate the agenda. Taking into account the need for a single descriptive term

from the field, our third argument is that CALL is already well-positioned for that role: the dominant professional position seems to be to call CALL ''CALL''. As noted in the earlier part of this paper, evidence for this exists in the names of organisations and publications specifically devoted to this area: the CALL Journal; Eurocall and its journal ReCALL, the CALL Interest Section of TESOL, CALICO (Computer-Assisted Language Instruction Consortium) and the CALICO Journal (which admittedly substitutes ''instruction'' for ''learning'' but presumably in the pursuit of a more memorable acronym). There are also a number of regional organisations that use it: JALTCALL (Japan Association of Language Teachers CALL Interest Group), APACALL (Asia Pacific Association for CALL), and PacCALL (Pacific CALL Association), among others. There are many books, including several recent ones, with ''CALL'' in the title and CALL (or ''computer-assisted language learning'' at least) is also in the title of the technology-oriented chapter of several comprehensive language teaching anthologies, most recently Chapelle (2005) in Hinkel's Handbook of research in second language learning and teaching. A Google search on May 29, 2005, provided some additional support for the popularity of CALL over two of its alternatives. Since acronyms like CALL and TELL are also common English words, the search was conducted using exact phrases, under the assumption that the distribution of the acronyms would parallel that of the full versions. The result: ''computer assisted language learning'' yielded 99,100 hits, ''technology enhanced language learning'' garnered 6,550, and ''ICT language learning'' (where the wildcard * covered most commonly ''in'', ''and'' and ''for'') had only 856. Clearly, we have a large number of professionals around the world who for a number of years have chosen to label their work and the institutions Editorial 147 that support it as ''CALL'', creating a continuity—and a community identity—that is important for our recognition as a legitimate field. In conclusion, we believe there is a strong case for the use of the term CALL as a general label. The case is built around three main points: the distinctiveness and complexity of language as an object for learning; the need for a global term that can be reliably employed to describe what we do, and the de facto existence of a substantial, international group of individuals and established professional organisations that have continued to use the term for more than two decades. One can of course argue that it is

''technology'' and not the computer that is involved, that it ''enhances'' rather than assists, that it is the simple application of ''information and communication technologies'' to language learning, or that it involves the ''network'' or ''Internet'' rather than the computer. However, regardless of the immediate strategic value a different label might have for a given cause (and we are quick to acknowledge that there are good reasons for these alternative choices), they serve to fragment rather than unite a field that presumably has a lot more to gain by being unified. We are therefore arguing for CALL to be used as the preferred label. We see this nomenclature as inclusive, not exclusive. We do not believe it is especially helpful to invent new labels every time technology takes a step forward. It is distracting and even confusing to invent new terms with every technological advance. CALL has the strength of being one of the earliest terms employed, and its use continues today in the titles and the contents of books and journals like this one. It is established and has some stability, which is in many ways surprising given the shifts in the discourse over the last 20 years. It has seen many other labels come and go. It also has language learning specifically in its title. Having a generally accepted term available to us is helpful. A good example lies in the developing area of teacher education where it is very useful to have a general label to indicate the focus on technology and language teaching/learning. Already CALL courses and programs are common and the area is evolving (see Hubbard & Levy, in press). Though the content inevitably varies from course to course and from program to program, the shared label is sufficient to convey the general direction and focus and helpful for discussion of goals and content.

Reference deleted for space considerations.

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