Contents

Preface vii

1 Introduction 1
- 1.1 The role of the computer in learning 2
- 1.2 The advantages of the computer in language learning 4
- 1.3 The disadvantages of the computer in language learning 6
- 1.4 Towards a synthesis 10

2 Hardware and software 12
- 2.1 Hardware 12
- 2.2 Software and courseware 22
- 2.3 Conclusion 26

3 The development and background of CALL 27
- 3.1 CAL in language teaching: a short history (1965 onwards) 28
- 3.2 Programmed instruction 36
- 3.3 Computational linguistics 39
- 3.4 Machine translation 41
- 3.5 Conclusion 43

4 The learner, language and the computer 45
- 4.1 The learner and the computer 46
- 4.2 Natural language and the computer 49
- 4.3 Natural language and the learner 53
- 4.4 Review of the triangle 57
- 4.5 Conclusion 62

5 An example: GERAD 64
- 5.1 The purpose of the package 64
- 5.2 The package in use 65
- 5.3 Technical details 73
- 5.4 Taking stock 74
- 5.5 Conclusion 76

6 Computers, computer programming and programming languages 77
6.1 A brief introduction to computers and computer programming 78
6.2 Programming languages 82
6.3 High-level languages 84
6.4 The vocabulary and grammar of a high-level programming language 87
6.5 A simple CALL program in BASIC and in PASCAL 95
6.6 Author languages 96
6.7 Conclusion 99

7 The scope of the computer in language teaching 101
7.1 Activities in the language-teaching classroom 101
7.2 Areas of language teaching suited to CALL 103
7.3 Monitoring 113
7.4 The integration of CALL into language teaching 116
7.5 How effective is CALL? 119
7.6 Conclusion 122

8 Developing areas 123
8.1 The computer as a dictionary 123
8.2 Running text stored on the computer 126
8.3 Advances in linguistics and in artificial intelligence 127
8.4 Speech input/output 129
8.5 Computer graphics and computer-based videodisc systems 135
8.6 Conclusion 140

Conclusion 142
Useful addresses 144
Bibliography 147
Index 158