## English Language Learning and Technology

Carol A. Chapelle

## Table of contents

## Preface xi

```
CHAPTER 1
The changing world of English language teaching
Visions of the invisible
   The technologist's vision 2
   The social pragmatist's vision 5
   The critical analyst's perspective 6
   Visioning the future of ELT
English language learners 10
   Motivation for English use with peers
    Technology-shaped registers of English use
   Communicative language ability for the 21st century 16
English language teachers
    The English language
    The study of language
    Tasks for language learning
   New forms of assessments 28
   Research on learning 29
Teacher education and applied linguistics
   Applied linguistics 30
    Technology 31
    Research methods 32
   Critical analysis 32
Conclusion 33
```

Chapter 2	
The potential of technology for language learning	35
Language learning and instruction 35	
Insights from the classroom and materials 36	
Insights from theory and research 38	
Enhanced input 40	
Input salience 41	
Input modification 45	
Input elaboration 51	•
Enhanced input for CALL 52	
Interaction 54	
Theoretical perspectives on interaction 55	•
Interaction in CALL 57	
Linguistic production 61	
Theoretical perspectives on production 61	
Production in CALL tasks 62	
Integrating input, interaction, and production into	tasks 65
Conclusion 67	
Chapter 3	
Evaluating language learning	69
Reconsidering research 70	
Making a case for technology 70	
Increasing professional knowledge 76	
Advice from the field 77	
What is research? 78	
General vs. specific knowledge 79	
Research methodology 79	er i Karamatan da K Karamatan da Karamatan da Karama
Theory-research links 80	
Examples of useful CALL research 81	
Focus on software 82	
Focus on the learners 85	
Focus on the learning task 87	
Summary 90	
Research methods 90	
The role of theory 92	
Theory as a resource 92	
Theory as a limitation 95	
Conclusion 96	

Investigating learners' use of technology	97
Technology-related process data 98	
Examples of process data 98	
Implementing process research 100	61
Notation for the data 101	en la partir de
Description 102	A State of the Control
Interaction analysis 103	(x,y) = (x,y) + (x,y
Discourse analysis 105	. 1
Conversation analysis 106	$(x_1, x_2, \dots, x_n) \in \mathbb{R}^n \times \mathbb{R}^n$
Issues in description 107	
Use of description 109	$(g_{ij}, g_{ij}, g_{$
Interpretation 111	
Inferences about capacities 113	April 1985 Comment of the Comment
Inferences about tasks 115	: *
Inferences about capacities and tasks 116	
Critical discourse analysis 117	•
Validity issues for inferences 118	·
Evaluation 119	
The problem of evaluation 119	
Process-based approaches 120	•
Conclusion 125	
Chapter 5	
Advancing applied linguistics: L2 learning tasks	127
The study of L2 learning tasks 128	
Task evaluation 129	
L2 task description 131	
Technology-mediated L2 tasks 135	
Examples from the chat room 135	
Studying technology-based tasks 137	
The attraction of technology 142	
Tools for building tasks 143	
Task theory 143	
Revisiting assessment 148	
Conclusion 150	

CHAPTER 4

Chapter 6
Advancing applied linguistics: Assessment
The tunnel of efficiency 151
The panorama of theory 153
Construct definition 153
Validation 156
Probing construct definition 157
The test design-construct connection 158
The test scoring-construct connection 160
Devil in the detail 163
Validation 165
Educational assessments 165
Assessment in second language research 167
Validation and consequences 169
Conclusion 171
CHAPTER 7
test i
The imperative for applied linguistics and technology
The imperative for applied linguistics and technology English language use 174
English language use 174
English language use 174 Second language acquisition 176
English language use 174 Second language acquisition 176 Alternatives to CALL-classroom comparison 176
English language use 174 Second language acquisition 176 Alternatives to CALL-classroom comparison 176 Improving the alternatives 178
English language use 174 Second language acquisition 176 Alternatives to CALL-classroom comparison 176
English language use 174 Second language acquisition 176 Alternatives to CALL-classroom comparison 176 Improving the alternatives 178 Second language assessment 179 Conclusion 180
English language use 174 Second language acquisition 176 Alternatives to CALL-classroom comparison 176 Improving the alternatives 178 Second language assessment 179 Conclusion 180 References 183
English language use 174  Second language acquisition 176  Alternatives to CALL-classroom comparison 176  Improving the alternatives 178  Second language assessment 179  Conclusion 180