Research into the Effects of an ICALL Program on Teaching Word Classes to Learners of English

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ABSTRACT

This study investigated the effectiveness of an intelligent computer-assisted language learning (ICALL) program on learning word classes to Turkish learners of English. Learning word classes is a common problem for Turkish students, so the main aim of this research is to help students to overcome this problem. Within the scope of this research, an ICALL application with a word class analyzer was developed and used on Foundation English School Students to measure its effects on students' achievement in the mastery of word classes and also their attitudes toward such an ICALL environment. The study employed a pre-test—post-test control group design. The sample consisted of 38 B1 level students who were divided into experimental and control groups. The t test was used to investigate the differences between the experimental and control groups. Learners' achievements in the knowledge of word classes were measured. The results showed that the reading activities with this system had positive effects on students' word classes learning and their attitudes toward the intelligent computer-assisted language learning tool. According to the statistical results obtained from the study, there is a significant difference between the groups in favor of the experimental group.

Keywords: parts of speech learning, word classes analyzer, ICALL, reading

INTRODUCTION

It is a fact that technology is in every part of our lives. 20 years ago, teachers who teach language skills by using computer technology were accepted as innovative, today the ones who don't adapt the technology to the classroom are considered as out-of-date (Chapelle, 2008). It has been proven that using computer in language learning has several important advantages such as multimedia-based learning, simulation-based learning, self-paced learning and immediate feedback which cannot be done by traditional methods (Bax, 2011; Butler-Pascoe & Wiburg, 2003; Butler-Pascoe, 2011; Choi, 1991; Dudeney, 2007; Lamy & Hampel, 2007; Levy, 1997). There are some terms related to the computer in education; which are CASLA (Computer Applications in Second Language Acquisition) (Chapelle, 2001), CAI (Computer-Assisted Instruction), CAL (Computer-Assisted Learning), CBI (Computer-Based Instruction), CDI (Computer-Directed Instruction), and CMI (Computer-Managed Instruction). CAL is synonymous with CAI. What is more, CALL is another term which is both a part of CAI and related to language teaching (Yang, 2011). CALL stands for "Computer-Assisted Language Learning" which is used to describe the role of computers in terms of language teaching (Hardisty & Windeatt: 1989). It is also defined as "the search for and study of applications of the computer in language teaching and learning" by Levy (1997). In other words, CALL is based on teaching English by using computers. Lee (2000) suggests 8 reasons to use CALL which are (1) Experimental learning, (2) Motivation, (3) Enhancing student achievements, (4) Authentic materials, (5) Greater interaction, (6) Individualization, (7) Independence from a single source of information and (8) Global understanding. CALL provides more interactive teaching along with a highly individualized instruction. It is a student-centered instruction and even the speed of the lessons can be controlled by the students. Another aspect of CALL is that it can fit learners' level and evaluate learners' responses (Chapelle, 2008). To sum up CALL is flexible, patient and sensitive to a learners' pace, students can set their own speed of work, it gives responses and it can

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