

## CALL: Using What We Know to Avoid Reinventing the Wheel

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### ABSTRACT

*Much has been written about Computer Assisted Language Learning (CALL) both from the point of view of its history and its definition. While it is not the aim of this paper to revisit such issues in detail, it opens with an overview of some of the major issues around definitions of CALL and the related terms that have emerged over the years to describe the use of new technologies to support language learning and teaching. Next, a brief account of some of the major developments in and approaches to CALL is offered. In the light of recent comments (e.g. Felix 2008; Garrett 2008), the paper concludes with a consideration of the need for current researchers and practitioners to be aware of the relationship between present and earlier research and practice in CALL.*

**Keywords:** CALL, historical perspectives, developments and approaches.

### 1. INTRODUCTION

The role of computers in language learning and teaching has long been a subject for debate and there have been many accounts of the history of CALL, both descriptive (see Delcloque 2000; Salaberry 2001; Davies 2005, 2008) and analytic (see Warschauer 1996; Warschauer & Healey 1998; Bax 2003) which attempt to clarify this role. For those who wish to do so, there are ample opportunities elsewhere to read detailed accounts of the development of CALL over the last three decades, and it is for this reason, as well as constraints on space, that the current paper does not revisit this history in any great depth. However, a reading of the literature concerning the use of different technologies to support language learning and teaching soon reveals that the