

A META-ANALYSIS OF EFFECTIVENESS STUDIES ON COMPUTER TECHNOLOGY-SUPPORTED LANGUAGE LEARNING

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KEY TERMS

CALL

Computer-assisted Language Learning

Language learning environments and/or strategies which involve the use of technologies (e.g., giving feedback on Google Docs)

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

Is language instruction with CALL elements more or less effective than language instruction without?

WHAT EVIDENCE IS SUMMARISED?

Findings from **37** primary studies published between **1970** and **2006**

WHAT DOES IT FIND?

- Both CALL and non-CALL conditions are at least as effective as one another for second/foreign language instruction
- Advanced and intermediate learners out-performed beginners in CALL environments

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Using CALL does not automatically make teaching better
- It is more important to consider when and how technologies can be incorporated into teaching rather than consider solely what technologies to use
- More scaffolding needs to be provided to less proficient language learners when learning a second or foreign language in CALL environment

