# Chapter 10
# Mastering Technology–Enhanced Language Learning, Computer–Assisted Language Learning, and Mobile–Assisted Language Learning

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## ABSTRACT

*This chapter explains the overview of Technology-Enhanced Language Learning (TELL); the overview of Computer-Assisted Language Learning (CALL); the relationship between Computer-Mediated Communication (CMC) and language learning; the overview of Mobile-Assisted Language Learning (MALL); and the technological utilization for language learning in the digital age. TELL, CALL, and MALL significantly deal with the impact of technology on teaching and learning the second language or foreign language. TELL, CALL, and MALL are the utilization of the advanced devices as the technological innovation to display multimedia as the modern language learning methods in the digital age. TELL, CALL, and MALL effectively improve learning motivation and develop better attitudes in students and language learners toward language learning. The chapter argues that encouraging the applications of TELL, CALL, and MALL has the potential to improve language learning performance and reach strategic goals in the modern language learning environments.*

## INTRODUCTION

Modern digital technologies are used to facilitate English language teaching and to develop arguments for an increased emphasis on the process-oriented approach to language learning perspectives (Lunin & Minaeva, 2015). The challenge of providing authentic experiences and interactions for fostering oral proficiency and motivation in foreign languages is an opportunity for innovation in educational technol-

ogy and instructional design (Yang, Gamble, & Tang, 2012). Technology-enhanced language learning (TELL) and computer-assisted language learning (CALL) have come a long way over the past decade (Stickler & Shi, 2016). Computer-mediated communication (CMC) in CALL can provide an obvious understanding of the role of technology in facilitating communication in online environments (Parmaxi & Zaphiris, 2016). One of the main goals of any language organization is to make language teaching and learning become more flexible and make students' learning become more individual and more autonomous (Golshan & Tafazoli, 2014).

Technology-enhanced learning environment is defined as an instructional environment where the learning processes are assisted through computers and the Internet (Aydin, 2013) and provides the interactive activities that enable individuals to address the unique learning interests, study the multiple levels of complexity, and enhance the understanding of language learning materials (Hannafin & Land, 1997). Technology-enhanced learning environment has been shown to be beneficial for learning across different fields (Goffe & Sosin, 2005) and has influenced the way that instructors teach and students learn (Wang & Li, 2000). The learning interaction between teacher and students is the important factor in the technology-enhanced learning environment (Hooper, 2003) toward providing various educational opportunities in language learning (İnce, 2014).

Mobile technology can enhance the learners' second language acquisition (Viberg & Grönlund, 2012). Mobile technology is adopted in education as is becomes ingrained in people's lifestyles and everyday activities (Viberg & Grönlund, 2013). Mobile-assisted language learning (MALL) is considered as one of the most relevant application areas (Kukulska-Hulme, 2009). The unique properties of mobile devices have been incorporated into language learning and teaching, forming the emerging research field of MALL (Sung, Chang, & Yang, 2015). Instructional design of mobile devices plays a critical role in MALL (Burston, 2014). Mobile devices significantly provide the features of portability, social connectivity, context sensitivity, and individuality, which desktop computers may not offer (Chinnery, 2006).

This chapter aims to bridge the gap in the literature on the thorough literature consolidation of TELL, CALL, and MALL. The extensive literatures can provide a contribution to practitioners and researchers by explaining the current issues and trends with them in the modern language learning environments.

## Background

TELL was first known as CALL during the early 1970s. CALL was not used heavily by educational institutions because instructors were hesitant to adopt new technology in their household let alone in the classroom. Instructors of the 1970s shared a similar view on computers as being machines of obstruction and a machines with no place in the classrooms. In the 1980s, as a result educational institutions began to follow trends and adopted technology into the educational environment. CALL was then transformed into TELL and teachers began to integrate technological orientated activities geared at improving and facilitating the teaching process of the second language into their teaching method.

The importance given to foreign language with the development of information and communication technology (ICT) has led innovations in language learning activities (Agca & Özdemir, 2013). ICT has been embraced by the field of second language teaching and learning, thus incorporating into language education policies by many countries (Okan & Taraf, 2013). ICT programs provide various modern opportunities for language learning (Doughty & Long, 2003). The use of ICT opens for students' extensive opportunities to acquire, improve, and expand knowledge in academic disciplines, including foreign

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