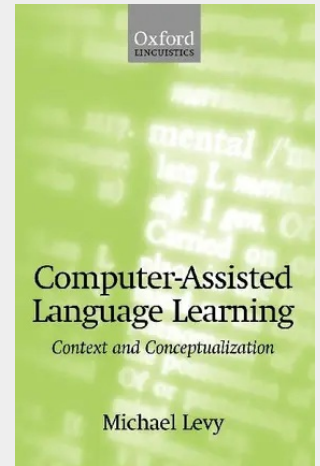


Computer-Assisted Language Learning

Context and Conceptualization

So far the development of Computer-Assisted Language Learning (CALL) has been fragmented. The points of departure for CALL projects have been enormously varied, and when the projects have been written up, they rarely refer to those that have gone before. Michael Levy addresses this shortcoming, setting CALL work into a context, both historical and interdisciplinary. He is the first person in the field to consider CALL as a body of work. He also aims to identify themes and patterns of development that relate contemporary CALL to earlier projects. The author goes on to explore how CALL practitioners have conceptualized the use of the computer in language teaching and learning. He achieves this through a detailed review of the literature, and through the results of an international CALL survey, where key CALL practitioners from 18 countries respond to questions on aspects of CALL materials development. Drawn from this rich source of information on actual CALL practice, Michael Levy analyses and expands on a tutor-tool framework. He shows this to be of value for a better understanding of methodology, integration of CALL into the curriculum, the role of the teacher and learner, and evaluation.

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