CAMBRIDGE

Cambridge University Press
978-0-521-62646-0 - Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research
Carol A. Chapelle
Table of Contents
More information

Contents

Series editors' preface xiii
Thanks xv
Abbreviations xvii

1 Historical foundations of CASLA 1
CASLA before the microcomputer 3
The first microcomputers 8
Sophisticated microcomputers 11
Computer-assisted language learning 12
Software development 12
Professional issues 15
Evaluation issues 16
Computer-assisted language testing 17
Computer-adaptive testing 17
Alternatives to computer-adaptive testing 18
Computer-assisted SLA research 19
Local area networks 20
Computer-assisted language learning 20
Computer-assisted language testing 21
Computer-assisted SLA research 22
The Internet 23

2 The context and challenge for CASLA 27
Disciplines related to CASLA 27
Educational technology 28
Computer-supported collaborative learning 31
Artificial intelligence 32
Computational linguistics 34
Corpus linguistics 36
Computer-assisted assessment 38
From related disciplines to CASLA 40
Conclusion 43

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-62646-0 - Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research
Carol A. Chapelle
Table of Contents
More information

3 Computer-assisted language learning 44
The problem of instructed SLA 45
Cognitive conditions for SLA 45
Range of target structures 46
The utility condition 46
Balanced goal development 46
Focus on form through attentional manipulation 47
Cycles of accountability 50
Socio-affective conditions for SLA 50
Other factors 51
Principles for CALL evaluation 51
Evaluation as an argument 52
Judgemental and empirical analyses 53
Criteria from theory and research on SLA 54
Language learning potential 55
Learner fit 55
Meaning focus 56
Authenticity 56
Positive impact 57
Practicality 57
Criteria applied based on task purpose 57
The centrality of language learning 58
Judgemental evaluation of CALL 58
Computer-assisted classroom discussion 59
Microworld 61
Text analysis 62
Storyboard 63
Concordancing 64
Summary 65
Empirical evaluation of CALL 66
Evidence for CALL qualities 66
Language learning potential 68
Focus on form 69
Modified interaction 70
Modified output 72
Research methods 74
Learner fit 80
Level of linguistic difficulty 80
Individual characteristics 82
Research methods 83
Meaning focus 85
Effects of meaning-based instruction 85
Assessing engagement with meaning 86
Authenticity 88

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-62646-0 - Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research
Carol A. Chapelle
Table of Contents
More information

Comparing CALL with non-CALL activities 88
Research methods 89
Positive impact 90
Practicality 93
Conclusion 93

4 Computer-assisted language testing 95
Test method 96
Principles for validation in CALT 98
Validity as an argument 98
Criteria for evaluating language testing 100
Validation criteria and test purpose 101
The centrality of construct validity 103
Logical and empirical analyses 103
Test usefulness applied to CALT 105
A computer-adaptive reading test 105
A computer-assisted EFL listening test 108
A computer-assisted writing test 109
A reading test with computer-assisted response analysis 111
Summary 114
Empirical evaluation of CALT 114
Reliability 116
Construct validity 119
Relationships 119
Experimental studies 123
Empirical task product analysis 125
Empirical task process analysis 128
Authenticity and interactiveness 129
Impact 130
Practicality 131
Conclusion 131

5 Computer-assisted SLA research 132
Investigating conditions for SLA 132
CASLR for investigating instructional conditions 133
Other conditions for SLA 135
Evaluation of learning condition CASLR 136
Operationalization of the learning conditions 136
Generalizability 138
Difficulty level 139
Impact and practicality 140
Summary 141
Computer-assisted research tasks for assessment 141
Examples of CASLR for assessment 143

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-62646-0 - Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research
Carol A. Chapelle
Table of Contents
More information

Language knowledge 143
Strategies and processes 145
Evaluation of CASLR for assessment 147
A logical usefulness analysis 148
Empirical usefulness analysis 149
Usefulness issues in CASLR assessments 150
Construct validity 150
Reliability 154
Authenticity and interactiveness 155
Impact and practicality 155
Conclusion 156

6 Directions for CASLA 157
Overlapping themes 157
Reliability and learner fit 158
Authenticity and generalizability 159
Construct validity and operationalization of learning conditions 160
Construct validity for CALL and CASLR 160
SLA research and CALT 161
Language learning potential and operationalization of learning conditions 163
Learning conditions for CALL 163
CALL for operationalizing learning conditions 163
Interactiveness and meaning focus 164
Positive impact 165
Practicality 166
CASLA software development 166
Needs for CASLA authoring tools 170
A means for estimating task difficulty 170
Functions for analysis of learners' linguistic output 170
Functions for analyzing the language of objects 172
A means of organizing and creating objects 172
A means for gathering process-oriented data 173
A structure for learner models 173
A means for authoring learning conditions 174
A means for delivering CASLA via a familiar interface 175
Conclusion 175

References 176
Author index 205
Subject index 211

© Cambridge University Press www.cambridge.org