Foreword

We are fortunate to have this international collection of scholarship, which gives new insights to Computer-Assisted Language Learning (CALL). The release of this volume is compelling because of the significance of hearing these diverse voices through a publisher in the United States. This volume contains original scholarship from Brazil, Great Britain, India, Iran, Italy, Malaysia, and Turkey.

As I analyze the content, my mind wanders to my students in the United States, with whom I shared not a single common word, but somehow could begin their English learning by putting those students on a computer. I remember many years ago when I taught English at a university in the People’s Republic of China. Students were so anxious to come into my room full of computers that they would run to the seats, nearly falling over each other, and immediately start to work. I also think of recent students in Ghana who often refused to leave class when it ended because they wanted to continue learning. I am so humbled by how much more I want to learn about the many challenges facing teachers and students using technology to learn languages around the world. This volume helps me on that quest.

Although our work in teaching language through computer-assisted learning has many similarities, the influences of technology, culture, native language, gender, cognitive learning styles, personality, and other factors create many differences for faculty. I am fascinated to see how educators are learning their own implementation strategies in addition to using the strategies gleaned from the experiences, ideas and research of other scholars. This evolutionary process of what we are learning as teachers and scholars attempting to more effectively use technology is both surprising and innovative.

We know the overall positive effects of learning language through technology are influential; what is important about this volume is the emphasis on the perception and learning of the individual student in various contexts. As I read, I frequently found myself asking “Why?” “How might that work?” “Would that be true in other contexts?” The concepts in these chapters generate ideas and expand thinking about how to adapt to individual students so that faculty can optimize student learning.

As we seek to keep up with and surpass current possibilities in language learning through technology, this book opens the dialogue of options and promises for the years ahead. What a gift we have received from this book.

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