Ever since technology and computers were first introduced into language teaching and learning, there were doubts concerning whether multimedia resources had much to add to the language learning experience. These doubts underlined the need for a comprehensive evaluative model for CALL aimed at helping to determine the kinds of multimedia tools which are more effective in language learning, based on the measurable impact these resources make on the learning of language students. This book rightly responds to this need by means of providing a very useful and comprehensive evaluative model for CALL aimed at helping schools, colleges and universities to determine the kinds of multimedia resources worth investing in, based on the measurable impact these resources are capable of making on the learning of language students. The evaluative framework developed by Leakey is also very helpful for CALL researchers looking at the effectiveness of the use of different kinds of e-tools and methodologies. One of the strongest points of this framework is the fact that its usage is not limited to the evaluation of the language learning software. This framework can also be used to evaluate teaching methodologies and learning in computer-based environments, as well as the digital platforms used.

Leakey draws on current and past research on CALL and e-learning to inform his CALL evaluation framework. In addition, he explores the existing evidence for the impact of computers on language learning. Moreover, he applies this framework to the study of three kinds of media through main factors influencing both the language learner and language learning: the digital platform, the software program, and

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