

## Technology-mediated Second Language Tasks: An Overview

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### ABSTRACT

Experts in computer assisted language learning (CALL) have called for establishing technology-mediated research in foreign and second language classrooms. Research results have displayed the advantages of CALL-mediated assignments as a productive atmosphere wherein pros can improve SLA. As the settings for second and foreign language learning have expanded, specialists have attempted to examine the inventive affordances offered by modern resources, for instance, video-based correspondence, PC created real factors, and game-based participation. The present paper is an overview of some issues on CALL and its role in SLA and EFL settings.

**Keywords:** Computer assisted language learning, Technology-mediated learning, Web 2.0.

### 1. Introduction

In the course of recent many years, specialists working in the field of computer-assisted language learning (CALL) have called for establishing technology-mediated research concentrates in sound and experimentally upheld hypothetical structures of language securing and guidance (Ziegler, 2016). For example, Chapelle (1998) featured the requirement for an all the more observationally grounded way to deal with CALL approaching researchers to advise their work by drawing on set up research strategies and hypothetical systems from educated SLA, in this way supporting the plan and execution of all the more instructively compelling PC based exercises and assignments. Expanding on these standards of instructional plan, scientists have kept on drawing on the develops and standards of the intellectual interactionist way to deal with examine the affordances that CALL may offer for L2 learning (Chapelle, 1998). These standards have since been extended and explained upon, with researchers recommending that task-based language instructing gives CALL specialists hypothetically solid establishments whereupon to incorporate examinations with L2 advancement in PC mediated settings, hence supporting an equal connection between task-based language teaching (TBLT) and CALL (González & Ortega, 2014). At the end of the day, undertakings and technology are ideal accomplices in a synergistic relationship, giving occasions to not just analyzing how technology may support or upgrade the advantages of TBLT for L2 learning and execution, yet for how TBLT may fill in as an ideal structure for CALL research).

Observational exploration has exhibited the advantages of technology interceded TBLT as a fruitful climate in which researchers can research set up develops of SLA, inspecting the degree to which technology may furnish students with occasions to haggle for significance, get understandable info and restorative criticism, and produce changed yield (Smith, 2004). As the settings for second and foreign language learning have extended, researchers have looked to analyze the mechanical affordances offered by recently created assets, for example, video-based correspondence, computer generated realities, and game-based cooperation.

Over the span of ongoing numerous years, examiners working in the field of Computer-assisted language learning (CALL) have called for building up development mediated research packs in sound and precisely maintained speculative structures of language acquisition and direction (Ziegler, 2016). For instance, Chapelle (1998) highlighted the necessity for an even more observationally grounded approach to manage CALL moving toward researchers to enlighten their work by drawing on set up research methods and theoretical structures from taught SLA, in like manner supporting the arrangement and execution of even more informatively fruitful PC based activities and tasks. Developing these principles of instructional arrangement, pros have continued drawing on the constructs and guidelines of the scholarly interactionist approach to manage research the affordances that CALL may offer for L2 learning (Chapelle, 1998). These principles have since been broadened and clarified upon, with researchers suggesting that task-based language training outfits CALL researchers with theoretically strong foundations whereupon to join assessments with L2 improvement in PC interceded settings, hence supporting an integral association between task-based language teaching (TBLT) and CALL (González & Ortega, 2014). By the day's end, tasks and advancement are ideal assistants in a synergistic relationship, offering events to not simply investigating how development may support or redesign the upsides of errand based language teaching for L2 learning and execution, yet for how task-based language instructing may fill in as an ideal framework for CALL research). Trial investigation has displayed the benefits of development mediated assignment based language teaching as a productive atmosphere wherein pros can explore set up works of SLA, taking a gander at how much advancement may outfit understudies with events to wrangle for significance, get coherent data and helpful analysis, and produce adjusted yield (Smith, 2004). As the settings for second and foreign language learning have expanded, specialists have attempted to take a gander at the inventive affordances offered by as of late made resources, for instance, video-based correspondence, PC created real factors, and game-based participation.

### **Review of Related Literature**

Computer-assisted language learning means learners learning language in any context with, though, and around computer technologies (Egbert, 2002). CALL comprises a wide range of information and communications technology applications and approaches to teaching and learning foreign languages, from the traditional drill-and-practice curriculums that described CALL in the 1960 and 1970s to more recent manifestations of CALL, e.g., as used in a virtual learning environment and web-based distance learning. It also embraces the application of corpora and concordances, interactive whiteboards (Schmid, 2009), CMC (Lamy & Hampel, 2007), language learning in virtual worlds, and mobile-assisted language learning.

While the core media used in language instruction—text, audio, video, images—have remained constant over time, their technological formats and their role in language learning have changed strikingly (Otto, 2017). She further argues that language learning technologies and CALL have evolved from delivery via localized technological resources to any-time, any-place provision through networked digital tools. Furthermore, technology has advanced from its ancillary role in the curriculum to become a core source of content and a conduit for authentic language learning experiences. According to Otto, it is unquestionable that technology has, in fact, become more integrated into language learning and is well on its way to becoming a normal part of everyday practice.

In computer applications in SLA, Chapelle (2001) explores the interface between CALL, TBLT, and SLA. According to Chapelle, anyone dealing with second language teaching and learning in the twenty-first century needs to grasp the nature of the unique CALL-mediated tasks learners can engage in for language acquisition and how such tasks can be used for evaluation. To meet the challenge, the study of the features of computer-based tasks that foster learning should be a concern for teachers as well as for SLA researchers who wish to contribute to knowledge about instructed SLA. Leading CALL scholars such as Levy and Stock (2006) also contend that research on language learning tasks has been a pivotal component in [CALL] design, since the mid-1980s.

Developments over the last five years in Web 2.0 applications suggest a renewed interest in a task-based approach using technology (Thomas & Reinders, 2010). According to O'Reilly (2005), Web 2.0 is related to a new attitude toward the use of internet technology, stressing the development of a truly networked environment in which new applications are automatically updated online and users actively contribute to content in what he calls an architecture of participation. Whereas the first generation of the Web was popularly conceived of as a one-dimensional "read only" experience, the applications associated with Web 2.0 enable users to interact with the read-write Web in which they can actively contribute and interact (Warschauer & Grimes, 2007). Web 2.0 comprises a

variety of new technologies with a powerful social outlook with one of the aims being to promote community building in authentic online environments.

According to Thomas (2013), technology can offer opportunities to transcend the restrictions of the traditional classroom context. Online materials and applications can positively enhance the types, authenticity, and range of tasks that learners engage in. Moreover, through Web 2.0 technologies like blogs and wikis and other collaborative tools, learners can emphasize their creative skills, author and produce outputs for an external audience and engage in activities which highlight their active rather than passive participation (Lankshear & Knobel, 2011). Technology can raise learner agency in language learning contexts, corroborating constructivist goals, and marginalizing the notion that learners are merely empty vessels to be filled with knowledge poured into them by more knowledgeable instructors. With both TBLT and CALL-mediated language teaching being gradually adopted by language educators and teachers, we would visualize technology and TBLT becoming part and parcel of each other due to their elective theoretical and practical affinities (Ortega, 2009). This rapidly growing field has sent us a positive message on the contribution that CALL can make to improve learning in TBLT and the contribution TBLT has made to boost CALL-mediated language learning.

### Conclusion

Technology-mediated TBLT provides an ideal framework in which technology and tasks provide great potential for a mutually beneficial relationship, although more research is needed to understand how new and emerging technologies, or the combination of multiple technologies, impact task-based learning.

Ultimately, for a CALL-mediated TBLT educational plan to be fruitful, it is important to join technology as an objective of guidance. This increases the value of CALL-mediated TBLT since understudies would be building up their computerized, multimodal, and instructive skill levels while they are building up their language ability (Gonzalez-Lloret, 2017). This expects instructors to be proficient in the utilization of various technologies just as experienced in the improvement of tasks. Overall, as our concept of the classroom expands beyond the physical walls of a classroom, integrating mobile, web-based, and socially mediated technologies, so should our conceptualizations of tasks and the frameworks we have used to investigate them.

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