

Chapter 9

Foreign Language Learning: CALL, MALL, and Social Media Perspectives

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ABSTRACT

This chapter reveals the overview of Computer-Assisted Language Learning (CALL) in foreign language learning; the overview of mobile technology in foreign language learning; the overview of Mobile-Assisted Language Learning (MALL); the overview of web-based language learning; Facebook applications in global education; social media applications in foreign language learning; and the significance of social media in foreign language learning. Through CALL, MALL, and social media applications, teachers and language learners can go online to read or listen to the learning material about different areas of interest, and can write or speak about what they have discovered, telling others in the foreign language class or other classes elsewhere in the world. Technology tools enable teachers to differentiate instruction and adapt classroom activities, thus enhancing the foreign language learning experience in global education.

INTRODUCTION

The advances in technology have enabled the rapid development in the field of language education (Rahimi, 2015). As web-based English learning (WBEL) continues to affect students around the world, it is necessary to gain the clear understanding of the factors to improve both teachers' instruction and students' learning activities (Chen, 2014). The web-based technologies can contribute to the enhancement of students' proactive approach to language learning in the web-based learning (WBL) environment (Chen, 2014). WBL is the learning that uses the Internet as a method for delivering learning and instruction (Kasemsap, 2016) toward language learning (Sung & Yeh, 2012). The utilization of the web-based technologies can make the language learning course more interesting because of the varied information (Peters, Weinberg, & Sarma, 2009).

The development of technology has facilitated the transmission and access to various learning resources, and communication among participants in the teaching and learning processes (Chiu, 2015). Mobile learning is one of the most important trends of educational applications (Wu et al., 2012) through

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conversations among people and personal interactive technologies (Sharples, Taylor, & Vavoula, 2007). Zou and Yan (2014) indicated that the advance of mobile technology has turned the handheld devices into the integral part of student's daily life toward paving the way for the rise of mobile-assisted language learning (MALL). MALL improves the language learning motivation and develops the better attitudes in language learners in the modern learning language environments (Kasemsap, 2017a). Mobile technology contributes to adjust the educational settings and stakeholders need to recognize how they grow together with this technology (Cronjé, 2011).

Understanding the design and content of websites becomes more complicated when students' language proficiency affects the perception of websites toward language learning (Roy, 2016). With either synchronous or asynchronous communication through the Internet, language learners can communicate and interact with other learners or native speakers of the target language around the world in a time-saving and cost-effective way (Chen, Lin, Yeh, & Lou, 2013). Students can utilize the websites to acquire the learning information (Shih, 2011) toward increasing their listening, speaking, reading, writing, and sociolinguistic skills (Thorne, Black, & Sykes, 2009).

Many universities, which offer the professional education, have integrated the technological tools with teaching and that has facilitated the teaching and learning process (Viswanathan, 2015). Information and communication technology (ICT) tools, ranging from social networking sites (SNSs) (e.g., Facebook and blogs) to virtual learning environments, can be employed to enhance the second language-related teacher education (Kuzu, 2007). Social media enables the creation of knowledge value chain to customize the information (Kasemsap, 2014). Many studies have examined the role of blogs either as an instructional tool in teaching the foreign language for the second language teachers (e.g., Killeavy & Moloney, 2010; Miyazoe & Anderson, 2010). English language proficiency significantly affects students' perceived effectiveness of writing practice in the classroom blog (Nami, 2015).

This chapter aims to bridge the gap in the literature on the thorough literature consolidation of foreign language learning and advanced technologies. The extensive literatures of foreign language learning and advanced technologies provide a contribution to practitioners and researchers by revealing the applications and implications of foreign language learning and advanced technologies in order to maximize the impact of foreign language learning and advanced technologies in global education.

BACKGROUND

The area of interest within language teacher education programs has educated many teachers across the field of computer-assisted language learning (CALL) (Ebrahimi & Marandi, 2015). Assisting teachers to successfully utilize the CALL tools in their teaching is a matter of great importance (Yadollahi, 2015). Embracing new technologies by language teachers and using them in their teaching require lots of preparatory steps to convince teachers of the educational values of those technologies and then encourage them to accurately utilize the technologies in the process of language teaching (Soleymani, 2015). Computer-mediated communication expands the engagement of students using peer learning, resulting in the improved language learning compared to the traditional instruction (Wu, Marek, & Yen, 2012).

Along with the Internet communication, mobile communication has emerged in the field of education and is expected to serve as a bridge between formal and informal learning approaches (Rau, Gao, & Wu, 2008). Language learning via mobile devices receives the widespread use in both formal and informal settings (Alhinty, 2016). Mobile technology enhances the learners' second language acquisition (Viberg

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