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COMPUTER ASSISTED LANGUAGE LEARNING AND ENGLISH LANGUAGE TEACHING: A LITERATURE REVIEW

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Abstract

The way languages are taught and studied has been symbolized by the use of Computer-Assisted Language Learning (CALL) in English Language Teaching (ELT). Learning a language is a challenging process that involves developing skills in speaking, listening, reading, and writing. It requires practice, dedication, and the right resources. By offering opportunities for autonomous study, better access, and increased engagement, technology has revolutionized language learning. CALL offers individualized learning experiences that improve language proficiency and increase student involvement. Knowledgeable people may create more engaging and successful language learning environments by using CALL, which will ultimately improve students' language learning outcomes. Additionally, the use of Computer-Assisted Language Learning (CALL) in English language instruction fosters student collaboration and dynamic communication.

Students can practice language skills outside of the traditional classroom by using online forums, virtual classrooms, and digital media platforms. By enabling students to take charge of their own learning and provide them with instant feedback that enables them to recognize their strengths and areas for growth, these technological tools foster learner autonomy. Additionally, integrating Computer-Assisted Language Learning (CALL) into English language instruction promotes interactive communication and group learning. Students can practice language skills outside of the typical classroom setting by using online discussion boards, virtual classrooms, and multimedia platforms. By enabling students to take charge of their own learning and provide them with instant feedback that enables them to recognize their strengths and areas for growth, these technological tools foster learner autonomy. Additionally, integrating Computer-Assisted Language Learning (CALL) into English language instruction promotes interactive communication and group learning. Students can practice language skills outside of the typical classroom setting by using online discussion boards, virtual classrooms, and multimedia platforms. By enabling students to take charge of their own learning and provide them with instant feedback that enables them to recognize their strengths and areas for growth, these technological tools foster learner autonomy. Additionally, by using interactive, visual, and audio resources that are tailored to each learner's needs, CALL accommodates a variety of learning methods. Technology-enhanced



THE STUDY OF RELIGION AND HISTORY

Vol.4 No.1 2026

ISSN P : [3006-3329](#)

ISSN E : [3006-3337](#)

training frequently helps students who would have trouble in traditional classroom settings because it lowers anxiety and fosters a more encouraging learning environment. Additionally, teachers have access to a variety of digital resources that help them create innovative classes and better track student progress.

Additionally, by utilizing interactive, visual, and audio resources that are tailored to each learner's needs, CALL accommodates a variety of learning methods. Technology-enhanced training frequently helps students who would have trouble in traditional classroom settings because it lowers anxiety and fosters a more encouraging learning environment. Additionally, teachers have access to a variety of digital resources that help them better evaluate student performance and create innovative lessons.

Keywords: CALL, ELT, Language Learning, Technology.

1. Introduction :

International communication depends heavily on language, and students use a variety of English language abilities, such as speaking, listening, reading, and writing, to become proficient and communicate effectively (Grabe & Stoller, 2002). The approach teachers take in the classroom is also important since it can help students learn the language (Ahmadi, 2017). Because they offer easy access to information and curricular flexibility, computers have become an indispensable tool in language schools (Becker, 2000). Many educators think that computer technology is essential to providing high-quality instruction, improving the educational process, and encouraging student participation.

By combining effective teaching methods with technology, educators can create a productive and engaging language learning environment.

Technology offers a wealth of resources for language learners, providing unlimited opportunities for learning (Bull & Ma, 2001). Teachers should encourage students to use computer technology to find suitable activities, leading to success in language learning (Harmer, 2007; Genç İlter, 2015). Using technology can be beneficial for learners when suitable materials are used (Clements & Sarama, 2003). Computer-based activities promote cooperative learning, rapid access to information, and authentic materials, motivating learners to learn more (Harmer, 2007; Tomlinson, 2009; Genç İlter, 2015). Technology brings learning experiences to the learners' world, providing teaching resources and authentic materials that boost motivation and engagement (Larsen-Freeman & Anderson, 2011).

Language is a structured system of communication, used by humans for centuries to express thoughts, share knowledge, and build societies. Early studies of language can be traced back to ancient civilizations such as the Greeks and Indians around 500 BCE, where philosophers like Panini in India studied grammar in detail. Over time, linguistics became a formal discipline, especially after the 18th century, with the growth of comparative grammar studies in Europe.

Human contact is based on language, which enables expression, connection, and communication (Larsen-Freeman & Anderson, 2011). It includes both spoken and written words, gestures, and facial expressions, among other non-verbal components. People use language to express their ideas, feelings, and thoughts, which shapes relationships, culture, and identity (Harmer, 2007). Success in all spheres of life—



THE STUDY OF RELIGION AND HISTORY

Vol.4 No.1 2026

ISSN P : [3006-3329](#)

ISSN E : [3006-3337](#)

personal, academic, and professional—requires having strong language abilities, which allow people to interact meaningfully and negotiate a variety of situations.

Because it allows us to connect, communicate, and express ourselves, language is an essential component of human identity and civilization. Language is crucial in forming our ideas, perceptions, and social relationships, according to Vygotsky (1978). According to Krashen (1981), exposure to understandable input and meaningful interactions facilitates language learning, which is a natural process. Language is a reflection of our culture, history, and values in addition to being a tool for communication. Language proficiency is now crucial for business, education, and worldwide communication as globalization grows. We may respect the diversity of human experience and promote more empathy and cross-cultural understanding by comprehending language and its complexity.

The importance of language acquisition in contemporary education has been reinforced in recent years by the quick advancement of digital technologies. Through multimedia tools like podcasts, movies, interactive apps, and online communication platforms, technology-mediated instruction enables students to connect with real-world linguistic input. By exposing students to a variety of cultural contexts and real-world language use, these technologies foster meaningful learning experiences. As a result, students can acquire international communicative ability in addition to language proficiency, which is crucial in today's globalized society.

Through virtual exchanges, group projects, and online debates, technology integration also fosters cooperation by enabling students to interact with peers outside of the classroom.

As a result, a dynamic learning environment that encourages motivation, creativity, and critical thinking is created when language pedagogy and technological innovation are combined. Teachers can encourage lifelong learning and equip students to communicate well in social, professional, and academic settings by carefully incorporating technology into language instruction.

2. Language Learning

Although the process of acquiring a language has been studied for centuries, the 20th century saw a greater focus on it as a scientific topic. According to B.F. Skinner's behaviorist theory, which was first presented in the 1950s, language is learned by habit and repetition. Noam Chomsky later contested this in 1959, claiming that language acquisition is innate in humans (Universal Grammar hypothesis). New approaches, such as the Communicative Language Teaching (CLT) approach, were developed in the 1970s and 1980s with an emphasis on real-world language use rather than merely memorizing grammatical rules. These days, acquiring a language is thought to involve a combination of social, emotional, and cognitive processes.

Learning a language is a dynamic and complex process that includes picking up new vocabulary, grammar rules, and linguistic abilities. Grabe & Stoller (2002) state that learning a language calls for an all-encompassing strategy that integrates a variety of abilities, such as speaking, writing, listening, and reading. Opportunities for practice and meaningful engagement with the target language should be part of effective



THE STUDY OF RELIGION AND HISTORY

Vol.4 No.1 2026

ISSN P : [3006-3329](#)

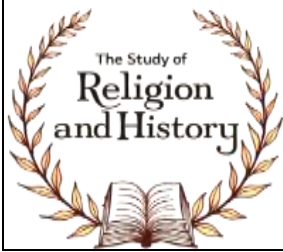
ISSN E : [3006-3337](#)

language training (Harmer, 2007). Language learners can improve their learning process, boost motivation, and accomplish their objectives by utilizing technology, real materials, and interactive activities (Larsen-Freeman & Anderson, 2011). Successful language learning results can also be attributed to a focus on communication, a supportive learning environment, and opportunities for feedback. Learning a language is an intricate and varied process that includes picking up new vocabulary, grammar rules, and abilities (Grabe & Stoller, 2002). Practice, commitment, and exposure to the target language are necessary, and authentic resources and efficient instruction are essential (Harmer, 2007). Language learners can improve their learning process and accomplish their objectives by utilizing technology and interactive activities (Larsen-Freeman & Anderson, 2011). Formal instruction, independent study, and language immersion are all necessary for effective language learning, which helps students become proficient and self-assured communicators. Additionally, learner autonomy and the significance of metacognitive techniques in effective language acquisition are highlighted in current study.

Higher levels of proficiency are typically attained by students who actively track their development, establish goals, and reflect on their learning processes. Deeper language comprehension and intercultural competency are further supported by peer interaction and exposure to culturally genuine circumstances. In order to give students the opportunity to practice language outside of the classroom, modern language education increasingly incorporates digital technologies including online platforms, multimedia materials, and collaborative applications. Because of this, learning a language is now seen as a continuous process that is influenced by motivation, identity, social connection, and ongoing involvement with meaningful communication.

3. Role of Technology in Language Learning

Technology began playing a role in language learning during the 1960s with the use of language labs—rooms with furnished audio devices where learners could exercise listening and speaking. In the 1980s, cassette tapes and video resources were widely used in classrooms. By the 1990s, the internet opened new possibilities, allowing learners to access online dictionaries, language games, and email pen pals. From the 2000s onwards, digital tools like mobile apps, e-books, responsive whiteboards, and online systems such as Duolingo change how people learn languages—making it more adaptable and customized. During the COVID-19 pandemic (2020), online learning became necessary, and digital tools became even more central to education. Technology performs a crucial role in language learning, providing a abundance of chances for learners to cultivate their skills. According to Harmer (2007), technology can improve the learning experience and provide learners with new opportunities for language rehearse. Larsen-Freeman & Anderson (2011) note that technology ease language learning by providing access to genuine materials, such as videos, podcasts, and articles, and interactive activities that make learning engaging and fun. Additionally, Bull & Ma (2001) emphasize that technology provides boundless



THE STUDY OF RELIGION AND HISTORY

Vol.4 No.1 2026

ISSN P : [3006-3329](#)

ISSN E : [3006-3337](#)

assets for language learners, allowing them to customize their learning experience and concentrate on specific areas of interest or difficulty.

By utilizing technology, language learners can practice their abilities, access a vast array of language learning resources, and receive prompt feedback, all of which contribute to more efficient and engaging language learning outcomes. Furthermore, the potential for technology-enhanced language instruction has been further broadened by recent advancements in artificial intelligence and computer-assisted language learning (CALL). According to research, by enabling students to practice language skills at any time and from any location, digital environments foster learner motivation, collaboration, and autonomous learning (Ahmadi, 2018; Rintaningrum, 2023). Speech recognition software, online discussion boards, and virtual classes all give students rapid feedback that helps them become more proficient communicators and pronouncers.

Multimedia resources that combine text, audio, and graphics promote various learning styles and improve comprehension, according to studies (İlter, 2015). By encouraging interactive and student-centered learning, technology changes the role of the teacher from that of an information provider to that of a facilitator and guide (Chau & Nguyen, 2021). Mixed and hybrid learning approaches, which combine traditional instruction with digital innovation to provide adaptable, welcoming, and successful language learning settings matched to a variety of learner needs, are becoming more and more popular as educational technologies continue to evolve.

4. Computer-Assisted Language Learning (CALL)

When computers were initially employed in language labs in the 1960s, CALL formally began designing. Communicative CALL emerged in the 1980s, emphasizing the use of computers to facilitate genuine communication as opposed to drills. Multimedia CALL, which included text, sound, graphics, and video, first appeared in the 1990s. Web-based CALL made it possible for students to practice online with authentic content and native speakers during the internet boom in the late 1990s and early 2000s. CALL's reach was further extended in the 2010s by AI-driven platforms and mobile-assisted language learning (MALL), which provided gamified learning experiences, real-time feedback, and speech recognition.

A successful method of teaching languages that uses technology to improve the learning process is called computer-assisted language learning, or CALL. Levy (1997) claims that CALL offers students engaging and responsive chances to improve their language proficiency. According to Warschauer (2004), CALL provides a number of advantages, including as more adaptability, customization, and access to real materials. In order to enhance language direction and encourage student autonomy, CALL can use a variety of technologies and resources, including internet platforms, multimedia materials, and language learning software (Bax, 2003). Teachers can foster a more dynamic and student-centered learning environment that supports language acquisition and growth by implementing CALL into language instruction.



THE STUDY OF RELIGION AND HISTORY

Vol.4 No.1 2026

ISSN P : [3006-3329](#)

ISSN E : [3006-3337](#)

Technology is used in Computer-Assisted Language Learning (CALL) to enhance language acquisition. Levy (1997) asserts that CALL offers learners engaging and responsive chances to improve their language proficiency. CALL consists of resources that promote student autonomy and assist language direction, such as internet platforms, multimedia materials, and language learning software (Bax, 2003). According to Warschauer (2004), CALL provides access to real resources, flexibility, and customisation. By using CALL, teachers can create dynamic learning environments that support language development and acquisition, increasing the effectiveness and satisfaction of language learning for students.

With new technologies like artificial intelligence (AI), virtual reality (VR), and augmented reality (AR) poised to revolutionize language learning, the future of computer-assisted language learning (CALL) appears bright. Chapelle (2003) asserts that CALL will keep evolving to offer more tailored and adaptable educational opportunities. While VR and AR can immerse students in real-world settings, improving language learning and cultural awareness, AI-powered solutions can offer responsive learning pathways. CALL will probably have a bigger impact on language learning in the future as technology develops, making it more accessible, interesting, and successful. Teachers can build engaging and encouraging learning environments that meet the diverse requirements of language learners by utilizing these advances. As digital technology become more integrated into education, computer-assisted language learning (CALL) keeps growing. The productivity of CALL in language instruction has been further improved by recent innovations including cloud-based learning systems, learning analytics, and collaborative online gadgets. Hubbard (2009) claims that by enabling students to practice language skills autonomously and at their own speed, technology in CALL promotes learner autonomy. Additionally, learners may interact with native speakers and take part in international learning communities thanks to social media and online communication technologies. Both linguistic proficiency and intercultural communication abilities are enhanced by this involvement. CALL will continue to be an essential part of contemporary language instruction as digital literacy increases.

5. English Language Teaching (ELT)

The teaching of English as a second or foreign language has developed across centuries. ELT extended globally during the colonial period (18th–20th century) as English spread across continents. After World War II, English became a global language of science, business, and diplomacy. The 1970s–1980s saw the shift from traditional grammar-translation methods to communicative approaches, aiming to grow learners' speaking and listening skills. In the 1990s, task-based and content-based instruction became famous. In recent years, especially after 2010, ELT has increasingly integrated technology and focused on learner autonomy, intercultural competence, and critical thinking skills.

English Language Teaching (ELT) is a sophisticated and versatile field that aims to prepare learners with the skills and knowledge necessary to communicate effectively in English. According to Harmer (2007), effective ELT requires a range of approaches, methods, and techniques that serve to the varied needs and goals of



THE STUDY OF RELIGION AND HISTORY

Vol.4 No.1 2026

ISSN P : [3006-3329](#)

ISSN E : [3006-3337](#)

learners. Richards and Rodgers (2001) note that ELT methodologies have developed over time, combining various theories and approaches, such as communicative language teaching and task-based learning. In recent years, ELT has become increasingly concentrated on developing learners' communicative competence, cultural awareness, and critical thinking skills (Larsen-Freeman & Anderson, 2011). By acquiring a learner-centered approach and leveraging technology, ELT experts can create engaging and effective learning environments that support language acquisition and growth.

In order to help students develop the language abilities required for successful communication in a globalized environment, English Language Teaching (ELT) is essential.

ELT should concentrate on giving students opportunities for real-world language use and comprehensible input, according to Krashen (1981). According to Richards and Rodgers (2001), ELT methods have evolved to include more learner-centered and communicative techniques that prioritize the improvement of students' speaking, writing, listening, and reading abilities. Harmer (2007) emphasizes how important it is to design engaging and cooperative lessons that meet the various needs and objectives of students. ELT practitioners can create dynamic and beneficial learning environments that support language acquisition, cultural awareness, and critical thinking, helping learners to achieve their personal and professional goals by adopting a communicative approach and utilizing technology (Larsen-Freeman & Anderson, 2011).

The teaching of English as a second or foreign language has blossomed over the years. ELT widened cosmically in the course of colonial period (18th–20th century) as English spread across globally.. After World War II, English became a world's scientific lingua franca e, business, and diplomatic relations. The 1970s–1980s saw the transition from traditional grammar-translation methods to communicative approaches, seeking to develop learners' oral and aural abilities. In the 1990s, task-based and content-based instruction were widely known.. In the past few years, especially after 2010, ELT has most frequently integrated technology and focused on learner autonomy, multicultural competence, and critical thinking skills.

English Language Teaching (ELT) is a complex and interdisciplinary field that aims to enable learners with the skills and knowledge necessary to communicate productively in English. As mentioned by Harmer (2007), effective ELT encompasses a range of approaches, methods, and techniques that accommodate the diverse needs and goals of learners. Richards and Rodgers (2001) note that ELT frameworks have evolved over time, incorporating varied theories and approaches, such as communicative language teaching and task-based learning. In modern times, ELT has become increasingly focused on expanding learners' communicative competence, cultural awareness, and critical thinking skills (Larsen-Freeman & Anderson, 2011). ELT specialists can establish stimulating and productive learning settings that promote the development of communicative competence by utilizing technology and a learner-centered approach.



THE STUDY OF RELIGION AND HISTORY

Vol.4 No.1 2026

ISSN P : [3006-3329](#)

ISSN E : [3006-3337](#)

In order for students to acquire the language abilities required for effective communication in a global society, English Language Teaching (ELT) is essential. According to Krashen (1981), ELT should prioritize providing learners with comprehensible input and opportunities for true to life language use. Richards and Rodgers (2001) note that ELT methodologies have evolved to incorporate more communicative and learner-centered approaches, emphasizing the development of learners' speaking, writing, listening, and reading skills. Harmer (2007) highlights the importance of creating engaging and interactive lessons that cater to the diverse needs and goals of learners. By adopting a communicative approach and leveraging technology, ELT practitioners can create constructive learning environments that promote linguistics development, cultural awareness, and critical thinking, ultimately enabling learners to achieve their self and career related goals (Larsen-Freeman & Anderson, 2011).

6.ELT and CALL

In the 1990s the incorporation of Computer Assisted Language Learning (CALL) into English Language Teaching (ELT) started to gain real momentum. In the 2000s, web-based English learning portals and Learning Management Systems (LMS) like Moodle established into many ELT classrooms. The production of mobile applications(2010s) made English learning user friendly to learners of all ages. Findings from research after 2025 reveal that combining CALL with communicative and learner oriented strategies has the potential to greatly enhance motivation ,vocabulary retention ,and language proficiency.

English Language Teaching (ELT) and Computer-Assisted Language Learning (CALL) are interrelated domains that intend to boost language learning outcomes. As indicated by Harmer (2007), effective ELT focuses on implementing technology to create collaborative learning experiences. CALL, as stated by Levy (1997), provides ELT practitioners with a range of tools and assets so that it can create opportunities to enhance learner independences support language instruction, including language learning software, online platforms, and multimedia material help their ability to foster independent learning. By integrating CALL into ELT, educators can promote learner autonomy, increase flexibility, and provide personalized learning opportunities (Bax, 2003). With the rapid growth of technology ,the convergence of ELT and CALL offers immense potential for enhancing language learning outcomes and cultivating more effective language instruction (Warschauer, 2004; Larsen-Freeman & Anderson, 2011).

The integration of English Language Teaching (ELT) and Computer-Assisted Language Learning (CALL) has reshaped language education , conferring various advantages for learners and educators. According to Harmer (2007), CALL enhances the ELT learning experience by providing interactive and engaging opportunities for language practice. Levy (1997) says that CALL provided a variety of tools and resources that can be modified to meet the distinct needs of language learners. Teachers can create individualized learning experiences, boost flexibility, and empower students to take control of their education by integrating CALL into ELT



THE STUDY OF RELIGION AND HISTORY

Vol.4 No.1 2026

ISSN P : [3006-3329](#)

ISSN E : [3006-3337](#)

(Bax, 2003). Warschauer (2004) emphasizes how CALL may assist e-collaborative learning, promote online communication, and make authentic materials more accessible. As technology keeps advancing, the effective integration of ELT and CALL can lead to more interactive, effective, and student-centered language learning experiences (Larsen-Freeman & Anderson, 2011). By using the strengths of both ELT and CALL, educators can develop dynamic and supportive learning environments that respond to the varied needs of language learners to help them improve their language skills.

In modern English Language Teaching, Computer-Assisted Language Learning plays a crucial role by integrating technology into language education. Learners are provided with interactive tools such as language learning software, online exercise and multimedia resources by using CALL in ELT. ELT classrooms are made more engaging and motivating for students by using these technological tools. In ELT, CALL allows learners to practice language learning skills such as listening, speaking, reading and writing by using digital platforms. Immediate feedback is offered by CALL which helps the students to identify and correct their mistakes quickly. CALL supports autonomous learning because students can practice anytime and anywhere in ELT. CALL can be used by teachers in order to design innovative teaching activities and access a wide variety of authentic materials. It promotes collaboration in learning through online discussions, virtual classrooms and forums. The learners are helped by CALL in improvement of their pronunciation and vocabulary with the help of audio and visual aids. Therefore, in ELT the integration of CALL enhances the effectiveness of language learning and prepares students for communication in the digital age.

Recommendations

Here are the recommendations with references:

1. Incorporate communicative approaches to language teaching (Richards & Rodgers, 2001).
2. Use learner-centered methods to promote autonomy and engagement (Benson, 2011).
3. Provide opportunities for authentic language practice (Tomlinson, 2011).
4. Foster Here cultural awareness and sensitivity (Kramsch, 2013).
5. Leverage technology to enhance language learning (Warschauer, 2004).
6. Provide comprehensible input and meaningful interactions (Krashen, 1981).
7. Encourage learner engagement and motivation (Dörnyei, 2005).
8. Use a range of teaching methods to cater to diverse learning styles (Harmer, 2007).
9. Stay updated with the latest research and trends in language teaching (Hubbard, 2009).
10. Collaborate with colleagues to share best practices (Richards & Farrell, 2005).
11. Continuously evaluate and improve language teaching and learning practices (Alderson & Beretta, 1992).
12. Provide opportunities for professional development (Borg, 2013).
13. Foster a love of language learning and promote lifelong learning (Little, 2007).



THE STUDY OF RELIGION AND HISTORY

Vol.4 No.1 2026

ISSN P : [3006-3329](#)

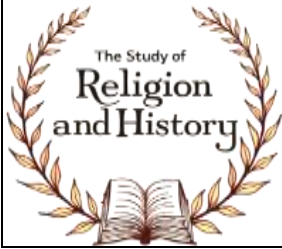
ISSN E : [3006-3337](#)

14. Implement Task-Based Language Teaching (TBLT) with digital tools to create authentic, goal-oriented activities (González-Lloret & Ortega, 2014; Ziegler, 2016).
 15. Integrate oral narrative interventions, such as traditional and digital storytelling, to holistically develop language skills (Liu et al., 2025).
 16. Adopt a context-sensitive and adaptive approach to teaching methods (Almusharraf, 2025).
 17. Incorporate explicit, research-informed grammar instruction that moves beyond decontextualized practice (Brown, 2025).
 18. Provide learner-focused strategy instruction to enhance metacognitive awareness (Teng, 2025).
 19. Implement Active Language Learning (ALL) strategies to simultaneously boost student proficiency and teacher engagement (Pizzolato & Russell, 2025).
 20. Design instruction that supports multilingual learners by fostering rich oral language environments (Choi & Lee, 2025).
 21. Teach pragmatic competence through explicit instructional sequences (Bardovi-Harlig, 2025; Taguchi, 2015).
 22. Develop materials and tasks that integrate cultural and linguistic diversity (Krulatz & Christison, 2025).
 23. Balance core language skill instruction, as oral narrative interventions have proven more effective for some skills (e.g., speaking, vocabulary) than others, where gains may be smaller (Liu et al., 2025).
 24. Utilize systematic needs analysis to inform the design of tasks and curriculum (Long, 2015; Serafini et al., 2015).
 25. Engage in continuous reflection on the convergence and divergence between textbook content and research recommendations (Brown, 2025).
- These recommendations are based on research and best practices in language teaching and learning.

Conclusion

The integration of Computer-Assisted Language Learning (CALL) in English Language Teaching (ELT) has changed language learning, providing customized, accessible, and interesting experiences. Since the 1980s, CALL has developed meaningfully, and its ability has been more improved by current progress in Artificial Intelligence (AI) and Virtual Reality (VR) (Warschauer, 2004). Digital learning, which has gained significant attention since the 2000s, empowers learners to access language proficiency development anywhere, anytime (Kukulaska-Hulme & Shield, 2008). Despite numerous barriers such as combating the digital divide and offering teacher training, CALL's favorable outcomes contain refined individualization, improved accessibility, and upgraded learner involvement, making it a productive tool for language pedagogy.

The evolution of English Language Teaching (ELT) has observed the field's dynamic answer to a rapidly changing world. From its foundational structure throughout the colonial era to its existing situation as a globally associated discipline, ELT has consistently transformed, not merely as methodology, but in its very conception what it means to learn and teach a language. The shift from prescriptive grammar-



THE STUDY OF RELIGION AND HISTORY

Vol.4 No.1 2026

ISSN P : [3006-3329](#)

ISSN E : [3006-3337](#)

translation methods to the versatile, communicative, and task-based approaches of today reflects a significant humanization of the process. We no longer consider learners as hollow shells to be filled with vocabulary and rules, but as whole individuals each characterized by their distinct motivations, learning preferences, and aspirations. According to the recommendations of key scholars like Harmer (2007), Richards & Rodgers (2001), and Larsen-Freeman & Anderson (2011), effective teaching is now identical in meaning with empathy, accommodativeness and a focus on genuine, meaningful communication.

The amalgamation of Computer-Assisted Language Learning (CALL) has been a powerful catalyst in this human-centered development. What began as a targeted section in the 1990s, with early software and CD-ROMs, has matured into a universal and transformative force. The intended outcome of pioneers like Levy (1997) and Warschauer (2004) has consolidated in the form of engaging applications, immersive virtual atmosphere, and cross border online classrooms. This digital fusion has enabled the vision of personalized, adaptable, as well as self regulated learning a practical reality for millions (Bax, 2003; Kukus-Holmes & Shield, 2008). A pupil in a distant location has the ability to access the equivalent genuine resources as one in a crowded city; a full time employee is able to practice English on their mobile commute; and learners are able to interact with peers across continents, enhancing not only language ability but also cross cultural awareness (Kramsch, 2013). The research since 2025, highlighted in our proposed strategies, amplifies this capability indicating even more sophisticated combinations of AI, simulated reality, and data-driven personalization.

Even so, the way ahead is not without its obstacles. The "digital divide" still exists as an evident truth, highlighting that access to technology is not unequal. Besides, as the recommendations from Borg (2013), Hubbard (2009), and the 2025 studies by Almusharraf and Brown draw attention to the tool is only as adequate as the educator who uses it. Simply placing a tablet in a classroom does not ensure learning. The genuine impact of the ELT and CALL junction lies in mindful, well versed, and context-sensitive pedagogy. It urges persistent professional development for teachers, a tendency to modify and reflect, and a firm commitment to using technology not a substitute for human engagement but as a tool to deepen and broaden it eventually, the goal remains beautifully simple and intrinsically human: to equip learners with the skills, confidence, and cultural understanding they need to articulate their ideas, secure their goals, and connect meaningfully in a transnational world. By accepting both the timeless principles of sound pedagogy and the transformative possibilities of emerging tools, we can establish learning possibilities that are not only more effective but also more simulative, balanced, and influential for generations to follow.



THE STUDY OF RELIGION AND HISTORY

Vol.4 No.1 2026

ISSN P : [3006-3329](#)

ISSN E : [3006-3337](#)

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THE STUDY OF RELIGION AND HISTORY

Vol.4 No.1 2026

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