

Integrating CALL into English Language Teaching: Using the Online  
Platform Read Theory as a Strategy to Reinforce the  
Reading Comprehension Skills of High School Students

Eider Robiro Lara Yela

Submitted to the Faculty of Human Sciences  
in partial completion of the requirements for  
the degree of B.A. in the Department of  
Linguistics and Languages

Universidad de Nariño

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Nota de Responsabilidad

“Las ideas y conclusiones aportadas en el siguiente trabajo de grado son responsabilidad exclusiva del autor.”

Artículo 1° del Acuerdo N°. 324 de octubre 11 de 1966 emanado del Honorable Consejo Directivo de la Universidad de Nariño.

**NOTA DE ACEPTACIÓN**

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## DEDICATORIA

*To my dear mom...*

Thanks for having inspired me to carry on with my studies and for all the emotional support you gave me all the time I was far away from you. All the great experiences that I have had so far would have not been possible if you had not had the greatness vision of life. I love you!

*To my dear dad...*

You taught me to always give the best from me. You taught me right from wrong. You, my dear dad, were the best role model of a hardworking person. In the end of this cycle, I just want to thank you for having been there all the time I needed.

### **Resumen**

El presente estudio sugiere un posible procedimiento paso a paso de la implementación de una plataforma en línea en clases de inglés en contextos de escuela secundaria. Por esa razón, el objetivo principal de este documento es defender el uso de la plataforma Read Theory como una estrategia para reforzar la comprensión lectora de los estudiantes de secundaria. La discusión se organizará en cinco secciones. En la primera sección, se definirán los términos CALL y Reading Comprehension. En la segunda sección, se presentará una breve reseña de la historia de CALL. En la tercera sección, se revisarán algunos estudios desarrollados en Asia, Europa y Colombia. Además, los hallazgos de estos estudios serán examinados. En la cuarta sección, se ofrecerá una descripción de los posibles pasos de procedimiento para la implementación de la propuesta pedagógica en las escuelas secundarias. Finalmente, en la última sección, se darán algunas conclusiones de este estudio.

### **Abstract**

The present study suggests a possible step-by-step procedure of the implementation of an online platform in English classes in high school contexts. For that reason, the main purpose of this paper is to advocate the use of the online platform Read Theory as a strategy to reinforce the reading comprehension of high school students. The discussion will be organized into five sections. In the first section, the terms CALL and Reading Comprehension will be defined. In the second section, a brief review of the history of CALL will be presented. In the third section, some studies which were developed in Asia, Europe, and Colombia will be reviewed. Additionally, the findings of these studies will be examined. In the fourth section, a description of the possible procedural steps for the implementation of the pedagogical proposal in High Schools will be offered. Finally, in the last section, some conclusions of this study will be given.

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Integrating CALL into English Language Teaching: Using the Online Platform Read Theory as a Strategy to Reinforce the Reading Comprehension of High School Students

### **Introduction**

No long ago, Computer Assisted Language Learning (CALL) was not a very common topic. It was familiar just for those who were interested in computers. Recently, computers have become widely spread out in schools and homes. Therefore, it would be a great idea that language teachers start thinking about the implications that teaching through computers would bring (Fard & Nabifar, 2011). Even though CALL is a new academic field, it evolves very fast and explores the role that technology plays in the environments of language learning and teaching (Marzban, 2011).

CALL is a term used to refer to the use of computers for language learning purposes, or it can also be defined as the use of computers as complementary tools to improve language learning (Benavides, 2000). According to what Benavides (2000) pointed out, computers are good aids for teachers to include in their classes. In that way, the process of language learning might be more motivating for students because they may have the chance to interact with CALL materials and learn in a non-traditional way.

There are several authors who suggest that CALL is effective at the time of teaching and improving any of the four skills in English (Bhatti, 2013; Fard & Nabifar, 2011; Marzban, 2011; Park & Son, 2009). These authors carried out studies in which they compared the teacher – centered instruction with the computer – aided instruction. The results of those studies showed that, in some cases, the students who received the computer – aided instruction enhanced their English skills, among them, Reading comprehension. On the contrary, the students who were taught in a teacher – centered way did not show important results.

**Justification**

Even though there are several studies about CALL which were carried out particularly in Asia and Europe, in Colombia, it was not possible to find much information about this topic. It might be because there is still scarce research done in the area of using CALL to contribute to students' reading comprehension enhancement. Therefore, it is important to go deeper in this field in Colombia, mainly in Pasto, due to the fact that there is the availability and affordability of materials, freeware, and public domain in order to supplement students' language learning. Most of those tools are put together in CALL where the students can freely interact with the computer and receive immediate feedback. This type of feedback is more significant for learners because it could help them correct their misunderstandings from the very first stage. Furthermore, CALL provides the students with a more personalized learning which means they might strengthen their autonomous learning since they could be more encouraged to learn English, and more specifically, to reinforce their reading comprehension skills in an original and innovative way. Taking into consideration what has been stated, the main purpose of this paper is to advocate the use of the online platform Read Theory as a strategy to reinforce the reading comprehension of high school students.

In order to successfully develop the main objective of this paper, the discussion will be organized into five sections. In the first section, the terms CALL and Reading Comprehension will be defined. In the second section, a brief review of the history of CALL will be presented. In the third section, some studies which were developed in Asia, Europe, and Colombia will be reviewed. Additionally, the findings of these studies will be examined. In the fourth section, a description of the possible procedural steps for the implementation of the pedagogical proposal

in High Schools will be offered. Finally, in the last section, some conclusions of this study will be given.

### **Review of the Literature**

To start with the development of the different sections in which this paper has been divided, what comes next is a review of the terms Computer Assisted Language Learning (CALL) and Reading Comprehension.

#### **Computer Assisted Language Learning and Reading Comprehension**

To carry on with the development of the paper, in this section, the main terms this research is based on will be reviewed. The first term which will be defined is Computer Assisted Language Learning (CALL). Then the term Reading Comprehension will be examined.

**Computer Assisted Language Learning (CALL).** As time goes by, the different conceptions about CALL have been increasing. The use of technology in language teaching and learning has been the focus of a great number of recent research review studies, including developments in technology and CALL research (Stockwell, 2007). This fact could be closely associated with the fast evolution of technology and the different uses of CALL that have been discovered. Among those several uses, we can find that CALL is a great tool to enhance students' English language learning (Afshari, Ghavifekr, Siraj & Jing, 2013).

According to Levy (1997), Computer Assisted Language Learning can be defined as “the search for and study of applications of the computer in language teaching and learning” (p.1). It is important to clarify that even though the term includes the word “computer”, it involves any application of Information and Communication Technology (ICT) used in the teaching/learning process of foreign languages (Tafazoli & Golshan, 2014). Taking into consideration that statement, some other linked definitions will be provided.

In agreement with Benavides (2000), CALL is used to talk about the use of computers for language learning purposes. Moreover, CALL refers to the use of computers as complementary tools to improve language learning. In other words, what Benavides (2000) pointed out was that CALL is a tool that can be used by teachers and students in English classes in order to contribute to language learning enhancement. It is important to highlight that the definition of CALL provided by Benavides (2000) is the most appropriate for the main objective of this paper. However, some other definitions will be examined in order to be more familiarized with the term.

In line with the above, Beatty (2003) explains that Computer Assisted Language Learning is the improvement of learners' language through the use of computers in any learning process. What Beatty (2003) refers to is that CALL might be understood as the integration of computers in any process in which the learner enhances their language skills. When language skills are mentioned, it can be assumed that they are the four English skills; that is, reading and writing, listening, and speaking.

Following this line of thought, Marzban (2011) reports that CALL is a developing academic field which is in charge of looking into the role that information and communication technologies have in language learning and language teaching processes. Furthermore, CALL includes a great list of activities that could be useful for material development, pedagogical practice and research (Chapelle, 1997). Taking into account what Marzban (2011) and Chapelle (1997) hold, it can be concluded that CALL is an area which is evolving very fast. What is more, it explores the role of technology in language processes in order to contribute to a better pedagogical practice and promote academic research. After having done a review of the different concepts that we can find about CALL, the term Reading Comprehension will be examined then.

As it has been stated, Computer Assisted Language Learning is closely related to language learning processes and the skills that are immersed in it. For that reason, it is important to make a review of the concept of Reading Comprehension in order to establish the relationship between CALL and this term at the end of this section.

**Reading Comprehension.** Following the last order of ideas, Reading Comprehension could be defined as a way of extracting and creating meaning through cognitive and social procedures (Brevik, 2015). The definition provided by Brevik (2015) refers to the way in which someone is able to build meaning thanks to both cognitive and social processes. The way that those social processes contribute to meaning construction is through interaction. This interaction is between the reader who is going to comprehend something, the text that is going to be comprehended, and the activity that takes part in the comprehension process. According to this assertion, the activities taking part in the comprehension process could be facilitated to the reader through a computer. In that way, CALL activities and materials may probably be an important factor which could help the reader to construct meaning.

To carry on talking about Reading Comprehension, RAND Reading Study Group (as cited in Brevik, 2015) argues that Reading Comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p.11). From this definition, it can be implied that in the Reading Comprehension process there are other “sub-processes” like extracting and constructing meaning that are necessary to be able to comprehend something. Those “sub-processes” help the reader to extract meaning from written language so as he can create his own meaning.

Taking into consideration the definitions of CALL and Reading Comprehension stated above, it can be inferred that those two terms are closely related. When the concept of Reading

Comprehension was reviewed, it was stated that for Reading Comprehension to take place, it is very important that there is interaction between the reader and the text, and the reader and the activities. CALL makes part of the Reading Comprehension process when the computer is used to provide the reader with engaging activities for him to interact with the text. In other words, the way that the reader might interact with the text through the computer is more active since the reader will be provided instant feedback which is determinant in language learning because it changes the learner's autonomy from passive to active. Having concluded this idea, what comes next is a brief review of the history of CALL based on some published articles. This clarification leads the section of the history of CALL.

### **History**

From the available literature about CALL, it is possible to assert that the use of technology in education is not as recent as we think. However, the use of technology for language learning purposes is still new for both teachers and students (Tafazoli & Golshan, 2014). The first use of Computer Assisted Instruction (CAI) was not for language purposes. This event took place in the 1950s when a physics professor used the mainframe that the university had in a French program (Tafazoli & Golshan, 2014). In order to talk more precisely about the development of technology used in language courses, several authors have identified three different phases: Behaviouristic or Behaviorist CALL, Communicative CALL, and Integrative CALL (Dina & Ciornei, 2013; Marzban, 2011; Mcdougald, 2009; Tafazoli & Golshan, 2014). Following this line of thought, what comes next is the Behaviouristic or Behaviorist CALL.

**Behaviouristic or Behaviorist CALL.** This first phase was thought of during the second half of the 20<sup>th</sup> century and was implemented around the 1960s and the 1970s (Dina & Ciornei, 2013; Marzban, 2011; Mcdougald, 2009; Tafazoli & Golshan, 2014). The main bases of this

early form of CALL were the behaviorist theories of learning in which language learning takes place thanks to repetitive drilling and practicing (Mcdougald, 2009). In this phase, the main role of the computer was that of a tutor that was always working without getting tired. The materials that the computer delivered to learners were repetitive language drills, vocabulary, grammar and translation tests (Dina & Ciornei, 2013; Marzban, 2011; Mcdougald, 2009; Tafazoli & Golshan, 2014). According to Warschauer (as cited in Bax, 2003), in this stage of CALL, the English teaching paradigms that best suited were Grammar Translation and Audio-lingual. The best-known program used during this behaviorist era was a tutorial system very well known as PLATO (The Programmed Logic for Automatic Teaching Operations). At this time, PLATO was the most ambitious CALL project (Bangs & Cantos, 2004). PLATO was a mainframe computer that had a special hardware which contained a system which was able to deliver vocabulary drills, explicit grammar instruction, and translations tests (Marzban, 2011; Mcdougald, 2009; Tafazoli & Golshan, 2014). Even though we cannot find the PLATO program today, there is a number of computer programs and applications which have been adapted in order to contribute to learner's language development. That was a brief review of the most relevant aspects of this behaviorist phase. This idea leads to the presentation of the second phase of CALL.

**Communicative CALL.** This second phase emerged in the 1970s and the 1980s along with the communicative approach as a reaction to behaviorist theories of language learning (Marzban, 2011; Tafazoli & Golshan, 2014). The advocates of Communicative CALL argued that drill and practice programs did not foster interaction: learner – computer and learner – learner. Therefore, Communicative CALL precursors did not agree with the behaviorist approaches since they held that both theory and pedagogy used in behaviorism were not accurate

for language purposes (Marzban, 2011; Tafazoli & Golshan, 2014). During this phase, the mainframe was replaced by personal computers (PCs). The main activities used were those activities that allowed interaction, for example, conversations, written tasks, reading and text reconstruction, language games, simulation, and word processors (Marzban, 2011; Tafazoli & Golshan, 2014). As it can be seen, in this phase the computer was not conceived as a mechanical tutor but as a tool which contributed to the learner's language development. All of this was possible thanks to the technology advancement, and the new software invented until that time. Having presented a short examination of the Communicative CALL, what comes below is the review of the third phase.

**Integrative CALL.** The last and current phase is Integrative CALL which is based on a socio-cognitive view of language that focuses on the use of real language in order to achieve tasks in a real and significant context (Marzban, 2011; Tafazoli & Golshan, 2014). The main purpose of Integrative CALL is to include technology in language learning environments in order to help learners to develop the main skills of language learning (listening, speaking, reading, and writing) in an integrative way (Marzban, 2011).

To achieve the above goal, Integrative CALL is based not only on theory but also on practice. For that reason, this current phase is based on multimedia and the internet. With such technological advances, learners can have access to text, graphics, sound, animation, and video. All of these multimedia materials can be accessed through a single computer (Mcdougald, 2009). When most of the resources that multimedia and the internet provide are interconnected, the right term to refer to them is hypermedia because it allows learners to freely interact with CDs, online applications, and the internet in general (Marzban, 2011; Mcdougald, 2009).



The integrative CALL allows language learners to autonomously explore the great variety of materials that can be provided by the teacher, or they can also be found on the internet. It is important to mention that the learners using CALL materials learn by doing and helping others; for that reason, in this stage, peer learning might work out perfectly. What Integrative CALL seeks to do is to integrate learners in authentic environments in order to have a new perspective on technology and language learning. According to Warschauer and Healey (1998), this perspective seeks both to integrate various skills (listening, speaking, reading, and writing) and also integrate technology more fully into the language learning process.

After having done a general review of the different phases that CALL has gone through in the last decades, the author of this paper concludes that the use of the computer and technology in language teaching/learning processes might be very effective because the learner can use a computer as a tutor that tells what to do and allows him to practice drills in order to enhance the language learning process. Moreover, the computer can be used as a tool which allows both teachers and students to have access to authentic materials and real language in use promoting the development of autonomous learning. That was a brief examination of the history of CALL. Now what you will find next is a review of some studies carried out in Asia, Europe, and Colombia. In addition, the findings of these studies will be presented.

### **Studies about CALL in English Language Learning**

In this section of the paper, some studies about CALL which were conducted in Asia, Europe, and Colombia will be examined in order to show that even though there are several studies about CALL conducted abroad, it was not possible to find many studies carried out in Colombia. Additionally, it is important to mention what the authors of these studies found. In

line with this idea, several studies have been carried out in the field of Computer Assisted Language Learning, some of them will be examined then.

Marzban (2011) conducted a study in Iran. The main objective of this study was to investigate the impact of CALL on the reading comprehension improvement of Iranian EFL learners. The participants in this study were sixty female students whose age was 18 to 25 years old. They had an intermediate English level. As it was an experimental study, the students were divided into four groups of fifteen each one. The experimental and control groups were assigned randomly. What Marzban (2011) found in his study was that the students who received CALL instructional techniques significantly enhanced their Reading Comprehension skill. Nevertheless, the students who were taught with the traditional teacher – centered methods did not show any progress.

Another study which has also employed CALL in language learning is Fard and Nabifar's (2011). This study was also conducted in Iran. The main objective of this research was to examine the effect of Computer Assisted Language Learning on reading comprehension in an EFL context. There were forty female participants with an average age of 20 years. They were intermediate EFL learners. It was an experimental study. The participants were assigned randomly into two groups of 20 in order to form the experimental and the control groups. Regarding this study, Fard and Nabifar (2011) concluded that the use of computer had a positive effect on the participants' Reading Comprehension. Furthermore, these authors maintained that the use of computer in the instruction of other language skills might have the same results. In other words, as computer instruction could enhance the reading comprehension of these students, it could enhance as well the other skills: listening, speaking and writing.

Carrying on with the development of this section, the following study is “A Comparison of Reading Comprehension across Paper, Computer Screens, and Tablets: Does Tablet Familiarity Matter? This study was developed by Chen, Cheng, Chang, Zheng, and Huang (2014) in a university in Beijing, China. The problem statement of this study was focused on investigating the effects of reading comprehension across paper, tablets, and computers. It was an experimental study in which 90 participants were involved. The procedure of this research was divided into three sections. First, before the experiment, the participants were told the object of the study and the procedure that would be followed. Then they were asked to fill out a tablet computer familiarity questionnaire online. Second, the students read Text 1 and finish the task for practice. Third, the participants read other three texts for the test. The results obtained from this study revealed that there were significant group differences in the scores of multiple choice questions. Participants in the paper group performed better than the tablet group and the computer group. Multiple comparisons indicated that a score of the paper group was significantly higher than the computer group. However, there were no significant differences between the paper group and the tablet group, and the score of the tablet group was not significantly different from the computer group. As we could see, this study did not report significant results in regard to the use of the computer in Reading Comprehension.

Another study that is somehow similar to the last one is Mangen and Bronnicks (2013). This study took place in a high school in Norway. The main objective of this research was to explore the effects of the technological interface on reading comprehension in a Norwegian school context. The participants were 72 (43% females). They were tenth grade students in two urban schools in Norway. The age of all subjects were selected to be 15 or 16 years old. The procedure carried out by Mangen and Bronnicks (2013) was as follows: The students were

randomized into two groups, where the first group read two texts (1400–2000 words) in print, and the other group read the same texts as PDF on computer screen. In addition, pretests in reading comprehension, word reading and vocabulary were administered. A multiple regression analysis was carried out to investigate to what extent reading modality would influence the students' scores on the reading comprehension measure. The results that Mangen and Bronnack (2013) obtained from this study revealed that the two groups did not differ significantly from each other on the pretests indicating that the students who read the text on paper and on screen were similar regarding reading comprehension ability. The conclusion of this experiment indicated that reading linear narrative and expository texts on a computer screen leads to poorer reading comprehension than reading the same texts on paper.

In addition to the studies mentioned so far, the study that will be examined now is Benavides' (2006). This study was carried out in Colombia, in the city of San Juan de Pasto. The main objective of this research study was to determine the effects of the use of 'English Discoveries' program as a multimedia program on the learning of English as a foreign language in skills such as vocabulary, grammar, reading comprehension, pronunciation and oral production with high school students. The subjects of this study were students from a high school in this city. Their ages were ranging from 10-14 years old. The English level they had was beginner. This was an experimental study that had some groups as experimental and others as control. Benavides (2006) reported that the use of multimedia materials was not significantly better in terms of language learning as a whole. However, the results of this study showed important enhancements in the students' pronunciation and oral production. Additionally, Benavides (2006) also reported that his study did not present significant differences in regards to the reading comprehension and vocabulary.

Taking into account the studies carried out by Marzban (2011), Fard and Nabifar (2011), Chen et al. (2014), Mangen and Bronnack (2013), and Benavides (2006), it can be concluded that even though not all of the studies showed the same results, the use of CALL in language learning is still effective, especially in Reading Comprehension. Moreover, as there is not much research done in this field in Colombia, it would be important to carry out a research study in order to know that the results are taking into consideration the context, materials, procedures, and techniques used. That was a short review of some studies which used CALL in their research. What you are about to read then is the section in which some comments about the studies reviewed will be given.

#### **Some Comments about the Studies Reviewed and its Findings**

As we could see in the above section, some studies showed significant results in regard to the use of CALL in reading comprehension enhancement. For example, Marzban (2011) found that the students who were taught through CALL instructional techniques significantly overtook the students who were taught by the traditional teacher – centered methods. It is possible that the age of the participants taking place in this experiment was a positive factor that helped them obtain good scores. As the age of the participants was ranging between 18 and 25 years, this factor seems to be important to be taken into account when using CALL materials for language learning purposes since in the study that Fard and Nabifar (2011) conducted, the participants age range was 18 to 25 years old as well, and the results that these authors obtained were successful.

On the other hand, Benavides' (2006) study did not report significant results in regard to reading comprehension. Taking a look at the age of the participants who took part in Benavides' (2006) study, it is possible to see that they were between 10 and 14 years. Moreover, Mangen and Bronnack (2013) did not find significant results in their study, and taking into account the

age of the participants, it was found that the age of the students taking part in this test was between 15 and 16 years.

In line with what has been stated above, it can be inferred that the age is a very important factor to consider at the time of implementing CALL in language learning, particularly in relation to the development of reading comprehension. There is evidence that the use of computers motivates children to language learning. In brief, according to the results of the above studies, it might be concluded that CALL instruction should be implemented in students who are in the age of 14 years and older. That means that in Colombia, the students with whom CALL instruction could be implemented are tenth and eleventh grade students.

Another significant aspect that the author of this paper has highlighted from the studies reviewed before is that the procedure that the cited authors followed could have influenced the positive or negative results of using CALL in language learning. To illustrate this, Marzban (2011) and Fard and Nabifar (2011) carried out similar studies and obtained positive results. Their studies were experimental. They tried to enhance just one skill (reading comprehension) by implementing CALL in educational environments.

On the other hand, Benavides (2006) used CALL materials in his study in order to try to enhance the four main skills in English (listening, speaking, reading, and writing). The results were not all the same. CALL materials were effective in pronunciation and oral production enhancement, but not for vocabulary and reading. As it could be seen, Benavides (2006) used CALL to try to enhance English language learning as a whole and according to the results that was not possible.

According to the studies reviewed above, it can be concluded that the use of CALL materials might have better results if it is used to try to enhance only one skill at a time. As it

could be observed, the authors who tried to improve more than one skill at a time did not obtain significant results for all of them. The results were positive for some of them but not as a whole. On the contrary, the authors who tried to enhance only one skill (reading comprehension) achieved successful results.

Carrying on with development of this paper, another important factor that should be taken into account at the time of implementing CALL is the English level that students have. For instance, Marzban (2011), and Fard and Nabifard (2011) carried out their research with students who had an intermediate English level. It is important to remember that the results obtained in those studies were successful. They achieved their main goal of enhancing students reading comprehension.

On the contrary, Benavides (2006) developed his study with younger students. The English level that they had was beginner. It is necessary to mention that the results obtained in this study were not very significant in regard to the use of CALL materials to enhance one of the main skills of language learning. Moreover, some students did not know how to interact with a computer and the materials that were provided by CALL (Benavides, 2006).

From this section of the analysis, the author implies that the English level that students have is meaningful at the time of deciding with whom CALL should be implemented. For that reason, once more, the author suggests that, in Colombia, CALL might be implemented in tenth or eleventh grade students since they are supposed to have a pre-intermediate or intermediate English level. Furthermore, they will probably have more knowledge about how to use a computer. Therefore, they may find it easier to interact with CALL materials. Having given the general comments about the different factors that affect CALL at the time of its implementation,

what comes next is the description of the possible procedural steps for the implementation of the pedagogical proposal.

### **Computer Assisted Language Learning in Colombian High Schools: A Pedagogical Alternative for Both Teachers and Students**

Now what you will find along this section is a possible procedure that a teacher – researcher might follow in order to implement CALL in English classes to enhance the reading comprehension of their students. This procedure might be used for both purposes pedagogical and investigative.

In agreement with what has been stated, the first thing that a teacher – researcher should do is to have clearly decided on what skill he would try to enhance in his students. In line with the purpose of this paper, the reading comprehension skill has been selected.

The second step that should be followed is to select the age of the students who will take part in CALL instruction. The author of this paper suggests that the ideal age that students should be in is 10 years or older. Even though younger students could perform a good job at interacting with CALL materials, older students might do it better since they probably have more experience and take things more responsibly.

The third step to be developed is to check the English level that students currently have. For this step, the teacher – researcher could apply a pre – test in order to more specifically establish what his students' English level is. A test that could be used is the Preliminary English Test (PET) since it is designed to be taken by high school students. In agreement with Marzban (2011), the ideal students' English level should be pre-intermediated or higher.

As a final step, it is important to choose what kind of applications that CALL provides will be used in the instruction. In that way, the author of this paper advocates for the use of the online



program Read Theory in order to enhance the students reading comprehension. In line with this, the online program will be presented next.

As supported by Romeo, Hock, and Plante-Kropp (2016), “Read Theory is an interactive website designed to serve as a computer-based supplemental reading program for students”. Read Theory is a revolutionary program designed to enhance the reading comprehension and writing skills of students at any age and any level. With this program, students will improve their reading proficiency faster than with the traditional teaching. Read Theory is a free program to use. There is no maximum limit of the number of student or teacher accounts that someone can create. When students log in Read Theory, they gain access to thousands of high quality reading comprehension assessments. These assessments and questions are engineered by top teachers and writing professionals in order to ensure that they are at the same level of the passages that students will surely find in standardized tests.

On Read Theory, teachers do not supply content rather students are automatically presented the content by the system based on the initial level and subsequent performance. It is important to mention that Read Theory has integrated different levels of difficulty. They go from 1 to 12, taking into account that 1 is beginner and 12 is advanced. In order to know in which level students should start, they need to take a placement test which will place them in the right reading comprehension level according to their results.

In order to get started on this program, first, create a teacher account. Second, create a new class. Third, create accounts for each student you would like to add to your class. Then, have your students log in the program. After your students get started, you will be able to check their performance in a progress page. This page will show your students’ performance represented in

graphics and statistics. As your students interact with this program, you will have enough data accumulated in the progress support page. You can use this data to establish each student current skills and to easily identify the problem areas where interventions would be most effective.

The most engaging aspect of Read Theory is that it adapts to the students' needs since this program always ensures that students are reading at a level that it is not too easy but not so hard that they get discouraged. In brief, this is an extraordinary program which teachers can use to enhance their students' reading comprehension level. As Romeo et. Al. (2016) pointed out, students who used Read Theory in their classes obtained better scores in their school grades, standardized tests, and significantly increased their reading confidence and ability.

Finally, if the teacher – researcher carefully followed the procedure presented, he and his students would be ready to start working on the enhancement of reading comprehension by using CALL materials through Read Theory. Heading the end of this paper, what you found in this section was a description of the possible procedural steps about the implementation of CALL materials in Colombian high schools. Moreover, an online program was suggested for a teacher – researcher to use in his classes. In that way, his students might have the opportunity to interact with CALL materials. This statement leads to the final conclusions, possible limitations and suggestions.

### **Conclusions**

In line with the above, in this section the author of this paper will present general conclusions, suggestions, and possible limitations of this study.

The first conclusion that it was possible to establish after doing the research for this paper is that even though the use of technology in education is not recent, the use of technology for language learning purposes is still new for both teachers and students (Tafazoli & Golshan, 2014).

The second conclusion that could be stated after doing the literature review is that even though in other countries there are several studies carried out about the use of CALL in English classrooms, in Colombia there is still scarce research in this field. Therefore, the author of this paper suggests that the procedure presented above can be used for future research. The type of research suggested for this area is action research since it allows the researcher to analyze the results and prove whether the suggested procedure works out in a Colombian context or not. If not, the researcher might be able to make the required adjustments to the procedure according to his own experience.

The third conclusion is that CALL has better results when it is used to enhance only one skill at a time. If CALL is employed to try to enhance the four main skills (listening, speaking reading, writing), it could be that the results are not positive for all of them.

A final conclusion is that the use of CALL in English classes could significantly contribute to the enhancement of students' reading comprehension in Colombia since both teachers and students can have access to most of the resources that technology provides in order to use them for language learning purposes.

As it was stated at the beginning of this section, now some possible limitations that the development of the procedure presented in this paper might have to deal with will be mentioned.

As supported by Benavides (2006), it is possible that the teacher – researcher finds students who are not able to interact with a computer. Therefore, the interaction with CALL materials may not be effective.

Another limitation is the number of computers that each high school can provide. There are educational institutions which cannot provide one computer per student. Consequently, the interaction with CALL programs will surely be more limited.

Taking into consideration the last limitations, the possible solution would be that the teacher – researcher try to make that two or three students work in one computer. In that way, students who do not know how to use a computer might be helped by their classmates. In addition, if students work in groups, they all could have the opportunity to interact with CALL programs by using the few computers that the institution might provide.

In this order of ideas, the author will present a brief summary of the sections reviewed throughout this paper. First, the terms Computer Assisted language Learning and Reading Comprehension were defined. Then a brief review of the history of CALL was presented. Next some studies about CALL carried out in English language learning were examined. After that, some studies and their results were reviewed. Subsequently, a pedagogical alternative for teachers to use in their English classes was presented. Finally, general conclusions, possible limitations, and suggestions were presented.

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