

Teachers need to consider the importance of written language in helping learners acquire English. Select CALL materials with appropriate reading texts means that the variety of electronic texts and CALL activities make it easy to find texts that are at the appropriate level of difficulty, that cover topics of interests to learners, and that include tasks that engage learners. What the research says: Krashen (1982) states that the language input that learners are exposed to should make them stretch their language knowledge just the right amount. Provide learners with opportunities to interact with the computer for getting help with the language in the text means that Learners interact with the computer in CALL reading materials when they click on a phrase for help with meaning, select help from a menu to obtain grammar or cultural explanations, or respond to a question and receive feedback on that response. In other words, the input must be made salient so the learner's attention will be directed to it. What the research says: Schmidt (1992) argues that learners are more likely to learn vocabulary and grammar if they notice these forms in the texts they read. Research suggests that CALL activities are particularly interesting in this respect because the computer provides a dynamic contribution to the learners' conversations. CD-ROMs and texts on the internet provide learners with a variety of materials to read and interact with. Such interaction before, during, and after reading is potentially valuable for second-language acquisition because they direct learners' attention to language, raise awareness of what learners do not know, and provide learners with help in comprehending the language. Let the text on the screen spark interaction among learners means that Reading texts are a starting point in a series of activities. Learners can work together to check prediction, seek additional information and help, cut and paste the text to produce a glossary, and outline a new text. Researchers find that the types of assistance learners receive in such reading-based conversations are valuable for their language development (Klingner & Vaughn, 2000). Two important goals of teaching reading are to help learners understand the meaning of a text and to help them use the text to develop their overall language. Look for important words and phrases to be emphasized on the screen means that CALL programs should help by emphasizing particular aspects of the language lessons. Should assign interactive activities that accompany the text. Students understanding of a text is determined by their understanding of words, phrases, and grammatical constructions. If the texts are too difficult, learners will become frustrated and again the text will not provide the opportunity for learning. What the teacher can do; Teachers should keep learners fit when reviewing and selecting CALL materials. Exposing learners to the word many times (input flood). They provide the initial language and ideas that learners summarize, discuss, or formulate through writing or discussion. In such activities, guidance is needed to ensure that all members of the group participate. It is also the process by which learners develop their reading skills as well as their overall English ability. Teachers may select reading texts that are adapted to the level and interests of the students. The more interaction, the more likely the learner is to acquire and remember the language that is the focus of the interaction. Teachers should look for CALL reading activities that provide interaction with the text. Teachers can find CALL reading activities that lend themselves well to group reading and collaborative activity and provide pre-reading, reading, and post-reading activities. This can be done by Highlighting important words & phrases. Explain to students how they can get help from the computer program, software, or website. This means reading is not the only goal of instruction. However,



there are seven Tips for teaching reading with CALL which are: ? This means: If the language in texts is too easy, the texts will not provide any language for them to learn. Activities before and after reading. The research on interaction in reading is clear. CALL is good for teaching reading. ???