Flipped Classroom: A State of Normalized CALL

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Abstract

The ultimate goal of any CALL project is to completely normalize the presence of ICT in language teaching and learning context. However, between the inability of current technologies to live up to stakeholders' expectations and unrealistic assumptions held towards educational technologies in terms of their role and ability, a full state of CALL normalization, according to Bax (2003), is still far from being achieved even in the most technologically advanced countries. Nevertheless, the advent of new innovative approaches, in the image of "the Flipped Classroom", that shifted the attention away from technology itself and directed it towards other rather important aspects in teaching and learning process, a state of CALL normalization has been reached though it went unnoticed despite its compliance with all the normalization criteria set by Bax (2000, 2003, 2006, 2011). This article argues that a state of CALL normalization has been achieved under the flipped classroom approach, and that in order for CALL normalized cases to be recognized there is a need for a reconsideration of some aspects of Bax's original definition.

Keywords: Flipped classroom; CALL; normalization; language teaching; language learning

1. Introduction

If there is anything to be considered the distinctive feature of the twenty first century, it will be definitely the proliferation of cutting age technologies that invaded almost every single aspect of our lives. However, education in general and language teaching in particular could not make the desired use of technology and consequently could not achieve a state where ICT is regularly employed in educational settings. This failure to normalize CALL has been attributed to many factors as CALL normalization concept pioneer, Bax (2003), asserted that we have not reached a state of integrative CALL yet, let alone a state of normalization. According to Bax (2011) CALL should meet a number of requirements before being considered fully normalized. Meanwhile, a closer look into the flipped classroom approach and the way it integrates ICT into teachers and students' everyday practices will surely raise a lot of question about whether Bax's requirements are met and if a state of normalized CALL has been achieved. Therefore, the current paper aims at reviewing literature related to the flipped classroom, examining ICT employment under this approach against criteria of CALL normalization, and prove that a state of CALL normalization has been achieved under the flipped

classroom approach. Equally important, the current article is an endeavour to rise the need for a reconsideration of CALL normalization definition so that it complies with the current views towards language education and the status quo of CALL. However, before examining whether the employment of ICT under the flipped classroom approach conforms to CALL normalization as set by Bax, it is worth going through the literature addressing the two elements upon which this paper is based, namely CALL normalization and the flipped classroom approach.

2. CALL Normalization

With the introduction of new technologies to the classroom in general, and to language classroom in particular, came along a new term to label this phenomenon, which is "Computer Assisted Language Learning" (CALL). CALL was defined by Davies (2010) as

> "…an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a sustainable interactive element". (p. 261)

Even though, the word "computer" is present in almost all the definitions (Beatty, 2003; Levy, 1999; Cameron, 2002 ;

Merrill et al., 1989), Levy and Hubbard (2005) indicate that CALL goes beyond the devices labelled computers to include all technological devices (hardware and software) used for teaching and learning purposes. Ranasinghe and Leisher (2009) note that CALL integration starts when the teacher plans a lesson that uses technology as a medium of delivery bearing in mind that these technological aids are intended to support the curriculum rather than dominate it, therefore, "effective technology use, like any tool use, is contextual" (Egbert, 2004). Equally important, creating a blended learning environment where classroom-based curriculum and CALL are strategically and interchangeably used is pivotal for a learning experience where learners have the chance to benefit from the best of both worlds (Green, 2013).

The ultimate goal of any CALL project is "Normalization", which is the final stage of CALL integration process. Normalization concept was first introduced by Bax (2003) who defines it as a state where

> "... computers (probably very different in shape and size from their current manifestations) are used every day by language students and teachers

> as an integral part of every lesson, like a pen or a book ... without fear or inhibition, and equally without an exaggerated respect for what they can do. They will not be the centre of any lesson, but they will play a part in almost all. They will be completely integrated into all other aspects of classroom life, alongside coursebooks, teachers and notepads. They will go almost unnoticed." (p. 23-24)

According to Bax's definition, normalization can only be achieved when CALL is completely accepted as a natural part of everyday language classroom without exaggerated fear nor inflated respect. CALL can be said to be normalized once computers and other technological aids are used regularly by teachers and students yet still managing to go unnoticed "therefore as invisible and natural as whiteboards and pens" (Chambers & Bax, 2006, p. 466). Furthermore, Chambers & Bax (ibid.) also add that teachers and students will not "reap … full benefits" of CALL unless it is completely normalized.

As for the stages of CALL normalization, Bax (2003) suggests a set of probable steps through which this process progresses

1. *Early Adopters.* A few teachers and schools adopt the technology out of curiosity.

2. *Ignorance/scepticism.* However, most people are sceptical, or ignorant of its existence.

3. *Try once.* People try it out but reject it because of early problems. They can't see its value—it doesn't appear to add anything of relative advantage.

4. *Try again.* Someone tells them it really works. They try again. They see it does in fact have relative advantage.

5. *Fear/awe.* More people start to use it, but still there is (a) fear, alternating with (b) exaggerated expectations.

6. *Normalising.* Gradually it is seen as something normal.

7. *Normalisation.* The technology is so integrated into our lives that it becomes invisible—'normalised'. (p. 24-25)

As it can be discerned from the stages listed above, the process of normalization is far from being straight forward nor predictable, as scepticism and subjective judgements are constant features that characterise all the process until the last stage is reached. Yet these are not the only hindrances that CALL normalization process usually faces. Chambers & Bax (2006) cluster the issues that any normalization project is expected to encounter under four main categories including **a)** logistics, **b)** stakeholders' conceptions, knowledge and abilities, **c)** syllabus and software integration and **d)** training, development and support. However, Bax (2003; 2011) also addresses other issues that he considers major setbacks to any CALL normalization project. He also expresses his concerns

over unrealistic assumptions held by people towards CALL, as instead of focusing on

> "… the role which the software could play within the wider classroom context (a small role, but a useful one) their expectation seemed to be that it should either do everything and replace current technologies such as dictionaries and even the teacher, or it was not useful." (Bax, 2003, p. 25)

Bax (2011) also highlights another issue highly associated with CALL, namely 'Awe' and 'Fear', when "Technologies are popularly presented as being either so powerful that they will undoubtedly change every aspect of our practice, or else so evil as to be entirely harmful, with apparently no middle, nuanced or neutral position possible" (p. 3). Unlike other already normalized technologies (pen, paper, whiteboards), people seem to have a simplistic polarized view of CALL as they focus either on the positives or negatives, unable to consider both sides or consider external factors other than CALL that might interfere with the application of technology in language education (ibid.). Therefore in order for CALL normalization to take place, all factors concerning learning in general including social and human ones should be taken into consideration, and not CALL as a single factor, and that includes

- Learning and development are "*culturally based, not just culturally influenced*"
- Learning and development are "*social rather than individualised processes*"

- Learning and development are developed "*communicatively*"
- "*Understandings are constructed in culturally formed settings*" (Mercer & Fisher, 1997, p. 13)
- "*Learning with assistance or instruction is a common and important feature of human mental development*"
- "*The limits of a person's learning or problem-solving ability can be expanded by providing the right kind of assistance or instruction*" (Mercer & Fisher, 1997, p. 16) (ibid., p. 18)

Other factors include "improvements in the size, design and location of the technology, in other physical aspects of the educational setting, in timetabling" (Chambers & Bax, p. 467) as well as "changes in … attitudes, in approach and practice amongst teachers and learners … fuller integration into administrative procedures and syllabuses" (Bax, 2003, p. 25). This latter, i.e. syllabus, was regard by Chambers & Bax (2006) as decisive factor in achieving a complete invisibility of CALL in classroom, as according to them, CALL needs to be integrated into the syllabus "in such a way that teachers are expected, as often as the facilities allow, to use computers in their teaching" (ibid., p. 477). The absence of such an expressed expectation of regular use of CALL by teachers will result in nothing but perpetuating the state of avoidance (ibid.). They also suggest that teachers are at the heart of normalization process and therefore they need technical and pedagogical support, opportunities for development, more authorable software, and at last but not at least "computing facilities to be accessible and organised in

ways conducive to the easy integration of computer activities with non-computer activities" (ibid., p. 477).

What Bax (2003, 2006, 2011) suggests is that before taking any step towards the adoption of CALL, administrators, teachers, learners and syllabus designers need to avoid simplistic views and getting dazzled by the novelty of technology, and instead they should carefully consider the pros and cons of technology, external factors that might intervene, and the way CALL can improve language education without being a distractive agent (Bax, 2003). However, most importantly we need to "adjust our current practice in each aspect so as to encourage normalisation" (ibid., p. 232). One of these aspects that needs to be adjusted is our view to what constitutes normalization in the first place, and broaden our perspectives in a way that allows us to consider some overlooked approaches and practices that succeeded in integrating technology in a way that can be referred to as a normalized state of CALL. Therefore, before discussing how the flipped classroom approach meets the criteria set by Bax, it is worth reviewing the literature addressing this approach and coming up with a comprehensive definition.

3. Flipped Classroom

The original pioneers behind the flipped classroom concept, Bergmann and Sams (2012), refer to it in terms of "which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class." (p. 13). This approach, which makes use

of technology to expand learning environment beyond physical boundaries of traditional classroom, mainly consists of freeing class time for active learning by moving lecturing and passive reception of information outside classroom to be carried out by students on their own. In other words, lectures are delivered to students in video form through the internet to view before coming to classroom, whereas class time is devoted to active learning. The flipped classroom draws on a wide array of educational theories, most present of which is active learning as in-class time is dedicated to engaging students with learning material rather than passively receiving it, through the employment of techniques and strategies that are learner-centred and require students to take control of their learning and actively engage in it.

The flipped classroom is also deeply rooted in constructivism as in-class time is turned into a fertile environment for construction of factual knowledge and making sense of learning material rather than passively accumulating it, in a way that enables learners to transfer acquired knowledge and skills to other domains (Jonassen, 1994; Gurney, 1989). The active learning atmosphere that characterizes in-class activities helps create a learning society that enables learning through observation (Bandura's Social Learning Theory) and it is conducive to cooperative learning and group work towards shared goals (Social Interdependence Theory). The flipped classroom is also premised upon sociocultural theory, as teacher/student and student/student communication and interaction does not only take place inside the classroom, but also outside the classroom through

Computer-Mediated Communication (CMC) technologies. Moreover, the flipped classroom shares with Ubiquitous learning theory the idea of eliminating physical and time boundaries of learning and investing in technologies to enable learning anytime and anywhere (Graf, n.d.). Additionally, the flipped classroom also draws on Just in Time Teaching in terms of (1) moving passive lecturing outside the classroom, (2) providing students with the opportunity to acquire some background knowledge before coming to class so that they can engage in learning more actively, and (3) devoting class time to active and cooperative learning (Abreu & Knouse, 2014).

Basing their conclusion on the investigation of 24 studies related to the flipped classroom approach, Bishop & Verleger (2013) reject any the flipped classroom model that does not dedicate in-class time to active learning. Bishop & Verleger (2013) maintain that the flipped classroom must be applied in a way that enables "automating tasks that can be automated, and focusing human effort on those that cannot." (p. 3). Therefore, in-class lecturing should be substituted by the use of videos to deliver lesson content. Furthermore, they stress that the flipped classroom definitions should emphasise the use of videos for delivering learning materials outside classroom as a sine qua non condition, since that different studies have proved that "video lectures are as effective as in-person lectures at conveying basic information" (ibid., p. 4). In the same vein, Day (2008) emphasised the facts that video lectures should not exceed the twenty minutes time, and they are best delivered before class for students to watch

individually. Equally, it is of a paramount importance to emphasise the need for the use of CMC technologies to enable interaction between students and teachers outside classroom and maintain social interactive environment needed for learning to take place. A study conducted by Day (ibid.) stated that students asked for a way to bring inside-classroom interaction to outside-classroom part of the approach, and his solution was the inclusion of email option for enquiries and chat room for discussing the content of the video. He later on concludes that the inclusion of CMC technologies helped render video viewing as effective and enjoyable as classroom interaction, and paved the way for later in-classroom discussions. However, he also maintains that the presence of a teacher or a teacher assistant in the group chat is vital for the success of such a tool.

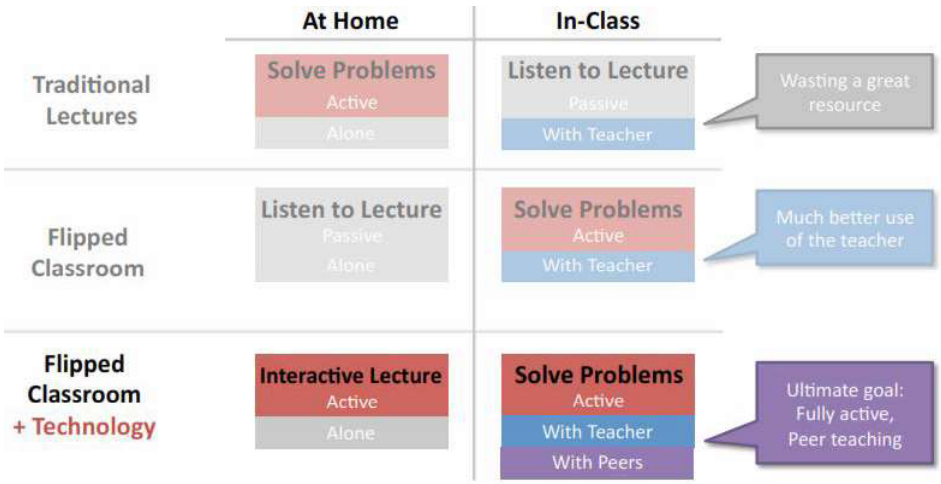

Figure 1: Flipping the classroom (adopted from Black-Shaffle, 2013)

Additionally, Learning Management System (LMS) is a vital tool for the outside-classroom part, as it enables

supplementing videos with questions to test students' understanding, triggering reflective thinking, and using students' performance on outside classroom tests to direct in-class instruction. During his presentation of Uppsala University Flipped classroom projects, Black-Schaffle (2013) demonstrated that the LMS that he put in place provides teachers with tools to make videos more interactive, supply them with questions, receive a detailed analysis of students performance, explore the areas that students find more challenging, and even check how many students watched the video and completed the task. The emphasis on these technologies in particular, as it can be discerned from figure 1, aims at enabling (1) the extension of learning environment beyond the physical and time boundaries of traditional classroom, (2) ensuring constant interaction and feedback provision between teachers and students in and outside classroom, (3) making outside classroom learning experience interactive, (4) using data gathered about students' performance on outside classroom tests to guide in-class instruction, and (5) investing class time effectively to engage students in active learning.

So basically, the flipped classroom can be identified in terms of two phases. First, outside classroom part entails lower order thinking skills and passive learning activities (learning materials reception) such as watching videos and answering direct questions. In this phase, CMC tools are employed to ensure constant communication and feedback request and provision between teachers and students and between students themselves (collaborative learning).

Teachers also use the results of video questions gathered through LMS to diagnose students' needs and direct in-class teaching accordingly. Second, in-class time is employed in a way that ensures immersion of students in a rich environment for active learning, where the focus should be on activities that employ higher order thinking skills, cooperative learning, peer-assisted learning, experiential learning, problem based learning and task based learning. Furthermore, teachers are supposed to invest class time in challenging students and pushing them to change their misconceptions (Cognitive conflict Theory), engaging learners in active learning experiences that develops their understanding of learning material and how it can be transferred to other domains (Cognitive Development Theory), and providing the needed assistance and guidance to help students develop problem solving skills beyond their current abilities (Vygotsky's Zone of Proximal Development).

4. CALL normalization under flipped classroom approach

The conceptualization of the flipped classroom discussed previously and the way it employs ICTs conform to CALL normalization theory put forward by Bax (2000, 2003; 2006; 2011). The assignment of roles and flexibility associated with this approach make it the most conducive to CALL implementation, hence its normalization. The flipped classroom complies with CALL normalization theory in terms of the following points.

4.1 Invisibility of CALL

Although under the flipped classroom approach CALL is the main medium of lesson delivery and teacher-students interaction outside classroom, still computers and other employed technologies go unnoticed, playing their assigned roles without making any fuss. Hence, technologies employed by teachers and students under the flipped classroom approach are not unfamiliar inventions. Except for learning management systems and other software like screen-recorders and PowerPoint-to-video converters (for some teachers at least), other technologies such as computers, internet, video recorders, smartphones and CMC websites are everyday tools for any 21st century human being. In this regard, Day (2008) notes that preparing and delivering a lecture under the flipped classroom approach can be done with "modest faculty time and inexpensive equipment". This effective employment of ICTs yet without making them the centre of lesson is one of the major requirements for CALL normalization as it was stated by Bax (2003), who stressed the need for technological tools that " … will not be the centre of any lesson, but they will play a part in almost all. They will be completely integrated into all other aspects of classroom life, alongside coursebooks, teachers and notepads. They will go almost unnoticed." (p. 23). Additionally, the use of already normalized technologies and directing the attention towards teaching and learning process make teachers and learners use CALL "without … being consciously aware of its role as a technology, [AND] as a valuable element in the language learning process" (Bax, 2011, p. 1).

4.2 Regularity of use

Regular use of computers and other technologies by students and teachers for educational purposes is a sine qua non condition for CALL normalization to take place, as it can be discerned from Bax's (2003) definition, where he states that "CALL will reach this state [normalization] when computers … are used every day by language students and teachers as an integral part of every lesson, like a pen or a book" (p. 23). Taking into account that under the flipped classroom approach, videos are used as the only means to deliver courses content for students, CMC technologies are the main medium of interaction between teachers and students outside classroom, and LMS are the only means to collect students' feedback and enquiries, it can be concluded that regularity of use requirement is largely met. Furthermore, CALL's role under this approach is not limited to out of classroom activities, as other technologies can still be employed within the classroom effectively.

4.3 Integration of CALL into syllabus

Given that the application of the flipped classroom approach requires teachers and students to use a range of technologies (video, CMC, LMS and internet) to be able to perform the outside classroom bit, means that teachers and students are not only expected to use CALL but as a matter of fact they are obliged to do so as it cannot be performed otherwise. The fact that conforms to the third requirement of CALL normalization where Chambers & Bax (2006) argue that "If asked to identify one crucial factor, we would emphasise syllabus integration. This for us means the need to integrate CALL into the syllabus in such a way that teachers

are expected, as often as the facilities allow, to use computers in their teaching." (p. 477). Under the flipped classroom approach technology is integrated in such a way that makes any alternative either more restrictive (students to take hand-outs and turn in answers before class) or less effective (teachers' inability to provide feedback and address questions in real time).

4.4 Absence of Awe and Fear

As it was discussed in requirement number one, the flipped classroom is based on the use of regular everyday technologies (computers, internet, video recorders, … etc.) which people are already familiar to. This familiarity means that teachers and students know how to use these technologies and are aware of their potentials and limits. Thus, the chances for getting over impressed (Awe) or feeling inhibited (Fear) by the use of technologies in question are very low. In fact, a number of studies including the one that was conducted by Day (2008) concluded that students demonstrated a positive attitude towards the use of videos for lecture delivery and revealed their preference for the flipped classroom lectures over traditional lecture format.

4.5 Primacy of learning over CALL

As tackled earlier in the review of literature, the flipped classroom is based on effective distribution of tasks between outside-classroom and in-classroom activities where the main goal of each step is to ensure efficient learning and teaching. Additionally, technology is employed for the express reason of enabling the performance of a number of

tasks (lesson delivery, communication and online monitoring) that can only be performed through the use of these technologies. This purposeful employment of technology when needed does not shift attention away from the need for informed and effective in-class practices that ensure the attainment of teaching and learning objectives. One case in point is Day's (2008) study, where he indicates that the employment of technology under the flipped classroom approach, helped free in-class time for hands-on active learning activities (project related group presentations, small breakout group discussions and presentations, re-design sessions, design critiques, design reviews with experts, and role-playing activities), which were highly appreciated by students in terms of educational value and enjoyment. Therefore, CALL is central to learning process but does not dominate it.

4.6 Meeting criteria of effective education

Similarly to what has been discussed in the previous condition, Bax (2011, p. 11) emphasizes the need to focus on "*learning*" while implementing CALL and ensuring the presence of five crucial elements that will not only lead to effective learning but will also ensure successful CALL normalization. The flipped classroom approach complies with these requirements in the following ways

- First, "Access to and interaction with sources of prior knowledge or information" (ibid.), which is to a large extent guaranteed under the flipped classroom as students do not only receive lesson content beforehand, they also have a

repertoire of previous lessons as well as the availability of internet and ample of time for extra research and contact with teachers and more competent peers. Additionally, unlike traditional lecturing, videos permit students to pause, rewind and review as much as they need to.

- Second condition is "Participation and interaction with others, which includes a social and even an emotional dimension" (ibid., p. 10). The flipped classroom approach is premised upon a number of theories that prioritise learning in a collective environment and place social interaction at the heart of learning process inside classroom (active learning, social interdependence learning, social cognitive theory, sociocultural theory, experiential learning and problem based learning) and outside classroom (collaborative learning and interaction through CMC).

- Third, "Expert scaffolding: interaction with an expert, who actively 'scaffolds' the experience, through planning, feedback and advice, constantly checking that learning is taking place" (ibid.). Under the flipped classroom approach, teachers do not only get to play this role inside the classroom, but also outside the classroom through the use of CMC (communication) and LMS (monitoring).

- Fourth, as for "Expert modelling", the flipped classroom approach is not only premised upon a set of theories that emphasise active engagement with learning materials and learning sources, it also frees in-class time almost entirely for teachers to exemplify and monitor their learners engaging in the same manner. Furthermore, it has

been proven by Day (2008) that the employment of video lectures frees class time almost entirely for active learning and allows teachers a greater range of flexibility.

- At last but not at least, "Challenge and contradiction from an expert, and from other learners, in a way to cause the learner to rethink and review a position or idea" (ibid.). As discussed in review of literature, in-class time under the flipped classroom approach is turned into a rich environment for active learning that allows teachers to employ cognitive conflict theory techniques, and students' misconceptions challenge can start before even students come to the classroom through questions regarding the video lesson and through online communication.

4.7 Conformity with neo-Vygotskian framework

Bax (ibid., p. 7) points out that for CALL normalization to take place, employed technologies need to comply with neo-Vygotskian framework. Technologies employed by the flipped classroom ensure constant communication between all the stakeholders outside the classroom and immersion of learners in a collective and interactive learning environment. In addition, videos can convey more cultural clues than any other text or verbal lecture can. Furthermore, the set of theories and approaches upon which the flipped classroom is based and the clear influence of Piaget and Vygotskian theories on this approach ensure the presence of all the four pillars upon which neo-Vygotskian framework is founded.

Furthermore, Black-Shaffle (2013) also indicates that the flipped classroom did not only help boost students' engagement by 40% and raised attendance numbers by 20%, but it also hiked the rate of peer instruction tremendously (2.5 Std. dev.) compared to traditional classroom. Similarly, Day (2008) notes that students under the flipped classroom earn higher scores than those in a traditional classroom and rated the approach positively in terms of educational value and enjoyment. Therefore, as it can be discerned from this discussion, the flipped classroom approach do comply with Bax's normalization requirements given that teachers respect the fact that technologies are put in place to perform tasks that can be automated in a way that frees in-class time for genuine active learning.

5. Discussion

The flipped classroom approach employs ICT in a way that conforms to all requirements put forward by Bax for CALL normalization. However, unlike what some would expect, these requirements are not entirely placed upon CALL itself, but they are rather met through a systematic employment of technology and human factor. The flipped classroom strikes unprecedented balance in task allotment, where CALL is assigned only the roles that can be automated and where it can outdo the teacher and enable carrying out tasks that cannot be performed otherwise. On the other hand, teachers play a major role in parts where human discretion and interactive response are employed in a way that engages learners in a responsive and active learning environment. The flipped classroom managed to overcome the unrealistic

assumption generally held among educational communities where CALL is expected to do everything or otherwise it is considered useless. Likewise, the flipped classroom approach takes current technologies for what they really are, acknowledging their limitations and making full use of their advantages. Moreover, the employment of technology under the flipped classroom approach complies with Bax's calls for reconsideration of educational settings (Chambers & Bax, 2006), teachers and learners' practices (Bax, 2003), in addition to rethinking organization and accessibility of computing facilities in a way that enables smooth transition between computer-based and non-computer-based activities (Chambers & Bax, 2006).

Besides, Bax's original definition of normalization is unable to recognize the current educational orientations where learning environments are expanded beyond the physical constraints of traditional classroom. Thus, the emphasis on the classroom as the only learning environment in Bax's definition restricts CALL use to its minimal potentials and deprives technology from its biggest opportunity to contribute effectively to language teaching and learning. Furthermore, there is a need for reconsidering the part of Bax's definition where he states that "they [computers] will play a part in almost all" (Bax, 2003; p. 24) and instead of that accentuate systematic use of technology and limit CALL roles to the tasks that can be automated. Drawing these lines will prevent falling under "Awe" effect of what CALL can do, or excluding current technologies waiting for that piece of hardware or software that will be able to play a part in

everything. In addition to the fact that a broader and more comprehensive definition will ensure its own sustainability despite technological advancement and change in educational views, it will also enable the inclusion of some overlooked practices where CALL could reach normalization state despite its incompliance with some aspects in the original definition.

6. Conclusion

This paper is not implying in any way that the flipped classroom approach is the only means towards CALL normalization, however it has demonstrated that if we take a closer look at this approach we will discover a state of normalized CALL. May be it does not manifest itself in the same way it has originally been drawn in our minds, nevertheless one can venture to say that CALL has been normalized in deed when it was presented as a part of a more holistic package that takes into account technology, teachers, learners and the teaching/learning methodologies. Moreover, this normalization is possible under a clear and effective distribution of tasks and roles for both technology and human factor represented by the teacher; as technology is assigned only the parts that can be automated and roles where it can have some added value such as facilitating lesson delivery and communication between students and teachers outside classroom. More importantly, CALL normalization could be achieved when the classroom stopped being seen as the only sacred haven where learning and teaching must take place, and learning environment was expanded to include anywhere and anytime, and this is where technology can really have

something to bring to the table and play a role that cannot be accomplished otherwise.

Likewise, this normalization has been achieved when already normalized technologies were effectively employed without being distracted by the quest for an extraordinary piece of hardware or software that stands on its own magically doing all the work. Therefore, language teachers and CALL practitioners need to relinquish their phantasies and focus on what we currently have and how to employ it effectively, as this state of waiting for a "DO IT ALL" piece of CALL can also be interpreted as a form of "Awe" and overestimation for what technology can really do. Additionally, we need to rethink CALL normalization definition in a way that takes into consideration current views of teaching and learning process and real roles played by all the involved agents. In brief, the normalization of an innovative concept such as CALL can only happen through approaches that take language learning out of its traditional shell and present it in a way that allows teachers and students to make use of what current technologies have to offer without being restricted by traditional views of what constitutes a language-learning environment or the roles of involved agents.

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