
Despite the potential and increased availability of advanced technologies, e.g., computers, CD-ROM multimedia, and the Internet, teachers actual use of the technologies in foreign language teaching and learning (FLT/L) at all levels in the world still tends to be limited. The current research studies have reported that availability of hardware and appropriate software, experience and knowledge of them, and teacher training in particular are main factors influencing the implementation of the technologies in FLT/L in schools and in higher education. The purposes of this study were, therefore: 1) to investigate the most significant factor influencing the successful implementation of computers in FLT/L; 2) to examine the possibilities for the successful implementation of them in FLT/L; 3) based on the findings, to suggest some solutions and strategies for applying them to the Korean context. It was found that teacher training was the most crucial factor influencing the successful implementation of computers into FLT/L. The researcher has developed a model that could be adopted for CALL teacher training courses.
I. INTRODUCTION

A number of current research studies report that teachers have been interested in and have generally positive attitudes towards the use of advanced technologies (henceforth, computers), such as computers, CD-ROM multimedia, and the Internet, with some having read about computers and some having experience of using them (Collins, 1994; Gardner & McNally, 1995; Lee, 1999, 2000; Pelgrum & Plomp, 1991; Todman & Dick, 1993; Wilson, 1990, etc.). However, some research studies point out that the majority of them are not using the computer in FLT/L. The reasons that the teachers give for not using it in FLT/L in schools and in higher education were as follows: lack of hardware and appropriate software, lack of knowledge of it, lack of familiarity with it, lack of teacher training (Bowen, 1995; Harrison & Hodgkinson, 1995; Johnson, 1993; Lee, 1999; Lee & Han, 2000; Oliver, 1994; Pelgrum & Plomp, 1991; Tomlinson & Henderson, 1995; Wild, 1996).

In order to solve the problems, i.e., to provide the teachers with sufficient knowledge of the capabilities of computers and to encourage them to use them, more access to hardware and software is necessary, and training to familiarize teachers with the hardware and software and their potential for language teaching is essential. However, the limited access to hardware and software no longer appears to be a problem in schools and in higher education. At the time that this study was carried out, the researcher found that almost all schools already had well-equipped computing labs (with lots of high-performance computers and with some software that can be used for FLT/L), although they are not just for FLT/L. The availability of computers, like audio and video in the last two decades, has increased to a point where there are on average at least one or more networked computer labs that can be used for 40 to 50 students at the same time per school in Korea. At present, teacher training, probably appropriate teacher training seems to be the most significant factor in the successful implementation of computers in FLT/L. In other words, the actual and successful use of them are associated with teachers’ greater experience and knowledge of computers. These can particularly be obtained by appropriate teacher training courses.

Therefore, the purposes of this study are first, to investigate the most crucial factor influencing the successful implementation of computers in FLT/L, and based on the finding, to suggest some solutions and strategies for applying them to the Korean context.