

# **Student Perceptions of Computer-Assisted Language Learning: Needs Analysis, Feedback, Learner Autonomy and General Attitude Towards CALL**

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## **Abstract**

This paper addresses the views of 28 ESL students in the use of computer technology in their language study. Data was collected via qualitative measures (i.e. an online survey) in an attempt to learn how students viewed studying English through the use of computer technologies. More specifically, it was hoped the data would reveal the general study habits and experiences of the 28 students with CALL technologies (both in an autonomous setting and teacher-assigned), their perceptions and attitudes of computer-enhanced language study in relation to meeting their needs and desires in reference to the four major language skill areas (reading, writing, speaking, listening), and finally, help determine how feedback (via computer) fits into the motivational equation (i.e. whether or not students view feedback via computer technology as a necessary part of their language study and whether or not it can be seen as a motivational tool leading to learner autonomy). Results showed that the majority of the students found computer-enhanced learning to be conducive to their language studies in general and reported frequent use of computer technology either as part of a class or course (teacher- induced) or as a mode of self-study. However, more than a third of the respondents found the use of computer technology to study English to be time-consuming. Regarding the use of computer technology and its role in meeting the needs and desires of the students in the four skill areas (reading, speaking, listening, writing), the data showed that while the students were most interested in the skill of speaking, only a third of the students were using technology to study this skill and even less found

technology useful for studying the skill. To the question of feedback via computer technology, the data suggests that many students deemed feedback via technology either unnecessary, somewhat difficult to use and/or ineffective. Thus, its role in motivating students to use technology in their studies is still ambiguous and perhaps, overrated. Finally, in regards to learner autonomy and computer-enhanced language study, the results showed this was a viable option and one that students were willing to make use of.

### **Introduction**

Studies have shown that the use of computer-assisted technologies can be an effective tool for learning a language (Felix, 2001; Felix, 2004; Liaw et al, 2007; Ushida, 2005; Warchauer & Meskill, 2000) although other studies have yielded mixed results (Sagarra & Zapata, 2008; Ayres, 2002; Stepp-Greany 2002, Stracke, 2007). Many of the studies into CALL focus on discovering what technologies and resources are available and on how students are using the technological tools at their disposal (Conole, 2008). In other words, students are being asked to evaluate the ways in which they are using technologies to support their learning. Other studies have searched for answers in areas of motivation and CALL, difficulties or ease of use, and perceived usefulness, to name a few. Implications from these studies are usually clear; teachers must be aware of what technologies advance language learning in order to direct students towards successful language study, and not all online material and tools are conducive to language study due to such things as technical difficulties, inexperience with computers, age (and its link to comfort level), time constraints and other concerns (Felix, 2004). Missing from most of these studies, however, is the students' voice in regards to how their needs are being met via the use of technologically-enhanced tools and materials. In particular, research into matching students' needs and desires in reference to the four major language skills (reading, writing, speaking, listening) with

technology-driven tools and materials, is sorely lacking. There have been a few studies into communicative language study and CALL technology (i.e. productive skills such as speaking and writing) (Zhang, 1998; Fleta et al, 1999) but at the speed at which technology for CALL purposes is being developed, conclusions from these earlier studies need to be re-investigated.

While the motivational force driving students to invest time and effort into further study with CALL technologies is dependent on meeting needs and desires, it is also important to examine how feedback fits into the motivational equation. Here, feedback refers to corrective feedback with various online/computer-enhanced activities such as quizzes, and exercises (e.g. grammar, vocabulary, reading, etc.) and even Blogs and Discussion Boards. Feedback is often cited in studies as being an important element of the CALL process and in many studies (Felix, 2003; ), it is often deemed necessary for fueling the students' motivational engine, if you will, in the continued use of computer-enhanced study.

Finally, the question of learner autonomy with CALL technologies is important because the whole idea behind using technology in language study is tied to the notion that students do not have to rely on a teacher for all their language study needs. If students are motivated to learn on their own via computer, they will feel empowered by their own ability to use their knowledge and skills to enhance their own learning. In other words, they are able to take control of their language learning (Collentine, 2000; Warschauer & Meskill, 2000).

The purpose of this exploratory study was to:

1. Determine what skills (i.e. reading/writing/listening/speaking), and to a lesser extent, language areas (i.e. pronunciation, vocabulary and grammar), the students deemed most important for their language study and then to

check the students' perceptions about whether or not these needs/desires were being met through technology-enhanced study.

2. Determine the level of importance of feedback when using CALL technologies either in the form of teacher-feedback/assistance or via computer technology (i.e. feedback provided through the computer) and also to determine to what extent the students were using some of the more common websites and resources associated with feedback (e.g. those containing graded quizzes, pronunciation and intonation checking systems, etc.) more commonly used by teachers.

3. Determine a "general attitude" towards e-learning and whether or not students' experience with it is conducive to further practice/usage with technology. This included their motivation to use CALL on their own (learner autonomy). To do this, it was necessary to examine the students' general computer skills, prior language learning experience with computer technology, frequency of study/contact with computer technology, and desire to continue using CALL technologies. These general characteristics of CALL usage have been often found in the literature to be associated with learners' attitudes toward the "CALL modes" ( Hong and Samimy, 2010).

### ***The Importance of Needs Analysis in Relation to Language Skills (reading, writing, listening, speaking)***

Studies in needs analysis tell us that teachers should try to collect information about the learners' learning needs, wants, wishes, and desires, etc, in order to "customize instruction" (Casper, 2003) but also to increase motivation for continued study through meeting these needs, wants, wishes and desires. This is not only true in regular face-to-face (ftf) classroom instruction but with CALL instruction as well. A thorough needs analysis can be a very formal, time-consuming affair (Casper, 2003), but even a more simplified, quicker, analysis can be information-rich. Finding

out what skills for example, (reading, writing, speaking, listening) and to a lesser extent, language areas (i.e. vocabulary, grammar, pronunciation) a student is most interested in studying would seem to be a good place to start when conducting a basic needs analysis, and would logically be connected to a student's "inner drive or stimulus" (Brown, 1987) to study a foreign or second language (for a detailed description of motivation in language learning see Nelson and Jakobovits, 1970). However, few studies have sought to determine whether or not CALL fulfills the needs of language students in regard to the four major skill areas (i.e. listening, reading, writing, and speaking), particularly, speaking.

### ***The Importance of Feedback in CALL in Language Study***

Feedback is often cited in studies as being an important element of the CALL process and in many studies (Felix, 2003; Sagarra & Zapata, 2008; Livingstone, 2012), it is often deemed necessary for continued use of computer-enhanced study (i.e. students need it to motivate themselves to continue using technology in their language studies). Sagarra and Zapata continue to say, "In addition to allotting learners more control over the learning process, CALL instruction offers them immediate feedback and multiple attempts, which facilitates the creation and testing of hypotheses about the target language as well as the incorporation of feedback into subsequent responses" (2008). Other studies have purported to show that students require or prefer a teacher to be available while using CALL tools and resources and that feedback is crucial for convincing students to continually use the e-learning environment to supplement their language study. To investigate students' perceptions of feedback in CALL, it was necessary to ask the students about their use of commonly used web-based material for language study (particularly material of a receptive nature - listening, grammar, reading, and vocabulary exercises) and the role feedback plays (i.e. whether students feel they need it or not).

***Why a positive attitude towards CALL is important for Motivation***

Merisuo-Storm, in a study of CALL research expresses in clear terms that "positive attitudes towards language learning can raise learners' motivation and help language learning"(2007). This declaration articulates the importance motivation plays in language learning. Liaw et al (2007) reiterates this thought by saying, "as individuals' attitudes on e-learning and computer-based learning become more positive, they will have greater behavioral intention to use it". Ayres (2002) says, "Students who see CALL as an important part of their course also have high motivation and perceive CALL work as relevant to their needs". Esch and Zahner, in their paper on language learning environments and ICT (2000), call attention to the importance of a positive experience with CALL (note: their study focused on blended learning but we can generalize the results as they pertain to students' attitude towards CALL in general) in terms of increased self-motivation levels. Depending on the study, many students have had "good" experiences using CALL and have opted to continue using technology in their language studies while other students have had "negative" (or disappointing) experiences with technology and are not convinced they should make it a part of their study program. In other words, motivation to use or to continue to use technology autonomously as part of one's language study, is directly tied to such things as perceived usefulness, ease of use, ability to find web-based materials, tools, and resources, among other things.

**Autonomy in CALL**

Learner autonomy is a key force behind the use of CALL and thus, a student's desire to study a language by themselves using computer technology is thought to be valuable for the teaching/learning experience. There have been studies that show learners often make poor decisions about their own language study, however, students in these studies were inexperienced and/or of low ability (See Fischer, 2007, for a more detailed

description of studies into learner autonomy). The students in this study were at a minimum, high intermediate-level learners of English and a majority of them were experienced with computers (one year or more). The use of computer technology in language learning has been shown to promote student autonomy and gives the learners a feeling that they are "actively engaged in the construction and use of their knowledge, rather than acting as passive absorbers and duplicators of information" (Collentine, 2000; Warschauer & Meskill, 2000 in Sagarra and Zapata, 2008). Since self-study is such an important factor in language learning it was important to find out whether students would embrace technology-based instruction on their own.

### **Methodology**

Research into the views held by students on the issue of computer technology and its role in language study is growing (Kalaja & Barcelos, 2003; Benson & Lor, 1998). This study focused on three main questions in connection with the language learners' views to technology-enhanced language learning. What skill areas are language learners most interested in learning and do they believe they are enhancing these skill areas via technology? How important is the teacher and/or feedback in CALL? And third, what is the general attitude towards e-learning and do students see the experience as conducive to further practice/usage with technology on their own (autonomously)?

### *Participants*

There were twenty-eight participants who completed questions 2 to 11 of an online survey, the core of the study. The respondents were full-time students at Oregon State University enrolled in two types of intensive English study programs at INTO-OSU (the Campus Language Institute for International Students): the Academic English Program and the Pathways

English Program. Students in both programs had at least 500 TOEFL scores and thus, had a fair level of competency in English. Students in the Academic Program are students planning to enroll in an academic program at OSU and Pathways students are students who have already been accepted into an academic program but need to hone their English skills in a particular field of study (e.g. engineering). English ability for international students in the ESL program at OSU is gauged on a scale from 1 to 6, 6 being the highest level (advanced). Table 1 gives a more detailed overview of the participants and their language levels.

NOTE: Question 1 in the survey asked for personal information including age, gender, nationality, English skill level, and placement level (i.e. program of study at OSU). Only 24 of the 28 respondents provided English skill level information for question 1 and only 21 participants supplied information regarding their nationalities. Reasons for the non-responses in these areas are unknown. The mean age of the 24 respondents (Question 1 only) was 26 with a range between 19 and 39 years old. There were ten female respondents (.42/ n= 24) and 14 male respondents (.58/n = 24) who provided personal information. Table 1 shows the language level of the students based on INTO-OSU placement tests.

*Table 1 The Language Levels of 24 participants in the Study*

<i>Language Skill Level</i>					
(High Beginner)					(Advanced)
1	2	3	4	5	6
0 students		2 students	3 students	9 students	10 students

*Note: Only 21 respondents gave their nationalities. Iraq (1) Japan (2) China (10) Saudi Arabia (6) South Korea (2).*

*NOTE: A limitation of this study was the small sample size. Important however, was the diversity of the participants themselves; coming from five different ethnic backgrounds.*



### *Procedure*

The online survey was conducted between semesters in July, 2011. The students sought-after participation in the survey was elicited by email. It should be noted that the students in the study were not students of the author of this paper, nor were (are) they known to the author. The responding students came from a larger pool of students (all students enrolled in three ESL courses of study at OSU - General English/Academic English/Pathways: approximately 300 students) where the author was a visiting scholar. Access to the list of students' OSU email accounts was granted by INTO-OSU administrators strictly for this study. No incentives were offered to participate in the survey.

The survey consisted of eleven questions with question 1 dedicated to personal information; questions 2 to 4 dedicated to learning about the students' experience with technology for studying English; question 5 dedicated to finding out about future use of technology for English study (motivation); questions 6 and 7 dedicated to finding out about needs analysis (i.e. matching computer technology to skill areas); question 8 dedicated to answering questions about the importance of feedback, question 9 dedicated to general attitude towards computer technology, question 10 dedicated to answering questions about different types of web-based materials used in language study (also connected to the topic of feedback in this study), and question 11 dedicated to student recommendations. Question types varied (see Appendix A for a full treatment of questions used).

Survey Questionnaire (see Appendix A for the complete list of questions and responses)

## **Results**

### *Online Questionnaire*

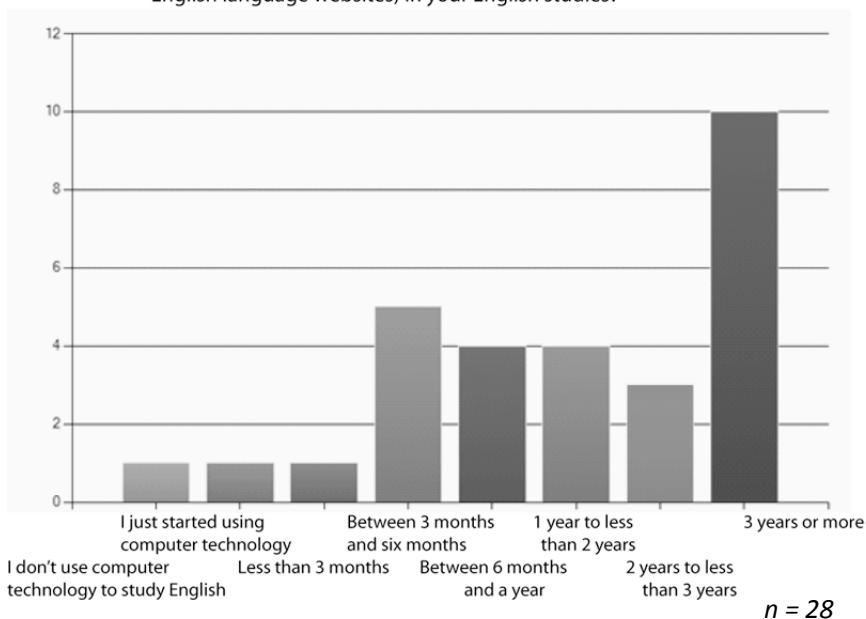
While the data collected for this study was strictly qualitative (via online questionnaire) the data does provide rich insight into students'

perceptions of CALL as well as providing information as to how students are using computer-enhanced language learning tools and technologies in their language studies. More specifically, the data reveals 1) the connection between students' desired areas of study (i.e. reading, writing, speaking, listening) and whether or not these desires or needs are being met, 2) it provides information into the question of feedback (i.e. How important is it for motivating students to continue to use CALL technologies in their language studies?) and 3) it gives a general idea of the students' use of technology (in an autonomous setting as well as part of a class) and their attitude towards it.

Question 2 on the survey was dedicated to collecting information about the students' experience with CALL (See Table 2).

*Table 2 Experience using computer technology in conjunction with students' English Study*

How long have you been using computer technology (software or English language websites) in your English studies?



Data collected from the online questionnaire revealed that more than half (60.7%) of the students surveyed (28) had at least a year's experience using computers in their English studies. Ten students had 3 or more years experience. There were four students who had used computer technology to study English between 6 months and a year (13.8%) and four of the respondents (17.2%) had between 3 months and 6 months computer experience in their English studies. One student was fairly new to the use of technology (less than 3 months) as a study tool and another student had just started using computer technology. One student in the study (3.4%) claimed not to use computer technology for studying.

Question three in the survey (Appendix A) asked about autonomous study use of computer technology (i.e. not part of a course or class) and the results showed that a large majority of the respondents frequently used computer-enhanced learning on their own (85.9% used computers at least once a week). High frequency use of technology (deemed to be at least 2-3 times a week by the author) was 67.8 % with 32.1% of respondents stating they used computer technology in their studies every day. Six students (20.7%) responded that they used CALL 4-5 times a week and three students (10.7%) claimed to use CALL content two to three times a week. Five students (17.9%) studied via computer once a week. The remaining four respondents used technology infrequently (two students every two or three weeks - 7.1%, one student once a month - 3.6%, or not at all (one student - 3.6%).

Question four asked students about their use of computer technology in conjunction with a course or class. It should be noted that the author did not teach any classes but was an outside researcher in this study. Thus, the exact use of technology (as directed by teachers) as part of a course or class was not known. The results showed that six students (20.7%) used technology every day as part of a course or class with another six (20.7%) employing technology in their studies 4-5 times a week.

Nine students (31%) noted the use of computers 2-3 times a week. In terms of high frequency use of technology as part of a class or course (again, deemed to be at least 2-three times a week by the author), the results showed that 72.4% of the respondents were high frequency users. Four students (13.8%) used technology only once a week as part of coursework. One student (3.4%) recorded using CALL every two or three weeks and another (3.4%) noted they used technology only once a month. Two students (6.9%) recorded not using computer technology as part of a course or class.

Question five in the survey asked the respondents about the continued use of technology autonomously after completion of their classes or study program. Of the twenty eight responding to the question (one student skipped the question), seventeen (60.7%) said they would continue to use CALL to study English, with ten students (35.7%) answering "Maybe". One student (3.6%) recorded they would "Probably not" use CALL after completion of the class or study program.

Question six in the study sought to determine the area of language learning the respondents were most interested in studying without the aid of computer technology. A majority of the respondents noted **Speaking** as the most important language learning skill they wanted to improve (71.4%), followed by Listening (53.6%), Writing (28.6%) and then Reading (25.0%). NOTE\* Some students marked two skills equally as "most important" (i.e. speaking and listening or speaking and writing, etc.) and some students marked all four skill areas as "most important". Thus, the percentages do not add up to 100%. To determine clearly, the ranking (ratings) of importance of the four skill areas, it is necessary to look at the Rating Average of each. The results showed that Speaking was deemed most important (a rating average of 1.50), followed by Listening (a rating of 1.92), Reading (2.11) and finally Writing (a rating of 2.36).

Question seven elicited responses regarding online technology use in relation to the four skill areas. This data is directly connected to the

findings in question six (where students ranked the importance of the four major language skill areas - reading, writing, speaking, and listening). The results showed that 10 students (35.7%) had used or were using online technology to study speaking; Nine students (32.1%) have not used technology to study speaking and the remaining nine respondents (32.1%) reported not knowing of any good online sites for studying speaking. As a study tool for listening purposes, nearly all the respondents (92.8%) answered that they had used or were using online technology with only one student (3.6%) claiming they hadn't used technology to assist with listening study and one student (3.6%) citing that they had no knowledge of good sites for enhancing listening skills. As a study tool for studying writing, seven respondents (25%) answered that they had used or were using online technology to assist in this area. Eleven students (39.3%) hadn't used technology to study writing and ten (35.7%) marked that they didn't know of any good online sites for studying writing. The fourth and final skill area was reading and nineteen students (67%) said they had used or were using computer technology to supplement their reading studies. Six students (21.5%) hadn't used technology to enhance their reading skills and three respondents (10.7%) noted that they didn't know of any good sites for studying reading. The second half of question seven asked the students their opinion regarding the usefulness of the online technology they employed to enhance study in the four skill areas already mentioned. In terms of speaking, only two respondents (7.1%) deemed online technology "very useful", four students (14.2%) said technology was "useful", and seven respondents (25%) marked that it was "somewhat useful". Twenty percent of the respondents claimed online technology was not so useful for studying speaking, one student (3.6%) answered it wasn't useful at all, two students (7.1%) said they weren't sure if online technology was useful for studying speaking and four students (14.2%) answered that they hadn't used CALL resources for enhancing their

speaking skills. As a tool for enhancing listening skills, a vast majority of the respondents (89.2%) marked online technology as being between "somewhat useful" (7.1%), "useful" (32.1%) and fourteen students said it was "very useful" (50%). One respondent (3.6%) found CALL to be "not so useful" for studying listening skills and two students (7.1%) had not used technology-based materials at all for enhancing this skill area. In terms of using technology for writing purposes, 35.7% (10 students) said they hadn't used technology and four students (14.3%) marked technology as "not so useful" for enhancing writing skills. Six students (21.4%) found technology to be "somewhat useful", six (21.4%) found it "useful" and two respondents (7.1%) found it "very useful". As for the question of using technology to study reading, a majority of students found it "somewhat useful" (28.6%), 21.7% of respondents found it "useful", and 26.1% found it "very useful". Two students said technology was "not so useful" for studying reading, one respondent marked "not sure" if useful" and four students (14.3%) claimed not to have used technology for studying this skill.

Question eight asked students to report on their views regarding the necessity of feedback with computer-assisted language study, specifically with online tests or quizzes. Those agreeing or strongly agreeing (64.2%) noted the importance of feedback in CALL while five students (17.9%) "somewhat agreed" with this proposition. Four students (14.4%) felt feedback was not necessary and one student (3.6%) was not sure. When the question was flipped around (asking if students did not need feedback when using computer technology) results were consistent with responses about needing feedback - (with 59.2% of respondents (16) "disagreeing" or "somewhat disagreeing") and 6 students (22.2%) marking that they did not need feedback when studying English via computer technology. Four students (14.8%) were not sure if they needed feedback. As for asking students about their opinions in regards to having a teacher present in the room while using computer technology, 46.4% (13 students)

noted the importance of having a teacher present while studying English via computer technology ("agreed" or "strongly agreed"), twelve students (42.9%) "somewhat agreed", and three respondents (10.7%) "somewhat disagreed". No students disagreed with the notion that it was better to have a teacher in the room while using CALL technology.

Question nine in the study asked students general questions about computer technology to learn English. One of the sub-questions asked the students whether or not they preferred to use computer technology **by themselves** to study English. A majority of students (67.9%) "agreed" (25.0%) or "strongly agreed" (42.9%) while 14.3% (4 students) "somewhat agreed" with the notion of using the computer to study by oneself. Two students (7.1%) "disagreed" and did not prefer to study English by themselves via computer technology. Another sub-question asked whether or not the students believed computer technology was good (or not) for studying English. Two students (7.4%) "strongly agreed" that computer technology was not good for studying English, two students (7.4%) "agreed" with this statement, two students "somewhat agreed", three students (11.1%) "somewhat disagreed", seventeen students (63%) "disagreed" with the notion that computer technology was not good for studying English, and one student (3.7%) "was not sure". Sub question 3 asked students to rate satisfaction of their overall computer experience to study English. Six students (21.4%) "strongly agreed" that their computer experience has been satisfying, thirteen students (46.4%) "agreed" that their experience has been satisfying, six students (21.4%) "somewhat agreed", one student (3.6%) "somewhat disagreed", and two students "were not sure". No students disagreed that using computer technology to study English was satisfying. The final sub question under question 8 asked students whether they thought using computer technology to study English took too much time (and thus they didn't use it very often). Two students "strongly agreed" (7.1%), four students (14.3%) "agreed", five

students (17.9) "somewhat agreed", four students (14.3%) "somewhat disagreed", eight students (28.6%) "disagreed", and five students (17.9%) "were not sure".

Question ten in the study asked students to answer a list of questions about their experience with various types of courseware/web-based materials common in CALL. For example, there is an abundance of web sites and courseware dedicated to 1) listening practice (both video and audio), 2) grammar, 3) vocabulary, 4) reading, 5) writing (including blogs and discussion boards), 6) pronunciation & intonation. The questions about these skill and language areas were divided into three categories [My own study/Level of Difficulty/Usefulness]. The connection between feedback (and its importance in studying English via computer) and the responses students gave was important as it gave evidence and insight into how students viewed feedback in the above skill/language areas. Because the data collected for this question is quite encompassing, a generalized account summarizing more pertinent data is given. See Appendix A - Question 10 for a full account of the data. A thorough analysis and discussion of the data collected for Question 10 is given in the discussion section.

Sub-question one (in Question 10) asked the students to answer questions about their own study in relation to different types of commonly-used web-based materials in CALL. More than half of the respondents (53.6%) marked that they used online video sites with quizzes for listening practice regularly (regular here meant at least once a week and could mean as often as 3 or more times a week). Fourteen students (51.8%) marked that they used online video sites without quizzes (i.e. feedback) for listening practice. Online audio websites with quizzes for listening practice were used less frequently than video sites with 38.4% of respondents saying they used them frequently (at least once a week and could mean as often as 3 or more times a week). Online audio websites without feedback (i.e. quizzes) were used by 44% of the respondents. Six students (22.2%) said



they frequently used online grammar exercises (with quizzes for feedback), seven students (26.9%) marked that they used online vocabulary with feedback (i.e. quizzes) frequently, ten respondents (37%) claimed to use online reading exercises (with quizzes as feedback), and five students (19.2%) noted that they used online voice recording websites for checking intonation and pronunciation (includes a feedback mechanism). Seven students (30.4%) reported using Blogs regularly (meant at least once a week and could mean as often as 3 or more times a week) and four students (16.7%) used Discussion boards regularly.

Sub question 2 in Question 10 asked students to mark level of difficulty in using the different types of commonly-used web-based materials in CALL. The data revealed that the technology the students chose to use (or were using as part of their coursework (i.e. teacher-directed) was not easy to use in many cases. For example, listening activities on the Web were accessed the most by students (not a surprise as passive skills are easily the most prominent in technologically-enhanced learning environments) but a markedly high number of students (58.4%) found video websites for practicing listening skills (without quizzes) to be either a little difficult to use (29.2%) or difficult to use (29.2%). For a thorough picture of level of difficulty for each commonly used web activity, refer to Appendix A, Question 10.

Sub question 3 in Question 10 asked students to report on the usefulness of the various types of commonly used web-based materials. Again, due to the amount of data collected, only crucial data is reported here. For a full view of the data, refer to Appendix A, Question 10.

As to the question of usefulness, 21 students (84%) said that online video websites with feedback (i.e. quizzes) for listening practice were "useful" (48%) or "very useful" (36.0%). A slightly lower number of respondents (19/79.2%) marked that online video websites without feedback (i.e. quizzes) were "useful" (37.5%) or "very useful" (41.7%). Seventeen

respondents (73.9%) found online audio websites with feedback (quizzes) to be "useful" (60.9%) or "very useful" (13.0%) and nineteen students (82.6%) marked that online audio sites without feedback (quizzes) were "useful" (47.8%) or "very useful" (34.8%). Ten students (43.4%) said that online grammar exercises (with quizzes serving as feedback) were "useful" (30.4%) or "very useful" (13.0%). An interesting statistic regarding the use of grammar exercises was that nearly a third of the respondents (30.4%) were not sure if online grammar exercises were useful. Eleven students (50%), reported that online vocabulary exercises (e.g. quizzes) were "useful" (22.7%) or "very useful" (27.3%) but again, and similar to grammar exercises online, almost a third of the respondents (31.8%) said they were not sure if online vocabulary exercises were useful for English study. As for online materials for reading, sixteen students (69.5%) said they were "useful" (56.5%) or "very useful" (13.0%). Regarding the use of online voice recording technology websites, nine students (40.9%) found them to be "useful" (27.3%) or "very useful" (13.6%). However, eight students (36.4%) said that they were not sure if online recording sites for pronunciation and intonation were useful. Eight students (40.0%) marked that they weren't sure if Blogs were useful for studying English. Three students (14.3%) claimed they were "useful" and another two (10.0%) said they were "very useful". As for Discussion boards, eight students (38.1%) said they were "useful" (14.3%) or "very useful" (23.8%). Seven students (33.3%) reported that they were "not sure" if Discussion boards were useful for studying English with another 19.0% saying "not so much" and two students (9.5%) saying "not at all".

Question 11 asked the students to recommend any computer-based material (either web site or software) for studying English. Seven students responded to this question and their comments (recommendations) can be found in Appendix A, Question 11.

## Discussion & Implications

### **Question 1** [*Needs Analysis - Matching Online practice with desired skills*]

Connecting the student's desirable area of study to perceived usefulness of CALL content in relation to meeting expectations was one of the questions in this study. Since results from the survey show that most of the students are in a blended learning environment (BL) (i.e. using computer technology as part of a class or course) in addition to using computer technology on their own, it was important to discover what, if any, technologically-enhanced learning the students were using to meet their needs (i.e. CALL material that met their desire for improvement in the skill areas most sought after). The results of the survey showed that a majority of students (71.4%) wanted to study the skill of speaking, followed by listening, reading, and finally writing. However, further analysis of the data showed that only 35.7% of the respondents were using technology to practice the skill of speaking English. Furthermore, almost a third of the respondents did not know of any computer resources (i.e. websites) they could use to meet their desire to speak and another third hadn't used any technology to enhance speaking. Question 11 in the survey asked students to recommend any computer-based material yet none of the respondents contributed any information in regards to the skill of speaking, further evidence that some "important" desires, needs, and wants are not being met.

In regards to the perceived usefulness of technology for studying language skills, the data showed that students were highly satisfied with material available for practicing the skill of listening. Generally speaking the students found material for reading useful but considering the amount of reading material readily available via computer technology, the results here cannot be concluded to be positive. It's possible, and highly probable (though speculative) that the advances in video technology (i.e. numerous web sites and online tools) for promoting listening skills has something to

do with the high percentage of users (92.8%). Again, this is speculation and further research into students' use of online technology to enhance listening would be valuable. On that note, further research into finding out why the students did not perceive reading material as highly conducive to learning is needed.

As mentioned, the data revealed that most of the students surveyed were using online technology as part of a class or course. This means that the teachers were assigning technologically-enhanced material to aid and/or motivate the students to learn English. Again, the data shows that the technology used is not necessarily a match to wants, needs, and desires in terms of the most desired language skill area - speaking. This could be the reason why more than a third of the respondents (35.7%) marked that they **might** use computer technology to study English after finishing their class or study program (see question 5 in Appendix A). Knowing what computer-enhanced content the teachers were using in their classes and whether or not the students perceived it as relevant to the in-class content was not possible for this study but this information would prove to be valuable, particularly since it has been recommended that CALL content and class content be as transparent (Stracke, 2007) and interrelated (Barr, 2004) as possible. What are the implications here? If students are to get the most out of technology it is important for teachers to be aware of what technologies are available in order to fit each student's goals and learning style. This awareness should include an understanding of what the technology can accomplish in terms of language skills and areas (Levy & Stockwell, 2006). To stress the point of teacher awareness of technology to successful language study, Gillespie (2008) points out, "teacher training in the use of technology" is "central". He continues by saying educators must "objectively assess its (technology's) strengths and weaknesses, by proper research, and by being prepared to say no to developments which we do not see as helpful for our situations". As a first step, teachers must do a needs analysis of what students see as necessary for success as

language learners. In other words, asking students to rank their priorities (speaking, listening, reading and writing skills) should be the first step. The next step would be for teachers to match technology (web material, communicative tools, courseware, etc.) with the students' desires. If students realize there is technology out there that can help them achieve their goals, this would perhaps motivate them to study more. Teachers often have their own agendas (ideas) about what can help students but if the teacher's agenda (plan) conflicts with the student's own agenda, this seems counterproductive. The study revealed for instance that 32.1 percent of the students didn't know of any good sites for studying speaking, even though 71.4 % of the students deemed speaking to be the skill they were most interested in learning. Conversely, reading was ranked last of the four communicative skills students wanted to improve in, but 65.4% of the students surveyed said they were using technology to study reading (perhaps because it was assigned homework). Interestingly, question eleven in the study asked students if they could recommend any computer-based material for studying English. As mentioned earlier, only seven students answered this question and of the seven, none of them recommended any communicative tools commonly available, such as Chat or Skype.

There is no denying that teachers are busy people and that keeping up to date on all the technology available for enhancing language learning is a daunting, if not, impossible task. Perhaps teachers could invest their valuable and limited time to finding out what CALL resources and tools are available to students in the skill of speaking. This would make more sense from a need's analysis/motivational perspective. In a study by Jamieson et al, (2004), it was found that although speaking was highly sought after by language students, many of them felt it did not afford the best chances to speak "real" English. This sounds discouraging but one must remember that there have been a lot of advances in communicative

technology since 2004. Since a majority of language students seek improvement in this skill area, and since there seems to be an abundance of e-learning resources already available for reading, writing, and listening (not to mention in language areas such as vocabulary and grammar), seeking out this information would go a long way, one would assume, towards helping students meet their language study goals. Ayres (2002) reported in a study that 80% of 157 L2 English and Japanese learners felt that computer-enhanced instruction was appropriate to their learning needs. Looking at the results of this study into learner needs in terms of the four skill areas, particularly speaking, we might dispute (call into question) these findings.

## **Question 2**

Question two in the study asked about the necessity of feedback while students were engaged in CALL activities. In addition, the study sought to determine answers to the question of the necessity of having a teacher in the room while engaging in CALL activities. Studies have purported to show that students require or prefer a teacher to be available while using CALL tools and resources and that feedback is crucial for convincing students to continually use the e-learning environment to supplement their language study.

### *The Importance of Feedback*

Feedback is often cited in studies as being an important element of the CALL process and it is often deemed necessary for continued use of computer-enhanced study (Felix, 2003). However, data lifted from this study disputes this claim somewhat. Question nine on the questionnaire asked students to report on different types of web-based materials used in their language study. When asked about online video websites used for listening purposes on a regular basis (3 or more times a week), more students (40.7%) reported that they chose websites that did not include quizzes with the listening activity. Online video websites for listening that

included quizzes were also used regularly (3 or more times a week) but the percentage of users in the survey was lower at 28.6%. It is quite possible the number of users is lower for online video listening sites without attached quizzes simply because there are ultimately a greater number of online video sites without quizzes accessible to students. However, when asked about the degree of usefulness of online video websites designed for listening practice, more students (41.7%) claimed that sites without quizzes were "very useful" compared to 36% who marked that online video websites for listening practice with quizzes were "very useful". The overall numbers of respondents who marked online video websites with quizzes for listening practice as useful/very useful was 21 (84%) with the number dropping only slightly (19 respondents or 79.2%) for online video sites without quizzes. When asked about the usefulness of audio websites with and without attached quizzes the results showed that respondents actually felt that audio websites without quizzes were more "useful" or "very useful" (82.6%) compared to 73.9% who marked online audio quizzes with quizzes as "useful" or "very useful". Since a quiz offers feedback in some form or another, these findings suggest that the feedback the students received was 1) not helpful, 2) inadequate in some way (perhaps too vague or over-generalized), 3) not necessary for improvement.

As to the question of Discussion Board and Blogs, the data is in line with results in a study by Canole which showed that discussion boards were not a popular tool for studying (2008). In this study, 45.8% never used discussion boards and 25% almost never used them. These results are interesting because in discussions with numerous teachers who use CALL technology, many seem to feel that discussion boards and blogs are excellent tools for receiving feedback from peers and/or the teachers themselves. Further research into why the students in this study did not use these two well-known technologies is needed.

One of the sub-questions in question 8 asked students about the use of technology and the need for the teacher to be in the room. The results were interesting: 46 % of the respondents "agreed" or "strongly agreed" that it is better to use computer technology with a teacher in the room and another 42.9% "somewhat agreed". Only 10.7% "somewhat disagreed" and none of the respondents "disagreed". Thus, 89.3% felt a teacher was necessary or probably necessary. This figure is almost identical to results by Ayer (2002) who determined in a study of CALL, that 89% of participants noted the instructor as a crucial element for successful learning with CALL activities. That said, the data in this study revealed that a vast majority of the respondents preferred to study English with computer technology by themselves (see question 9). Without asking the respondents for precise clarification, it's impossible to know where the answer lies to this contradiction - needing a teacher when using computer technology to study English **and** preferring to study English with computer technology autonomously. It's possible that the benefits of working independently at one's own leisure and pace, outweighs the need for face-to-face error correction with a teacher. The data lifted from question 10, which show less than positive attitudes toward feedback correction via computer in regards to frequency of use, level of difficulty, and usefulness, could be seen as support for this contradiction. Again, this is speculative and requires clarification from students.

### **Question 3 (Motivation to Study Autonomously and General Attitude Towards CALL)**

Learner autonomy is a driving force behind the use of CALL and thus, a student's desire to use computer technology on their own to study a language is thought to be valuable for the teaching/learning experience. However, as Jamieson et al (2004) have stressed, e-Learning or online learning is still considered "exploratory learning" by many students. Thus, there must be a desire to use computer-enhanced materials. Part of



Question 3 in this study, sought to find out how motivated the students were to use computer technology, particularly, in an autonomous setting. To find these answers the students were asked questions about frequency of use (with computers) on their own, desire to use CALL technologies by themselves, and attitude to computer technology as it applied to time investment. The results showed that a vast majority of the students were using technology at least once a week on their own (i.e. work not assigned by a teacher). This points to some level of satisfaction with CALL or at least a belief that CALL should be a part of their language study. This finding is interesting when we look at the students' slightly negative attitudes towards perceived usefulness of commonly used web materials (see question 10 in Appendix A) and also to results from questions 6 and 7 which looked into CALL technology and its capacity (the results again showed this wasn't the case) for meeting the students' desire for speaking English. The data seems to suggest that even if students are not completely sold on the usefulness of technology in language acquisition, or on its ability to meet desires of communicative functionality (i.e. speaking), they still feel they should use it. To stress this point further still, many students still seemed compelled to continue to use computer technology, even when close to a third of the students deemed it "time-consuming" or "somewhat time-consuming" (see question 9 in Appendix A). One reason for the positive attitude towards continued use of technology in their language study could perhaps be explained by the notion of autonomy itself, which by its very nature, allows students to work at their own pace. Time pressure, which has been shown to de-motivate students in their use of technology to study languages (Nowaczyk et al, 1998), is not a factor if students are 1) making the decisions about what technology to use, and 2) making decisions on when and where they can study English via computer technology. Even the ability to choose the sequence of what they learn due to control over their learning (see Hannafin and Colamaio, 1987), can

have a positive appeal. Thus, we have a vast majority of the respondents in the study reporting that their experience with computer technology to study English has been satisfying (see Question 9 in Appendix A) even though quite a bit of the data points to what could be classified as slight dissatisfaction or negative views about various parts of their CALL experience. The conclusion to all of this would appear to be perhaps, that, personal attitude towards usage of information technology and in particular, a belief that CALL promotes language learning (see Ayres, 2002), is a strong factor in motivation to use technology (Vandewaetere and Desmet, 2009; Liaw et al, 2007) and, is at least as important, or maybe more important, than what the available technology can actually help students accomplish.

### **Conclusion**

Choosing the appropriate technology that "enhances our capacity to teach and enables our learners to learn" (Gillespie, 2008) is an important step in achieving second or foreign language competency through technologically-enhanced instruction, but it must be remembered that many language learners will seek out technology to enhance learning on their own. With the quantum leap in new or improved technologies, it is almost impossible for educators to be up to date and informed of what's out there. In fact, in speaking with many teachers regarding their use of CALL, an underlying theme was that teachers just cannot keep up with the rate of change and increasing technological advances of tools and resources. In a study by Conole (2008), it was found that some tutors were able to point students in the right direction regarding finding "relevant resources" but others did not or could not. Stockwell (2008) maintains that "it's easy to lose track of developments in technology in CALL, and how these technologies fit into the CALL classroom". He goes on further to say that younger, more inexperienced teachers may especially find technology intimidating due to the "ever-growing list of technologies" that

exist. In the end, I would argue that students themselves, are not only capable of discovering for themselves, the technologies and tools available for enhancing their language learning, but, from a self-motivational standpoint, **need** to have this control. Indeed, as Conole (2008), asserts, "Students appear to place greater value on technologies they have 'discovered' or selected for themselves". He further states, "Personalization and a sense of control come across as key factors of success in the use of technologies.

As to the question of feedback in CALL, the type of feedback is key if it is to be used as a motivational tool. Online sites that assist students in the receptive language skills and areas (i.e. listening, reading, vocabulary, grammar, etc.) may merely be providing a simple 'correct/incorrect' type of feedback (Kreindler, 1998) which offers little help to students. Further research into the type of feedback students are using is needed to ascertain the effectiveness of the feedback in improving SLA, particularly since the "need in CALL for error diagnosis and intelligent and authentic feedback is great" (L'Haire and Faltin, 2003 in Livingstone, 2012). Many error diagnostic systems compatible with listening, grammar, reading, and vocabulary practice online (i.e. receptive language practice) are limited to multiple choice-type questions and filling in the gap exercises, etc., which some learners eventually find limiting and/or ineffective. It has been suggested that corrective feedback strategies in CALL that allow students to self-correct (Ferreira, 2006 in Livingstone, 2012) or feedback that is presented in a more communicative and authentic fashion (L'Haire and Faltin, 2003 in Livingstone, 2012) are more conducive (and motivating) for second/foreign language learners.

While the data collected for this study was strictly qualitative (via online questionnaire) the data does provide rich insight into students' perceptions of CALL as well as providing information as to how students are using computer-enhanced language learning tools and technologies in

their language studies. More specifically, the data reveals the connection between students' desired areas of study (i.e. reading, writing, speaking, listening) and whether or not these desires or needs are being met. As users of technology try desperately to catch up with the continuous advancement of technologies and tools developed for language learning, the student's views and evaluation of the current technology is crucial. There is no denying the learning potential offered by new technologies but whether or not students embrace these technologies and tools is as important as evaluating the technology and tools themselves. After all, most computer-enhanced language learning is either assigned by teachers and instructors to complement a class or course, or it is sought out by the learners themselves as a way to support their own personalized learning needs. These personalized learning needs are at the heart of the whole debate regarding CALL, for in essence, it is the student's perspective on how effectively they feel the use of technology helps them meet or achieve their language learning needs and desires.

Finally, learner autonomy is one of the desired outcomes of the CALL experience and so "good" experiences and a "positive" perception of computer-enhanced learning as a whole, is crucial. Research findings vary into student attitudes towards technology and language study but results from this study suggest that CALL is not going to disappear any time soon. In fact, the data strongly suggests that even with its weaknesses and limitations, students will continue to make it part of their language study experience. The question of how much a part of their language study, will most likely depend on how closely computer technology can meet the needs, wants, and desires of communicative language learning .

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## Appendix A

### Online Survey Questions and Responses

#### A. General Feedback [Questions 1 - 3]

Q1. Personal Information Note: Although there were 28 participants answering core questions in the survey (questions 2 to 11), only 24 students responded to the section on personal information.

Gender							
Answer Options	Female	Male					Response count
	10	14					24
Age Group							
Answer Options	Under 20	21-25	26-30	Over 30			
	5	14	4	1			24
Country	China	Korea	Japan	Saudi Arabia	Iraq		
# of participants	10	2	2	6	1		21
Language Skill	Level 1	Level 2	Level 3	Level	Level	Level 6	



CALL 教育における学生理解：需要分析、  
フィードバック、学習者自主性、および一般的態度（アラン・ボゼア）

Level at INTO- OSU	(High Beginner)			4	5	(Advanced)	
			2	3	9	10	24
Placement (Course/Program of Study)	General English	Academic English	Pathways				
	0	19	5				24

N=24

Q2. How long have you been using computer technology (software or English study websites) in your English studies?

	Response Percent	Response Count
I don't use computer technology to study English	3.4%	1
I just started using computer technology to study English	3.4%	1
Less than 3 months	3.4%	1
Between 3 and 6 months	17.2%	4
Between 6 months and a year	13.8%	4
Between 1 and 2 years	13.8%	4
Between 2 and 3 years	10.3%	3
3 years or more	34.5%	10

N=28

CULTURE AND LANGUAGE, No. 77

Q3. How frequently do you use web sites and/or computer technology to study English by yourself (not part of a class)?

	Response Percent	Response Count
Every day	32.1%	9
4-5 times a week	25.0%	7
2-3 times a week	10.7%	3
Once a year	17.9%	5
Every 2 or 3 weeks	7.1%	2
Once a month	3.6%	1
Almost never	0.0%	0
never	3.6%	1

N=28

Q4. How frequently do you use web sites and/or computer technology to study English as part of a course or class?

	Response Percent	Response Count
Every day	20.7%	6
4-5 times a week	20.7%	6
2-3 times a week	31.0%	9
Once a year	13.8%	4
Every 2 or 3 weeks	3.4%	1
Once a month	3.4%	1
Almost never	0.0%	0
never	6.9%	2

N=28

Q5. If you are now using computer technology in a Media lab or because it is part of your class (homework, etc.), do you think you will continue to use

computer technology by yourself after the class or study program, is finished.

	Response Percent	Response Count
Yes	60.7%	17
No	0.0%	0
Maybe	35.7%	10
Probably not	3.6%	1
I'm not using any computer technology in any class or program	0.0%	0
* If you answered "No" could you briefly explain why not?		0

N=28

Q6. What area of English are you most interested in learning in general (without computer technology)?

	Most Important	2nd Most Important	3rd Most Important	4th Most Important	Rating Average	Response Count
Writing	28.6% (8)	28.6% (8)	21.4% (6)	21.4% (6)	2.36	28
Listening	53.6% (15)	17.8% (5)	10.7% (3)	17.8% (5)	1.93	28
Reading	25.0% (7)	50.0% (14)	14.3% (4)	10.7% (3)	2.11	28
Speaking	71.4 (20)	14.3% (4)	7.1% (2)	7.1% (2)	1.50	28

N=28

Q7. Check the responses about your experience using online technology to study English. Online technology can include many things such as web sites or programs that use video, listening sites, online grammar or vocabulary exercise sites, web sites that use reading material with or without quizzes, audio recorders for pronunciation or intonation practice, etc.

**My own experience**

	I have used or I am using now	I haven't used	I don't know any good sites for studying this	Response Count
Online technology to study speaking	35.7% (10)	32.1% (9)	32.1% (9)	28
Online technology to study listening	92.8% (26)	3.8% (1)	3.8% (1)	28
Online technology to study writing	25.0% (7)	39.3% (11)	35.7% (10)	28
Online technology to study reading	67.8% (19)	21.4% (6)	10.7% (3)	28

N=28

**My Opinion about usefulness**

	Very Useful	Useful	Somewhat Useful	Not So Useful	Not Useful at all	Not sure if Useful	N?A (haven't used computer technology for this skill area)	Response Count
Online technology to study speaking	7.1% (2)	14.20% (4)	25.0% (7)	28.6% (8)	3.6% (1)	7.1% (2)	14.2% (4)	28
Online technology to study listening	50.0% (14)	32.1% (9)	7.1 % (2)	3.6% (1)	0.0% (0)	0.0% (0)	7.1% (2)	28
Online technology to study writing	7.1% (2)	21.4% (6)	21.4% (6)	14.3% (4)	0.0% (0)	0.0% (0)	35.7% (10)	28

CALL 教育における学生理解：需要分析、  
フィードバック、学習者自主性、および一般的態度（アラン・ボゼア）

Online technology to study reading	26.1% (7)	21.7% (6)	28.6% (8)	7.1% (2)	0.0% (0)	3.6% (1)	14.3% (4)	28
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N=28

Q 8. Please answer the questions about using computer technology to learn English.

	Strongly agree	Agree	Somewhat agree (about 50%)	Somewhat disagree (around 30-40%)	Disagree	Not sure	Response count
Using computer technology to study English is not useful without feedback (i.e. there must be answers and/or advice if I do a quiz or test)	32.1% (9)	32.1% (9)	17.9% (5)	0.0% (0)	14.3% (4)	3.6% (1)	28
I do not need feedback (answers on quizzes or advice) when I use computer software or English study websites	3.7% (1)	18.5% (5)	3.7% (1)	14.8% (4)	44.4% (12)	14.8% (4)	27
It is better to use computer technology with a teacher in the room	10.7% (3)	35.7% (10)	42.9% (12)	10.7% (3)	0.0% (0)	0.0% (0)	28

n = 28 Note: One student skipped the question about not needing feedback

# CULTURE AND LANGUAGE, No. 77

Q 9. Please answer the questions about using computer technology to learn English.

	Strongly agree	Agree	Somewhat agree (about 50%)	Somewhat disagree (around 30-40%)	Disagree	Not sure	Response count
I prefer to use computer technology by myself to study English	25.0% (7)	42.9% (12)	14.3% (4)	10.7% (3)	7.1% (2)	0.0% (0)	28
Computer technology is not good for studying English	7.4% (2)	7.4% (2)	7.4% (2)	11.1% (3)	63.0% (17)	3.7% (1)	27
My experience using computer technology to study English has been satisfying (good)	21.4% (6)	46.4% (13)	21.4% (6)	3.6% (1)	0.0% (0)	7.1% (2)	28
Using computer technology to study English takes too much time so I don't use it very much	7.1% (2)	14.3% (4)	17.9% (5)	14.3% (4)	28.6% (8)	17.9% (5)	28

n= 28

Q10. Please answer the questions about different types of web-based materials with or without feedback used in language study.

CALL 教育における学生理解：需要分析、  
フィードバック、学習者自主性、および一般的態度（アラン・ボゼア）

### My Own Study

	Use regularly (3 or more times a week)	Use once or twice a week	Use once every two or three weeks	Almost never use	Have never used	Used before but don't use now	Response Count
Online video websites for listening practice (with quizzes)	28.6% (8)	25.0% (7)	14.3% (4)	7.1% (2)	17.9% (5)	7.1% (2)	28
Online video websites for listening practice (without quizzes)	40.7% (11)	11.1% (3)	22.2% (6)	7.4% (2)	11.1% (3)	7.4% (2)	27
Online audio websites for listening practice (with quizzes)	11.5% (3)	26.9% (7)	26.9% (7)	7.7% (2)	11.5% (5)	15.4% (4)	28
Online audio websites for listening practice (without quizzes)	28.0% (7)	16.0% (4)	16.0% (4)	20.0% (5)	8.0% (2)	12.0% (3)	25
Online Grammar Exercises (quizzes, etc.)	7.4% (2)	14.8% (4)	14.8% (4)	29.6% (8)	33.3% (9)	0.0% (0)	27
Online vocabulary Exercises (quizzes, etc.)	19.2% (5)	7.7% (2)	15.4% (4)	19.2% (5)	34.6% (9)	3.8% (1)	26
Online Reading Exercises (with quizzes)	25.9% (7)	11.1% (3)	25.9% (7)	11.1% (3)	18.5% (5)	7.4% (2)	27
Online Voice Recording (You	3.8% (1)	15.4% (4)	7.7% (2)	23.1% (6)	34.6% (9)	15.4% (4)	26

## CULTURE AND LANGUAGE, No. 77

can record yourself and check pronunciation and intonation - maybe with a video website/e.g. EnglishCentral)							
Blogs	21.7% (5)	8.7% (2)	13.0% (3)	26.1% (6)	30.4% (7)	0.0% (0)	23
Discussion boards	4.2% (1)	12.5% (3)	4.2% (1)	25.0% (6)	45.8% (11)	8.3% (2)	24

### Level of Difficulty

	Very difficult to use	Difficult to use	A little difficult to use	Not so difficult to use	Easy to use	No opinion	Response Count
Online video websites for listening practice (with quizzes)	4.0% (1)	16.0% (4)	28.0% (7)	24.0% (6)	12.0% (3)	16.0% (4)	25
Online video websites for listening practice (without quizzes)	0.0% (0)	29.2% (7)	29.2% (7)	16.7% (4)	16.7% (4)	8.3% (2)	24
Online audio websites for listening practice (with quizzes)	4.3% (1)	13.0% (3)	39.1% (9)	17.4% (4)	21.7% (5)	4.3% (1)	23
Online audio websites for listening practice (without quizzes)	0.0% (0)	13.0% (3)	21.7% (5)	26.1% (6)	26.1% (6)	13.0% (3)	23
Online Grammar	4.3%	8.7%	4.3%	43.5%	13.0%	26.1%	23



CALL 教育における学生理解：需要分析、  
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Exercises (quizzes, etc.)	(1)	(2)	(1)	(10)	(3)	(6)	
Online vocabulary Exercises (quizzes, etc.)	4.5% (1)	4.5% (1)	18.2% (4)	27.3% (6)	13.6% (3)	31.8% (7)	22
Online Reading Exercises (with quizzes)	8.7% (2)	13.0% (3)	30.4% (7)	17.4% (4)	21.7% (5)	8.7% (2)	23
Online Voice Recording (You can record yourself and check pronunciation and intonation - maybe with a video website/(e.g. EnglishCentral)	13.6% (3)	9.1% (2)	18.2% (4)	22.7% (5)	9.1% (2)	27.3% (6)	22
Blogs	5.0% (1)	10.0% (2)	15.0% (3)	15.0% (3)	20.0% (4)	35.0% (7)	20
Discussion boards	4.8% (1)	9.5% (2)	19.0% (4)	19.0% (4)	14.3% (3)	33.3% (7)	21

### Usefulness

	Very Useful	Useful	Not so much	Not at all	Not sure	Response count
Online video websites for listening practice (with quizzes)	36.0% (9)	48.0% (12)	4.0% (1)	4.0% (1)	+8.0% (2)	25
Online video websites for listening practice (without quizzes)	41.7% (10)	37.5% (9)	12.5% (3)	4.2% (1)	4.2% (1)	24
Online audio websites for listening practice (with quizzes)	13.0% (3)	60.9% (14)	21.7% (5)	0.0% (0)	4.3% (1)	23

# CULTURE AND LANGUAGE, No. 77

Online audio websites for listening practice (without quizzes)	34.8% (8)	47.8% (11)	8.7% (2)	0.0% (0)	8.7% (2)	23
Online Grammar Exercises (quizzes, etc.)	13.0% (3)	30.4% (7)	21.7% (5)	4.3% (1)	30.4% (7)	23
Online vocabulary Exercises (quizzes, etc.)	27.3% (6)	22.7% (5)	13.6% (3)	4.5% (1)	31.8% (7)	22
Online Reading Exercises (with quizzes)	13.0% (3)	56.5% (13)	17.4% (4)	8.7% (2)	4.3% (1)	23
Online Voice Recording (You can record yourself and check pronunciation and intonation - maybe with a video website/(e.g. EnglishCentral)	13.6% (3)	27.3% (6)	9.1% (2)	13.6% (3)	36.4% (8)	22
Blogs	10.0% (2)	20.0% (4)	25.0% (5)	5.0% (1)	40.0% (8)	20
Discussion boards	23.8% (5)	14.3% (3)	19.0% (4)	9.5% (2)	33.3% (7)	21

Question 11 Is there any computer-based material (Web site or software) you like that you would recommend for studying English? Why would you recommend it?

Seven students responded to question 11. Their comments are below.

S1 I think using a computer is not good but we have to use it nowadays, I think when students use computer they have to use other websites for entertainments

S2 ted.com and khanacademy.org [Author's Note: Both of these sites rely heavily on videos. The ted.com site has a large library of videos of people giving presentations and speeches. The khanacademy site has thousands of video lessons for children, teenagers, and adult students. It is similar to a homeschooling program. Again, it is video oriented.]

CALL 教育における学生理解：需要分析、  
フィードバック、学習者自主性、および一般的態度（アラン・ボゼア）

S3 Electronic dictionaries and cnn.com

S4 EnglishCentral.com its very useful and nice ..!! [Author's note: EnglishCentral is a video-based web site used primarily for listening, pronunciation & intonation study (through voice recording), and vocabulary study]

S5 Pronunciation sites (did not mention which ones)

S6 I recommend study with pictures as children's way.

S7 Speak to Me [Command and Control Speech recognition software program]