Computer-Based Technology & Language Acquisition: A Survey of Students' Attitudes

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Abstract

For this study, two groups of students from California State University, San Bernardino were surveyed, for a total of 44 participants. One group featured graduate students from the TESOL Program (Teaching English to Speakers of Other Languages). The other was composed of ESL students enrolled in The College of Extended Learning’s International Extension Programs, including the American Culture and Language Program (ACLP). The participants were a diverse group, representing a variety of L1s: English, Chinese, Spanish, Korean, Arabic, French, and Bengali; both genders; and ages ranging from 19 to 50 years old. While the majority of participants reported not having utilized CMC in the past in order to gain proficiency in their second language, the majority (67%) did report that their language instructors used computer-based technology and/ or multimedia to teach. Furthermore, the vast majority (80%) agreed that they preferred it when their instructors used these tools. 63% responded that they use CMC to practice and enhance their language learning skills when studying on their own. A variety of forms of CMC are reportedly used, including: e-mail, podcasts, discussion boards, blogs, Instant Messaging (IM), chat rooms, and video /audio conferencing (e.g. Skype).

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Computer-Based Technology & Language Acquisition: A Survey of Students' Attitudes

Introduction

*General Statement of the Problem*

The purpose of this study is to explore: To what extent is computer-based technology utilized by, and percieved as helpful to, university students acquiring a second language? According to the research, computer-based technology has proven to be a boon for those seeking to teach or to acquire a second language. The forms of computer-based technology currently being employed are varied, from interactive programs, to social media networks and synchronous computer-mediated communication (CMC) i.e.: chat. For one thing, it provides students a means by which to practice a second language—opportunities for authentic communication in their L2 that they otherwise would not have. Thanks to technologies such as video/audio conferencing (i.e.: Skype), Instant Messaging (IM), chat rooms and discussion boards, students of a second language have access to native speakers and immediate feedback on their speaking.

*Review of Related Literature*

*Jenny’s Contribution to the Literature Review*

Our globalized economy necessitates, (and the ubiquity of the internet facilitates), that human communication expand beyond borders. Being multilingual is an essential and coveted skill, now more than ever. Computer technology has recently been identified as a useful tool in enhancing second language learning. It makes presenting lessons visually and verbally possible and facilitates social interaction in a variety of contexts. There is compelling evidence that computer technology can be a way to increase student participation and L2 language production, while lowering students’ affective filter. It is a safe, learner-centered environment, in which certain cognitive styles, in particular, thrive.

Darhower’s study (2002) of university students in two fourth-semester Spanish classes sought to explore the social interactive features of synchronous computer-mediated communication (CMC), otherwise known as “chat” in L2 classrooms. The author proposed to study the implications of CMC as a tool to mediate the construction of knowledge in L2 classrooms. Coming from a social constructivist perspective, the researcher employs the Vygotskian sociocultural theoretical framework. Discourse analysis was conducted on over 300 pages of transcribed student chat room discussions. The study indicates that CMC facilitated more participation, less anxiety, more language (L2) production, reduced grammatical errors over time, and allowed for better learning of language structure than face-to-face verbal interaction.

 Whereas Darhower’s study strongly supports the implementation of CMC in classrooms to enhance second language learning, a study conducted by Almekhlafi (2006) yielded conflicting results, depending on the cognitive learning styles of the subjects. Overall, the author concludes that a certain interactive multimedia program (IMM) is more effective for field independent learners, as it can provide the private and self-paced learning that FI learners prefer. Almekhlafi concedes that there are many factors that can influence the success of IMM, such as: the demographic make-up of students, instructional strategies utilized (skillful implementation), and length of time using the program. Our study seeks to explore these factors on CSUSB students’ opinions of computer mediated technology for purposes of L2 acquisition.

*Jia-Chyi’s Contribution to the Literature Review*

 The study conducted by Shen & Suwanthep explores the implementation of constructive role playing via New Horizon College English (NHCE) e-learning, and its effect on Chinese EFL learners’ speaking in college English classes. Due to the fact that English is learned as a foreign language (EFL) in China and Chinese EFL students rarely speak English in their daily lives, Computer Assisted Language Learning (CALL) has been suggested to be one plausible way to improve the situation.

 300 second year non-English major undergraduate students enrolled in college

English advanced classes were chosen to be the sample in the study. The students were classified into three groups in terms of language proficiency level- high, medium, and low. As determined by a pretest, 39 students were excluded, and one student missed one of the two speaking tests. After the pretest, a total of 260 students were randomly assigned into an experimental group of 130 students and a control group of 130 students.

Pretests and post-tests, student role play recording analysis, student questionnaires, and student interviews were employed to collect data during the 18-week instruction period. Results show that the e-learning constructive role plays have positive effects on improving students’ speaking in terms of language quality and language production. Also, students express positive opinions towards the implementation of e-learning constructive role plays. The findings from this study are directly beneficial to other researchers aiming at developing students’ speaking, as well as teachers’ L2 instruction.

 The case study by Yang-Gyun et. all explores computer mediated Korean-English chat rooms, which supports knowledge building in this cross-linguistic learning environment. The study shows that the students were able to learn and teach contextually meaningful and appropriate linguistic and cultural behavior through social meditated action. In addition, the finding shows that by computer meditated interaction, students could appropriately practice a variety of languages.

The study took place in a Korean immigrant community in Canada. 26 participants were born in Canada and they attended the language program in order to improve their Korean. Another 11 students were born in Korea and had spent most of their lives in Korea before coming to Canada as high school students. These two linguistic groups participated for very different educational purposes: The Canadian-born students wanted to learn the Korean language and culture; the newly arrived Korean students were interested in learning English.

This study provides evidence that when communication technologies integrate instructional contexts, they can play a critical role in promoting many aspects of learning. Through guided on-line collaborative activities, members of the two groups built relationships with one another and enhanced their development of knowledge of the other language.

*Laura’s Contribution to the Literature Review*

Son’s study explored web-based language learning and the use of activities in English as a Second Language (ESL) context curriculum. It took place in an English Language Intensive Course for Overseas Students (ELICOS) classroom at a university language center, set with seven internet-equipped computers.

This study included 12 ESL students, three male and nine female, in the upper-intermediate intensive course for ELICOS. The course’s duration was 15 weeks long, with 25 hours per week of instruction. The participants’ ages ranged from 17 to 38 years. Their first languages were as follows: five Chinese, three Korean, one Thai, one Japanese, one Spanish, and one Arabic. Six of them had learned a third language. All of the students had at least two years of previous computer and internet usage experience.

Students’ responses at the end of the study were positive toward the use of the web as a tool for practicing language skills. The students were able to utilize the web at their own ability to complete the activities. However, students’ motivation, backgrounds and first languages were factors in this study.

 Rawling’s study tested the Boswell System for phonological acquisition by adult English Language Learners (ELLs), since good pronunciation is the key to being understood by others. The study involved twenty adult ELLs, male and female, with varying abilities in speaking English. Their first languages included: Polish, Vietnamese, Farsi, Mandarin, Cantonese, Spanish, and Korean. They were participating in three different levels of English: upper-beginner, lower-intermediate, and intermediate. The students were divided into two equal groups with almost the same range of levels, but only one group used the Boswell system. The study was done for a period of nine weeks at a private language teaching institution in Vancouver, British Columbia, Canada.

The data included test scores of pre-tests and post-tests of the Basic English Skills Test (BEST) and the Boswell In-house Test. It was analyzed in a logical categorization format. Both tests had two sections: written and aural/oral. Students that used the Boswell System increased their scores in both the oral and written portions of the tests. The author concluded that the Boswell System had an effective outcome. However, the author also stated that the program had glitches that should be remedied by scanning the program to correct the right pronunciation of certain words. Some isolated sounds were difficult to distinguish, however they were easier to differentiate within the context of words.

 There were factors that might have affected the post-test results, such as student motivation, attentiveness or ability. Another factor could have been the fact that the post-test was conducted during a heat wave, making the temperature in the classroom uncomfortably high. Moreover, the experimental group had a range of hours spent with the Boswell System. Not everyone in the experimental group completed all 54 hours expected in the beginning of the study. Furthermore, some were not consistent with attendance. These factors also create a variation in the data collected.

*Leticia’s Contribution to the Literature Review*

English Language Learners from non-European language backgrounds have more difficulty learning the English language, because European languages do not have cognates to help them make connections. Many researchers have examined online programs to help language learners, especially East Asian ones who strive to attain higher levels of vocabulary and reading proficiency as quickly as possible (Loucky, 2007).

Programs such as Word.com are used to improve vocabulary learning and comprehension. It can be used as pre-reading or post-reading vocabulary development exercises. It could also be used as a bilingual glossary while reading any documents. This kind of program has been useful in guiding individual and classroom vocabulary instruction of intermediate to advanced high school and college learners in Japan.

Integrating the use of laptops can increase motivation and engagement in classrooms. Additionally, it helps students who struggle with fine motor skills. Laptops are especially important to low-income minority students because they empower them. Qualitative data shows that laptop programs produced academic gains in writing and mathematics. Educators, researchers, and policy makers need to bridge the digital gap in education (Mouza, 2008). Laptop programs are becoming more popular because of their potential to bridge the digital and didactic divide that exists in schools.

There is a need for more future studies to include larger population of teachers and students using laptops in their classrooms. These studies can provide more data of students’ attitudes toward technology and capture cognitive gains among students in laptop classrooms (Mouza, 2008, p. 469).

*Nan’s Contribution to the Literature Review*

 Abrams, Z. I. (2003) did a study by organizing a naturalistic experiment which was conducted to test the hypothesis that synchronous computer-mediated communication (CMC) can indirectly improve L2 oral proficiency by developing the same cognitive mechanisms underlying spontaneous conversational speech. The participants were 58 volunteers from four sections of third semester Spanish courses. Intact groups were used and the treatment was assigned to the groups in a manner that could accommodate the schedules of the participating instructors.

Through data analysis, Abrams found evidence that L2 oral proficiency can be indirectly developed through chat room interaction in the target language. In addition, the chat room requirement of language use may also increase students’ monitoring of their own language and the language of others.

Bakar (2007) did a study to investigate and understand how computers were integrated in the classroom by looking at the types of activity carried out by teachers and students. In order to understand the computer-based learning environment better, the teachers’ roles in constructing the language activities and how the English language was used by the students in the classroom were investigated in this study.

This study was done in a Malaysian secondary Smart School. The subject of this study consisted of Form 2 students in the English language class. They are of mixed ethnic groups: Malays, Chinese and Indians. The participants were 14 year-old female students from two classes. They had the necessary computer skills, such as: basic computer skills, PowerPoint, word processing and internet search capability, and were able to use the computer with minimal help from their teachers.

From the data analyzed, it was noted that the activities carried out in the class involved three different classroom environments. These environments engaged students by using different teaching approaches, altering the teacher-centered class environment to a student-centered class environment. This study shows that the use of computers in school is highly dependent upon the objective of the curriculum.

*Foreshadowed Problems*

There are three factors that may not allow this study to collect reliable data. First of all, there is the diversity in ages of the participants. The results may not be valid because all of the students surveyed are not in the same age group. Another factor is the students’ attitudes and knowledge about computer technology. Some students may not be comfortable using computers because they have not been exposed to them, or are not familiar with the latest technology. The socio-economic status of students can also affect the results because some students may have more access to computers than others, depending on their financial situation. All of these factors would affect the attitudes of students about using computers to learn a second language.

*Definitions of Terms*

English Foreign Language (EFL) *-* indicates the use of English in a non-English-speaking region. Study can occur either in the student's home country, as part of the normal school curriculum or, for the more privileged minority, in an [Anglophone](http://en.wikipedia.org/wiki/English-speaking_world) country that they visit as a sort of educational tourist, often immediately before or after graduating from university.

Computer Assisted Language Learning (CALL) - The term “computer-assisted language instruction” was in use before CALL, reflecting its origins as a subset of the general term CAI (Computer-Assisted Instruction). CALI fell out of favor among language teachers, however, as it appeared to imply a teacher-centered approach (instructional), whereas language teachers are more inclined to prefer a student-centered approach, focusing on learning rather than instruction. CALL began to replace CALI in the early 1980s (Davies & Higgins 1982: p. 3) and it is now incorporated into the names of the growing number of [professional associations](http://wiki.ask.com/Computer-assisted_language_learning#Professional_associations) worldwide. CALL is essentially a tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has been already been learned in the classroom or as a remedial tool to help learners who require additional support. The design of CALL materials generally takes into consideration principles of language pedagogy and methodology, which may be derived from different learning theories (e.g. behaviorists, cognitive, constructivist) and second language learning theories such as Stephen Krashen's [monitor hypothesis](http://wiki.ask.com/Monitor_hypothesis?qsrc=3044).

English Language Learners (ELLs) - throughout the history of education many different terms have been used to describe or characterize children whose second language is English. For example, students with Limited English Proficiency (LEPs), students for whom English is a Second Language (ESLs), or Second Language Learners (SLLs). Currently educators refer to these children as English Language Learners (ELLs). This shift in language represents a more accurate reflection of the process of language acquisition.

Internet -a vast [computer](http://dictionary.reference.com/browse/computer) network linking smaller computer networks worldwide. T[he](http://dictionary.reference.com/browse/the) internet includes commercial, educational, governmental, and other networks, all of which use the same set of communication protocols.

Second Language Learning - Second language acquisition or second language learning is the process by which people learn a [second language](http://en.wikipedia.org/wiki/Second_language). Second language acquisition (often capitalized as Second Language Acquisition or abbreviated SLA) is also the name of the scientific discipline devoted to studying that process. Second language refers to any language learned in addition to a person's [first language](http://en.wikipedia.org/wiki/First_language).

Technology Integration - is when classroom teachers use technology to introduce, reinforce, extend, enrich, assess, and remediate student mastery of curricular targets. Integration is an instructional choice that generally involves collaboration and deliberate planning—and always requires the classroom teacher’s participation. It cannot be legislated through curriculum guides nor will it happen spontaneously. Someone with vision (an administrator, a teacher, or a specialist) needs to model, encourage, and enable integration. That said, only the classroom teacher can integrate technology with content-area teaching.

Technology Assisted Language Learning (TALL) - This system focuses on application of learned principals rather than rote memorization. TALL is designed for students to learn and apply tasks that embrace real-life situations. Each task builds on the previously completed tasks, so there is an inherent system of review built into the exercises.

Chat Rooms-a branch of a [computer](http://dictionary.reference.com/browse/computer) networks in which participants can engage in real-time discussions with one another.

Computer-Mediated Communication (CMC) - the process by which people create, exchange, and perceive information using networked telecommunications systems (or non-networked computers) that facilitate encoding, transmitting, and decoding of messages.

PowerPoint – A Microsoft application for creating presentations, speeches, slides, etc.

Word Processing- writing; editing; and production of documents; such as letters, reports, and books; through [the](http://dictionary.reference.com/browse/the) use of a [computer](http://dictionary.reference.com/browse/computer) program or a complete computer system designed to facilitate rapid and efficient manipulation of text. Abbreviation: WP

Basic English Skills Test (BEST) - developed by the [Center for Applied Linguistics](http://psychology.wikia.com/index.php?title=Center_for_Applied_Linguistics&action=edit&redlink=1) (CAL), has served as a reliable assessment of English language proficiency for adult education programs in the United States.

*Significance of the Proposed Study*

This study is relevant because, as educators, we want to help students achieve the highest academic gains possible. Also, the current high-stakes testing climate puts pressure on teachers to not waste precious instructional time. There is reason to believe that the integration of technology in the classroom can increase the effectiveness of our teaching. Adult students’ beliefs towards the use of technology seem to affect their ability to learn the English language using computers. Many adults seem to be uncomfortable with technology when it comes to learning a second language. They prefer the more standard form of learning, which entails using paper, pencil and the presence of a teacher. In such cases, technology is not the preferred method for learning a second language. Many of the adult students surveyed responded that they did not initially learn their L2 with the aid of technology, and that their use of technology was basically for communication purposes. It would be interesting to investigate to what extent do they use online communication to practice their L2, and does it improve their confidence and/or competence.

Design & Methodology

 *Participants*

There are two groups of participants in this study. One group of participants consisted of 25 graduate-level students, who were apart of the Teaching English to Speakers of Other Languages (TESOL) Program at California State University, San Bernardino. Of the 25 participants who agreed to participate in the study, 3 were males and 22 were females. The range of ages was from 22 years to 50 years old. The other group of participants was composed of a total of 19 ESL students who enrolled in The College of Extended Learning’s International Extension Programs at California State University, San Bernardino. Their ages ranged from 19 to 30 years old. 10 out of these 19 participants were males and 9 were females. There were a grand total of 44 participants in this study; whose first languages were: English, Chinese, Spanish, Korean, Arabic, French, and Bengali.

*Data Collection/Data Treatment Procedures*

In order to research and analyze how technology-based language learning enhances students’ language skills, we designed a survey by brainstorming and then refining questions. Two groups of participants, each with different educational and linguistic backgrounds, were asked to take the survey. Each participant received a copy of survey and was asked to answer the questions with free responses.

We chose students from the TESOL program at CSUSB as our first group of participants. We tried to have more students contribute to the survey’s results. Unfortunately, a Tuesday class was canceled due to a holiday, so we had to ask students from a Monday class to participate instead. We gave out the survey before the class began and collected them after the class, in an effort to make sure participants had enough time to complete the survey during their break.

For the second group of participants, we chose international students from the American Culture and Language Program (ACLP) at CSUCB. They are classified from level three through level five. As one of the researchers, I should disclose that I am currently doing my field work in ACLP. I asked the instructor for permission to give out the surveys in her class. Since the questions were open response and required ample time to answer, we collected the surveys the following day, so that participants would have enough time to complete the survey and not be rushed.

Despite taking great care to achieve a large sample size for our study, we were disappointed to find that we were not able to collect all the surveys we handed out. All in all, we calculated that we received 44 copies back. In the survey, we asked questions to collect demographic information, and to gain insight into the participants’ second language learning experience. We also provided some space for comments and invited participants to write about their opinions on the survey or on anything pertaining to their experience with computer-based technology and language acquisition.

When we analyzed the data collected, we classified the questions into three groups, for which we applied different methods of analysis. Some questions lent themselves to statistics: mean, median, and mode; others to percent yes/favorable or no/unfavorable; the code and chunk technique was utilized for the remainder of the responses. In order to show a clear visual representation of the participants’ demographic information, we made a pie chart of the L1s and countries of origin. We chose to use a bar graph to classify which kinds of technology the participants have been using during their language learning process, and which tools are the most popular among them.

*Presentation of Findings*

The results showed that, per question one, the average number of years dedicated to learning English was 12 years and 9 months. Question four showed that 57% of participants have learned a third or even more languages, while 43% report that they have not learned any additional languages. In question five, the results showed that the participants felt it took an average of 5 years and 9 months to be proficient in the English language. Per question six, 35% participants used computers to learn English, and 65% participants did not use computers. From the responses to question seven, it was found that participants think that using computer technology did help them learn English, all the while making it fun and interesting. Moreover, they agree that computer technology offered a variety of learning language activities. In question eight, 67% responded that their English instructors have used technology in the classroom, while 33% reported that their English instructors have not used technology in the classroom. Per question nine, 80% of participants prefer that their instructors do use technology or multimedia to teach English, while 20% of participants prefer more traditional methods of learning, namely pencil and paper activities. In question ten, 63% of participants reportedly prefer to use technology to practice English by themselves. In contrast, 37% of participants prefer to use more traditional methods. In question eleven, 79% of participants felt that technology enhanced their English skills, while 21% participants did not feel that technology effectively enhanced their English skills. Responses to question twelve revealed that 42 participants have used E-mail, 18 participants have used Threaded Discussion Boards, 27 participants have used Blogs and Instant Messaging (IM), 22 participants have used Chat Rooms, and 30 participants have used Video or Audio Conferencing (e.g. Skype) to practice their second language.

In addition, a few participants claimed to have used other forms of CMC such as: Podcasts, Facebook, YouTube, and listening to the radio via the internet. In the final part of the survey, only a few participants commented on how they feel about CMC to enhance second language learning. An American male student in the TESOL program had this to say: “No doubt, CMC is useful (even necessary) as a language teaching/ learning media.” A female student of English, whose L1 is Korean, noted, “Nowadays, most schools choose to teach English using computer-based technology. I feel it is a necessary thing for teaching English.”

**Summary of Survey Results**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Survey Question # | % Yes/ Favorable | % No/ Unfavorable | MeanAverage | MedianThe middle score - the point above which and below which half of the group falls. (also the 50th percentile) | ModeThe most frequent score |
| Question 1 | N/A | N/A | 12.9 years | 10 years | 10 years |
| Question 2 | See Figure 2 | ---- | ---- | ---- | ---- |
| Question 3 | See Figure 2 | ---- | ---- | ---- | ---- |
| Question 4 | 57% report knowing a 3rd language (or more) | 43% that report **not** knowing a 3rd language | N/A | N/A | N/A |
| Question 5 | N/A | N/A | 5.9 years | 4 | 1 yr. & 10 yrs.  |
| Question 6 | 35% Report using computers to learn English | 65% Report that they did **not** use computers to learn English | N/A | N/A | N/A |
| Question 7 | N/A | N/A | N/A | N/A | N/A |
| Question 8 | 67% Report that their English instructors have used technology in the classroom | 33 % Report that their English instructors have **not** used technology in the classroom | N/A | N/A | N/A |
| Question 9 | 80% Prefer it when their instructors use technology/ multimedia to teach English | 20% Prefer more traditional methods of language learning (pencil & paper activities) | N/A | N/A | N/A |
| Question 10 | 63% Prefer to use technology themselves, to practice English | 37% Prefer to use more traditional methods of practicing | N/A | N/A | N/A |
| Question 11 | 79% Feel that technology has helped them practice their English skills | 21 % Feel that technology has not helped them practice their English skills | N/A | N/A | N/A |
| Question 12 | See Figure 3 | See Figure 3 |  |  |  |

Figure 1



Figure 2

**Types of Technology Used for Purposes of Second-Language Learning**



Figure 3

*Limitations of the Design*

The principal limitations of the design of this study were due to time constraints and sample size. Time for this study was restricted to the course of this academic quarter, and so the data was collected over a very short period. Moreover, the surveyed students were less than fifty in number. There was a wide range between the subjects’ ages. This could be a significant factor because older students seemed to prefer learning with more traditional methods over technology. Other factors could be the students’ country of origin, socio-economic background, and knowledge of computers. Finally, we surveyed two groups with two different language learning histories and goals—TESOL students, many of whom were native English speakers, seeking to teach English to Speakers of Languages Other than English, and ESL students learning English themselves. Nonetheless, both groups had experience in acquiring an L2. Indeed many were multilingual.

Conclusion

There are many factors that contribute to the success and implementation of computer-based technology for purposes of second language learning. Chiefly among them are: students’ motivation, socio-economic background, L1, cognitive (learning) style, and age. We suspect that this last factor can be attributed to the student’s familiarity with, and confidence in using technology. Although most students prefer it when their instructors use technology in the classroom to teach L2, and most prefer to use technology to practice their L2 on their own time, we were somewhat surprised to find that traditional methods (i.e.: pencil and paper activites) were initially used to study and acquire English by the majority of participants (65%). Many participants reported studying English for one year or less, while a large number reported having studied English for decades. Thus the latter group, of middle-aged participants, acquired their second language before language learning technology was widely available. It is to be expected that, once familiar with using pencil and paper activities to study a second language, a student would tend to continue with these more traditional methods.

Recommendations for Further Research

The time constraints under which we had to conduct this study limited the sample size we were able to examine. It would be helpful to include a larger population of students using computer-based technology for purposes of second language acquisition, in any future surveys. This would provide more data, and thus clearer and more credible results that describe students’ habits and opinions of using technology to facilitate and enhance second language learning.

The implications of this study also point to the need for research into the most effective ways to implement technology into second language classrooms. The majority of participants responded that their instructors do use technology to teach, and that they prefer it when they do. However, research has indicated that skillful implementation and cognitive (learning) styles are central to technology’s power to increase student performance. Also, technology is expensive, and now more than ever it is imperative that we invest in public education wisely—that is, that we only spend money on that which will enrich students’ academic experience. Technology has the potential to be profoundly beneficial, yet we need further research to drive practice and optimize any resources spent.

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Appendix

Age\_\_\_\_\_\_\_­­\_\_ Gender\_­­\_\_\_\_\_

Year: Freshman, Sophomore, Junior or Senior (circle one)

1. When did you start learning English? How long have you been studying English?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What country are you from?

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1. What is your L1?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What other languages have you learned?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How long did it take you to be proficient in the English language?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Did you use computers to learn English? If yes, which program(s)? For how long did you use them?

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1. What did you like about the program(s)?

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1. Have you had English instructors who’ve used computer technology in the classroom?

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1. Do you prefer it when instructors use technology/ multimedia, or do you prefer more traditional methods?

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1. Do you prefer to do language learning activities on the computer, or in paper and pencil?

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1. Do you feel that computer-based technology helped you practice your English skills?

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1. What other type(s) of Computer Mediated Communication have you used? (Check all that apply)
* E-mail
* Threaded Discussion Boards
* Blogs
* Instant Messaging (IM)
* Chat rooms
* Video/ Audio Conferencing (e.g. Skype)
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

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