

Learners' Satisfaction on CALL

Nuttanuch Munsakorn

Bangkok University, Thailand

Email: nuttanuch.m@bu.ac.th

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Abstract: The study investigated the students' satisfaction on CALL as classified by their gender, and computer literacy. A questionnaire is used for collecting data. Proportional stratified random sampling was employed to formulate a sample of 400 BU students. These students answered through the questionnaire which asked about their satisfaction on CALL in a form of Likert's five-rating scale. The data were statistically analyzed in terms of mean and standard deviation, t-test, One-Way Analysis of Variance. The results of this study showed that the overall student's satisfaction of Bangkok University was at very high level, and significant differences existed in student's satisfaction on CALL of two independent variables: gender and computer literacy. The findings of this research would help the instructors to improve the process and material for language teaching with CALL.

Keywords: CALL, student's satisfaction

1. Introduction

Computer and Internet are so widespread today that people feel outdated if not using these technologies (Moras, 2001). Computer technology has made tremendous progress in the world of communication to benefit people in every part of their life (Muhamad, 2012). One of the benefits of computer has been used to help the teachers and students in teaching learning processes (Muhamad, 2010), so that in all educational system, the use of communication and technology has a certain place (Language Laboratory) (Indrawati, 2008). Indeed, a computer is a tool and medium that facilitates student in language learning. With innovative technologies, lecturers at tertiary level develop new and exciting means of integrating language practice including speaking, writing, reading, and listening. Like other institutions, Bangkok University, Thailand, as a result of the global interest in using computers for interactive multimedia learning, had undergone some reformations in language teaching and learning style in the past few years. The power of computer in language teaching has become a compelling alternative to expand the educational opportunities available to the students and has eventually been rapidly expanded. Owing to the tremendous change of the teaching style using computer-assisted language learning (CALL), the administrators of Language Institute of Bangkok University are determined to investigate the student's satisfaction on CALL regarding the content and evaluation, computer equipment, learning environment, and the service of CALL technicians. The result of the study could be used as a guideline for adapting and improving the computer language lab operation in the future.

2. Previous Studies

Many studies found that the use of computers in language teaching appears to increase interaction with a variety of interesting, enjoyable and useful materials and tasks, which sustain and enhance the student's interest. (Ayres, 2002; Muenier, 1999; Adair-Hauck, Laurel, Willingham-McLain and Youngs, 1999; Warschauer, 1996; Strambi, 2001; Echavez-Solano, 2003; Holmes, 1998 cited in Lim and Shen, 2006). It is reiterated by Patel (2012), who stated that numerous studies have been done to assess the impact of CALL on learning mainly on the development of four skills: speaking, listening, writing, and reading or on motivation. Additionally, Gonglewski (2007) cited in Nabah et al., (2008) asserted that computer-mediated instruction can provide a valuable language learning experience. Salabery (2001) further gave opinion about how technological advances have affected language teaching and learning at various points in history.

For this reason, this article will put an emphasis on the potentials of CALL in language learning. The possibilities of CALL as a tool could include increasing language learners' self-esteem, language proficiency and overall academic skills. The findings of these aspects have been summarized and echoed as follows:

By comparing CALL-based teaching with traditional teaching method, Abdulrasool (2007) found that the impact of computer-assisted instructions on learning effectiveness in computer-aided design and manufacturing modules plays and

integral part to mechanical engineering related courses. The analysis of the data indicates that groups exposed to computer assisted instructions performed better than the group taught using traditional teaching method.

Nutta (1998) cited in Patel (2012) investigated the effect of computer-based vs teacher-directed instruction on the acquisition of ESL. The results showed that computer-based students reached better scores than the teacher-directed students. The researcher noted that computer-based instruction can be effective method of teaching L2 grammar.

Another research was conducted by Hui et al. (2008) who compared the effectiveness and satisfaction associated with technology-assisted learning with that of face-to-face learning. The evidence suggests that technology-assisted learning better supports vocabulary learning than face-to-face learning but is comparatively less effective in developing listening comprehension skills.

In terms of the impact of CALL on academic skills development, Sullivan and Pratt (1996) conducted an action research to explore the effect of CALL on writing by comparing students in two ESL writing environments: a networked computer-assisted classroom and a traditional oral classroom. The findings showed the positive effects for the use of networked computers in writing classrooms which means writing quality improve in the computer-assisted classroom.

The research focusing on speaking skill was conducted by Warchauer and Healey (1998) who echoed the students' opinion that the teacher's role was minimized in the computer-assisted classroom, while the opposite was found in the oral classroom. He also concluded that the students can "speak" at once without having to seize the floor.

In view of the student's reflection on CALL, Yang and Chen (2007) explored the participant views regarding the integration of Internet tools in language learning activities. The subjects were 44 male students and their teacher who together joined a technology-enhanced language learning (TELL) project in Taiwan known as "Advanced Joint English Teaching" (AJET). This study found that AJET project provided the students with an opportunity to experience new technologies; learners experienced the pleasure of learning and thus increased their learning possibilities. It is concluded that the students liked and approved of learning English using the Internet. The research has also shed light on students' attitude and motivation in the study of conducted by Peterson (2010) who indicated that there are important benefits to using a local area network (LAN) as a means of encouraging discussion among students.

In the same line with, Lim and Shen (2006) further stated that the students in the CALL-based English class were more positive in their perceptions of their learning environment than were those in the traditional English class. Additionally, the study indicated that computer technology had a positive impact on students' perceptions of their learning environment, especially in relation to learning materials and tasks, and with regard to interaction and collaboration with the tutor and other students.

Besides, the evidence of the study of Hui et al. (2008) who compared the effectiveness and satisfaction associated with technology-assisted learning with that of face-to-face learning, revealed that technology-assisted learning better supports vocabulary learning than face-to-face learning but is comparatively less effective in developing listening comprehension skills. They also concluded that a supportive learning community can make technology-assisted learning easier for students and increase their learning satisfaction.

Switch to student's anxiety in language learning, Roed (2003) discovered that a virtual learning environment may constitute a more relaxed and stress free atmosphere than a classroom. The researcher also confirmed that the low level of inhibition and social anxiety, in particular, would be advantageous in foreign language learning, as it would result in increased language production.

Likewise, Kataoka, (2000, cited in Gong 2002) proved that many learners feel more confident when they practice speaking using computers than in a face-to-face setting. Additionally, the learners feel free to pronounce without feeling embarrassed by their errors. It is clearly proved that CALL can reduce student's anxiety, leading to enhanced language learning efficiency.

Another line of the study conducted by Lim and Shen (2006) revealed that the students in the CALL-based English class were more positive in their perceptions of their learning environment than were those in the traditional English class. Additionally, the study indicated that computer technology had a positive impact on students' perceptions of their learning environment, especially in relation to learning materials and tasks, and with regard to interaction and collaboration with the tutor and other students.

Khamkhien (2012) explored the using of CALL in English classroom in Thailand. The objective of this article is to encourage Thai English teachers to maximize the opportunities offered by technological advances. He reviewed many researches investigated impact of CALL in Thai context. In conclusion, pedagogical implications into teaching English with CALL as a tool are suggested.

With an extensive literature review, this research is one of among other previous studies which is aimed at investigating the students' satisfaction on CALL and comparing the students' satisfaction on CALL as classified by their gender and computer literacy. It is hypothesized that (1) male and female students have different satisfaction on CALL, and (2) students with different computer literacy have different satisfaction on CALL.

3. Research Methodology

This research is a survey design. The samples in this study were 400 first-year students enrolled in EN111, EN112, EN 211, and EN 212 courses. They were selected from Stratified Random Sampling technique. The estimated sample size was based on Taro Yamane table. A 95% of confidence level was selected with a precision rate of $\pm 5\%$. In this study, the dependent variables are two groups of genders (male and female) and three levels of computer literacy (low, medium, and high).

To implement this study successfully, a questionnaire was used for collecting data. The data were collected from 400 first-year Bangkok University students. The questionnaire consists of two parts. The first part is about the respondent's background and the second part is based on student's satisfaction on CALL divided into 4 groups. All questionnaires were given to the samples and taken back by the researcher's assistance. The data got from the questionnaires were statistically analyzed through the following statistical device: (1) Percentage was used to demonstrate the background information of the students. Mean and standard deviation were employed to analyze the level of the students' satisfaction on CALL. Then, the computed weighted means of the students' satisfaction were interpreted in the form of range; 4.51-5.00 = very high, 4.50-3.51 = high, 3.50-2.51 = moderate, 2.50-1.51 = low, 1.50-1.00 = very low. (2) A t-test analysis was used to compare the mean scores of two groups of genders. One-way analysis of variance (ANOVA) was employed to test the mean scores of the students' satisfaction on CALL in terms of computer literacy.

4. Results

Table 1: Mean and standard deviation of the BU students' satisfaction on CALL shown in four aspects

Student's satisfaction on CALL	\bar{X}	S.D.	Level
1. Content and Evaluation	3.60	0.46	High
2. System and Computer Equipment	3.48	0.63	High
3. Place and Service Time	3.43	0.70	High
4. Service of Computer Language Laboratory Technician	3.37	0.65	High
Total	3.51	0.46	High

Table 1 showed that the average mean of satisfaction of BU students on CALL was at a high level (3.51). The three most aspects with which the students are satisfied were content & evaluation (3.60), system & computer equipment (3.48), and place & service time (3.43) respectively. Among three aspects, most students expressed that they are satisfied with content & evaluation at a high level.

Table 2: A comparison of mean scores of BU students' satisfaction on CALL classified by gender

Student's satisfaction on CALL	Samples	N	\bar{X}	S.D.	Df	t	Sig	
1. Content and Evaluation	Gender	Male	218	3.58	0.47	398	1.15-	0.25
		female	182	3.63	0.45	390.91		
2. System and Computer Equipment	Gender	Male	218	3.50	0.65	398	0.51	0.61
		female	182	3.47	0.61	391.98		
3. Place and Service Time	Gender	Male	218	3.44	0.72	398	0.34	0.73
		female	182	3.42	0.67	394.30		
4. Service of Computer Language Laboratory Technician	Gender	Male	218	3.34	0.67	398	0.99-	0.32
		female	182	3.41	0.63	393.10		
Total	Gender	Male	218	3.49	0.48	398	0.70-	0.48
		female	182	3.53	0.45	392.34		

*p < 0.05

This study found striking outcome in satisfaction on CALL of BU students classified by gender because there was no statistically significant difference between males and females in terms of overall satisfaction ($p < 0.05$). As table 2 indicates, among BU students, males and females had the same level of satisfaction on CALL. This is, both males and

females had a high level of satisfaction (3.53, 3.49) respectively. It was also found that males had more satisfaction than females on two aspects (system & computer equipment and place & service time), while females had more satisfaction than males on two aspects (content & evaluation and service of CLL technicians).

Table 3: Analysis of variance and standard deviation of BU students' satisfaction on CALL classified by computer literacy shown in four aspects

Student's satisfaction on CALL	Variance	Df	SS	MS	F	Sig	Computer Literacy					
							Low		Medium		High	
							\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
1. Content and Evaluation	Between Groups	2	0.37	0.18	0.86	0.43	3.50	0.42	3.65	0.53	3.59	0.45
	Within Groups	397	85.02	0.21								
	Total	399	85.38									
2. System and Computer Equipment	Between Groups	2	0.01	0.01	0.01	0.99	3.51	0.59	3.49	0.65	3.48	0.63
	Within Groups	397	160.52	0.40								
	Total	399	160.53									
3. Place and Service Time	Between Groups	2	0.06	0.03	0.06	0.95	3.37	0.60	3.43	0.75	3.43	0.69
	Within Groups	397	193.89	0.49								
	Total	399	193.94									
4. Service of Computer Language Laboratory Technician	Between Groups	2	1.24	0.62	1.45	0.24	3.43	0.66	3.48	0.72	3.34	0.64
	Within Groups	397	169.08	0.43								
	Total	399	170.32									
Total	Between Groups	2	0.25	0.13	0.58	0.56	3.47	0.45	3.56	0.53	3.50	0.44
	Within Groups	397	85.13	0.21								
	Total	399	85.38									

*p<0.05

The results from applying the ANOVA revealed that no difference was found. That is, students from three groups: low, moderate, and high level of computer literacy, did not express their satisfaction differently on CALL. Table 3 shows that students with moderate and high level of computer literacy had the overall satisfaction on CALL at a high level (3.56, 3.50) respectively, while students with a low level of computer literacy had the overall satisfaction on CALL at a moderate level (3.47).

5. Discussion and Conclusion

These findings points out that most students expressed that they were satisfied with CALL in three aspects; (1) content & evaluation, (2) system & computer equipment, and (3) place & service time. It is clear that the students echoed their positive feelings on CALL. However, they reflected that they had less satisfaction on the service of computer language laboratory technician. In this case, CLL technicians are considered as instructors in CLL at Bangkok University. It is general assumed that CLL technicians should have enough basic technological knowledge to take care of the students who may need help while dealing with CALL. This assumption is supported by Khamkhien (2012) who claimed that Thai English teacher should be familiar with technological options in language learning environment.

It is interesting to find that male and female students with different levels of computer literacy had the same attitudes expressed on satisfaction on CALL. That is, most students echoed their positive attitudes on CALL even they have different gender and levels of computer literacy. The purpose of teaching and learning English at Bangkok University student doesn't focus on only learning, so the free-stress atmosphere is created in classroom. This is related to Roed (2003) and Kataoka (2000 cited in Gong 2002) claiming that students feel more confident when they practice speaking using computers than in a face-to-face setting.

When comparing the results of this study with those of the previous related literature, we find that this study is consistent with many practical studies which were conducted before. It is consistent with Yang and Chen (2007) who proved experimentally that the students liked and approved of learning English using the Internet in language learning. It

is also consistent with Hui et al. (2008) who revealed that a supportive learning community can make technology-assisted learning easier for students and increase their learning satisfaction.

To sum up, CALL program and computer language laboratory of Bangkok University provided for students should be improved appropriately to meet BU students' satisfaction. The improvement should encompass the content and evaluation, computer system and equipment, learning environment: palce and service time, and the service of CLL technicians in order to facilitate language learning of the students.

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