
Supporting CALL Use

BRUCE MONK & SHINJI SAITO

Abstract

Nagoya University of Commerce and Business (NUCB) introduced a new Computer Assisted Language Learning (CALL) system in April 2009. This is being used in the classroom and for independent study in the Self-Access Center (SAC). As students had made minimal use of the system in self-study, it was decided that there should be further intervention. This took the form of additional material being installed on the system, and stakeholders being given further training and encouragement to use the materials. This article reports on that process and the results of questionnaires that were used to monitor results.

INTRODUCTION

Supporting both teachers and students in their use of Computer-Assisted Language Learning (CALL) systems has been an ongoing theme for discussion since the introduction of computers into the language classroom. There has also been continuous discussion regarding the need for educational institutions and teachers to be able to evaluate the benefits of CALL programs for their learners (Murray & Barnes, 1998; Allum, 2002; White, 2011, et al.). In April 2009 a new CALL system came into use in both the classroom and Self-Access Center (SAC) at Nagoya University of Commerce and Business (NUCB). The Personal Computer Assisted Language Learning (PC@LL) system of Uchida Yoko Co. Ltd. (2007) now plays an important role in a number of the language classes. It is also available for use in the SAC. In a previous article the researchers gave a description of the process of acquisition and preliminary evaluation of student use (Monk & Ozawa, 2012). The results of questionnaires showed that although many students had become aware that the system could have a positive influence on improving their TOEIC scores, paradoxically a large number still did not feel that the system was in fact helping them to improve their language skills. Given these results it was decided that it might be important to find ways to further encourage use of the PC@LL system.

The SAC policy

The challenges Japanese students have with language relative to their Asian counterparts has often been discussed in both the popular press and professional journals. Reesor (2002) argues that, as regards language learning, ambiguity and contradiction have been and remain the focus of central government policy initiatives. It might be said that the characteristic negative profile of the Japanese learner is in fact the result of a conscious effort by policy-makers to ensure access to foreign ideas without sacrificing Japanese

identity. Therefore, it may be concluded that reading, grammar and translation have been emphasized while communicative skills have been ignored, or at least played down. Reesor further contends that more modern policy initiatives like the Japan Exchange and Teaching Program (JET) and the 1994 Curriculum Guidelines, which cite the development of communicative ability as an objective, do not represent any real change in policy-making patterns due to the existence of barriers which prevent this goal from being achieved. The NUCB SAC was established against a background of the *negative* history of language acquisition in Japan and ongoing discussion of the whole area of learner autonomy (Monk & Ozawa, 2002). Gardner and Miller (1999) suggest that inevitably some groups of learners will be more inclined or predisposed to self-access learning than others. Furthermore, Riley (1988) had previously discussed the predisposition of some nationalities to autonomous learning while others are less inclined. In the development of the NUCB SAC questions posed included the following:

1. Do Japanese learners fall into the positively disposed category?
2. Would NUCB students be active in self-access learning?
3. What sort of learners could they be encouraged to become?

Four definite factors are usually identified as having a clear influence on learners' attitudes towards self-access learning: teachers, the educational institution itself, peer group pressure and the society in which the learners live (Gardner & Miller, 1999). Teachers are clearly an important influence. It is they who will usually introduce students to self-access learning. It was argued that teachers who have a strong commitment to the process will in most cases communicate their enthusiasm to their learners and the results might be better. Institutional attitudes to self-access are also very important. In highly structured institutions such as NUCB, the introduction of self-access becomes a policy issue.

At NUCB, institutional commitment to the success of the SAC has always played a very important role. The university has always insisted on seeing results in terms of the number of SAC users and rising external examination results given the financial commitment made to the center. However, from the initial stages of NUCB SAC development it became clear that the students are not naturally predisposed to self-access without some form of necessity or prerequisite being imposed on them (Monk & Ozawa, 2002). They respond more positively to teacher intervention in the form of set tasks relating to specific courses. Most are not, in general, self-starters who would go to the center of their own volition. However, there has always been a minority who do, and every attempt has been made to increase this number.

In the early years of the SAC, figures reflecting the dynamics of what was happening with regard to attendance and the activities undertaken by students were regularly collected. These gave information on: the total number of hours that students spent there, the daily distribution and comparison of SAC users, the average number of attendances per month, and the distribution by activity (Monk & Ozawa, 2002).

However, the university administration still deemed the results inadequate. Consequently, to foster greater use of the center a new SAC policy was introduced on 1st April 2004 at the beginning of the academic year. Under this policy, students were assigned a timetabled SAC period by the Student Affairs Department. Attendance was then treated as on any course in the university. Free choice was removed with regard to the SAC period. If students do not fulfill the SAC attendance requirements, they lose the right to take the final examinations in certain specific courses for that semester (Monk & Ozawa, 2005).

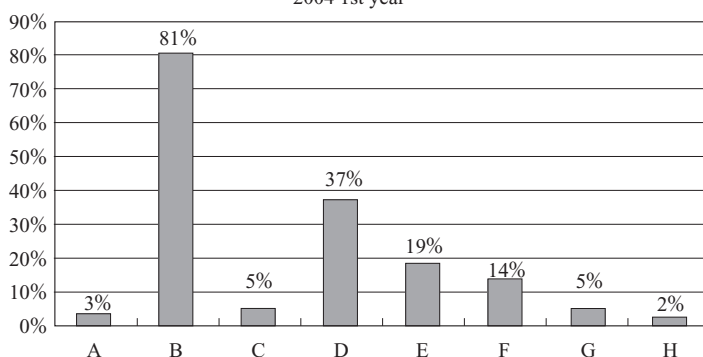
Characterizing our learners

Gardner & Miller (1999) argue that all systems designed to promote learning need to be evaluated periodically and this is especially true when introducing a new aspect to an institution. In building up the NUCB SAC student reaction to what takes place in this specific learning environment has been continu-

ously monitored. This has been achieved by regularly administering questionnaires. The responses have helped to build up a profile of NUCB students. For example, the results of questionnaires administered to 161 first-year students and 173 second-year students in April 2004 illustrate definite trends that the researchers have observed over the years (Monk & Ozawa, 2005).

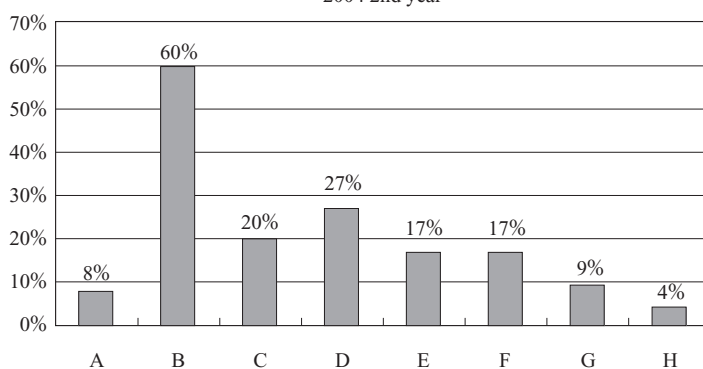
In response to a question on concerns relating to language study students were free to make as many choices as they wished (Tables 1 and 2). Option B *I am motivated but don't know how to study* was by far the most common choice for both the first-year and the second-year students. Although the percentage fell a certain degree in the second-year group, still over half the students questioned chose B. The next most common response was D *I am too conscious about others' scores and ability*. This was particularly noticeable amongst the first-year students.

Table 1. Concerns Relating To Language Study
2004 1st year



- A. I don't know why I am studying.
- B. I am motivated, but don't know how to study.**
- C. I know how to improve, but I am not motivated.
- D. I am too conscious about others' scores and ability.
- E. Classes are too difficult.
- F. I don't have time to study.
- G. I don't have any concerns.

Table 2. Concerns Relating To Language Study
2004 2nd year



- A. I don't know why I am studying.
- B. I am motivated, but don't know how to study.**
- C. I know how to improve, but I am not motivated.
- D. I am too conscious about others' scores and ability.
- E. Classes are too difficult.
- F. I don't have time to study.
- G. I don't have any concerns

The students were asked if they had a specific target or study plan in mind for the next Test of English for International Communication (TOEIC) examination. A total of 84% of the first-year students and 68% of the second-year students did not have a specific target or plan. The percentage answering 'No' in the second-year group was lower than the first-year group, but it was still more than two thirds of the total.

The students who had answered 'No' to the question about a specific target or study plan for TOEIC were subsequently questioned as to why this was so (Tables 3 and 4). They were free to choose as many

Table 3. *Why Don't You Have A Specific TOEIC Study Plan And Points Target?*
2004 1st year

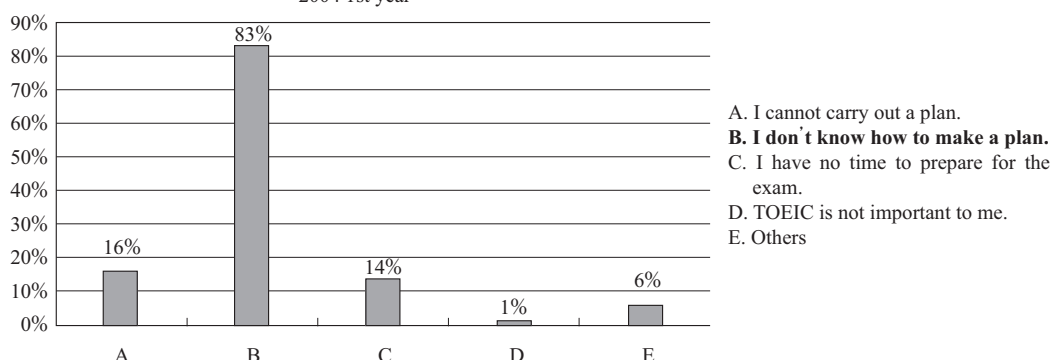
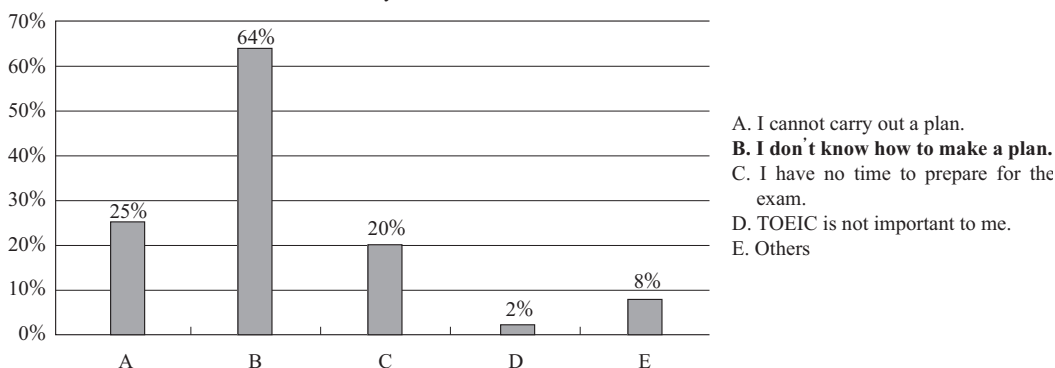


Table 4. *Why Don't You Have A Specific TOEIC Study Plan And Points Target?*
2004 2nd year



options as they liked. The majority, in both cases, chose *I don't know how to make a plan*. This was especially true among the first-year students where 83% chose this option. Clearly both groups were aware that the TOEIC examinations were important to them since very few students chose option D *TOEIC is not important to me*. A larger proportion of the second-year students than the first-year students also chose A *I cannot carry out a plan* and C *I have no time to prepare for the exam* (Monk & Ozawa, 2005).

As shown by the data, despite students declaring that they are motivated, and understanding that they need to study on a regular basis, many of them claim not to know how to actually go about it. Two questions that were focused on in an earlier article (Mimura, Monk & Ozawa, 2003) still continue to face the NUCB language program as a whole today, namely:

- 1 How to make our students more autonomous in their language learning?
- 2 How to develop learning strategies in our students that will help them to work more effectively?

The SAC Coordinator's role

It has been said that the role of a self-access coordinator is fundamental to the success of self-access learning (Sheerin, 1989; O'Dell, 1992; Gardner & Miller, 1999). It is important that there is definite and clear advice and counseling about materials and equipment. Gardner and Miller (1999) argue that although

being able to direct learners to relevant areas in a SAC and demonstrating the use of equipment may not be considered real counseling work, the notions of trust and approachability are central to the work of a good counselor. If learners trust the person from whom they ask practical advice, they may return at a later stage to discuss other aspects of their learning. An important role of a SAC coordinator is therefore to simply help learners find materials and use the equipment (Monk & Ozawa, 2005).

O'Dell (1992) argues that, on first arriving at a self-access center, relatively few students actually have ready-made skills to help them make productive use of it. In this then NUCB students are no different. Although teachers have a key role in advising students, they may also face problems in the practical use of the center. O'Dell gives various ways in which more advantageous use can be achieved through the development of workshops, seminars and materials. These sorts of practical measures have been adopted at NUCB on a regular basis through a number of carefully planned SAC orientation sessions for both students and academic staff at the beginning of the academic year. This has been supplemented with on-going support for students and academic staff throughout the year.

Moreover, as a self-access center develops and more materials and additional hardware become available, there is the potential for students to have greater freedom to choose and use materials on their own. O'Dell warns, however, that more resources can also be a challenge since students will require even more advice and help to gain full advantage from what is available. The NUCB SAC Coordinator regularly runs seminars to help students become more active and independent language learners. The topics include:

1. How to study for TOEIC
2. How to use online tools for learning English
3. How to improve speaking with an NHK radio program
4. How to improve Listening Skills
5. How to use Graded Readers
6. How to effectively increase vocabulary

INTRODUCTION OF PC@LL

New computers and the PC@LL software were installed in two computer rooms for the start of the new academic year in April 2009. Also, 42 computers containing the PC@LL system were installed in the SAC. Training sessions were arranged so that academic staff could become acquainted with using the system before the start of the academic year. From 1st April 2009 the PC@LL system came into operation.

As has been described above, questionnaires have been an integral part of the activities of the SAC since its foundation. The researchers needed to monitor learning, and also gauge reaction to any changes in the language program. It was thought by stakeholders that it was important to have some ongoing data to evaluate student reaction to the new software. Stakeholders also believed that it was helpful to test some of the claims that had been made about the PC@LL by the company, Uchida Yoko Co. Ltd., in terms of ease of use and motivation. Consequently, questionnaires were administered in: July 2009, January 2010, April 2010, October 2010, January 2011 and July 2011 (Monk & Ozawa, 2012).

Questionnaire results

In the first questionnaire relating to PC@LL in July 2009, 79 second-year students were asked to respond. They had been using the system for four months. The second-year students also had experience of working in the SAC before the introduction of PC@LL, so they were in a good position to assess the dif-

ference. Below the results relating to *ease of use*, *effectiveness*, *useful aspects* and *useful functions* of the new system are given. The percentages are meant to be qualitative and to give an impressionistic view.

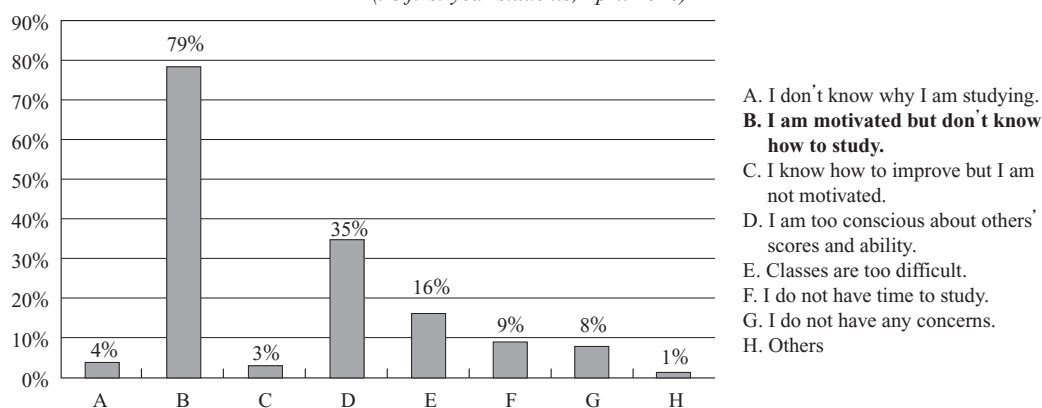
In this first questionnaire, 77% found the system either *easy to use* or *very easy to use*. A total of 23% replied that they *did not know*, or that it was *not easy to use* or *not at all easy to use*. Moreover, 56% of the students felt the system to be either *effective* or *very effective*, 38% replied that they *did not know* and 6% thought it was *not effective*.

The results relating to the *useful aspects* of the new system showed that 32% of the respondents felt that the greatest advantage was that they did not need to go to the SAC counter in order to borrow sound materials, 21% thought it easy to find the necessary materials on the computers, 16% liked the fact that there were a variety of exercise functions to improve language skills, and 13% appreciated that it was easy to find the right material in the listening practice.

Regarding the *useful functions* students could choose more than one if they wished. In the results *Repeating* was chosen as the most useful function with 48%. The *Shadowing* function and *Speed control* were both in second place with 33%.

In April 2010, another questionnaire was administered to 98 first-year students starting their university careers. The question on student concerns relating to language study was included. As described above, this question has been featured in a number of surveys over several years. The students were allowed to choose more than one response. Table 5 shows the results. As had been the case in all previous surveys the most common choice was *I am motivated but don't know how to study*.

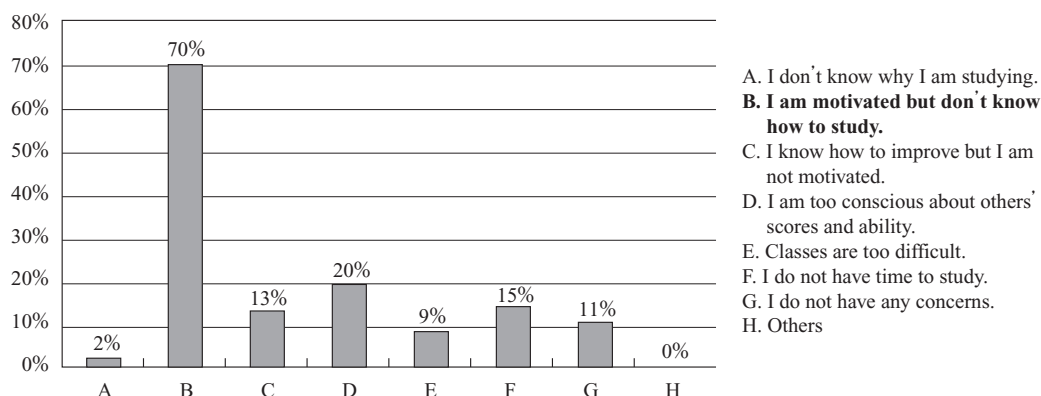
Table 5. Concerns Relating To Language Study.
(98 first-year students, April 2010)



The researchers wondered: would regular use of PC@LL change responses to this question? The question was again put to the same group of students in January 2011 at the end of their first academic year in the university. They had been using the PC@LL system on a regular basis in both the SAC and the classroom for two semesters. It is noteworthy that 82 students completed the questionnaire. The results are given in Table 6. As is shown, 70% still chose response B. This mirrored the results of previous questionnaires. The PC@LL system was not having a major impact on participating students *per se* in terms of knowing how to study (Monk & Ozawa, 2012).

In the various questionnaires the researchers also looked at how many hours students actually spent using PC@LL. It was found that the majority of students spent only the minimum amount of time working with the system, as quantified by zero-to-two hours. In all cases they were spending well below an hour per day working with PC@LL in their independent study. From questionnaire results in general it was

Table 6. Concerns Relating To Language Study.
(82 first-year students, January 2011)



clear that many students had become aware that PC@LL could have a positive influence on improving their TOEIC scores. However, somewhat paradoxically, a large number of students still did not feel that the system was helpful in the improvement of their English language skills, as a whole.

Although it is important not to be dominated by technology and that actual usefulness should determine the level of exploitation, it could be concluded that the many possibilities that the system boasts were most likely not being fully exploited. White (2011) states that it is important to give the correct ongoing training and support to both teachers and students when introducing a new CALL system. Moreover, additional materials need to be made available for both the classroom and self-access center to reach specific goals, and ensure that students achieve expected learning outcomes. This would lead to more confident use of the system in the classroom and self-access center, and might achieve more positive feedback overall from both teachers and students (Monk & Ozawa, 2012).

INTERVENTION

Additional materials

Given the underuse of the PC@LL system as discussed above, the SAC Coordinator, in consultation with members of the Faculty of Communication, decided to intervene more actively to encourage greater use of the system. Additional materials were selected based on the fact, as shown in the data, that students are more interested in improving their speaking skills. The following materials were selected:

1. Eigo de Shaberanaito Shadowing Program (Harlan, 2011)

This is a course produced at a pre-intermediate level. It contains short dialogues in English and an audio file for shadowing.

2. Ship or Sheep? (Baker, 2007)

This course is designed to help students of English as a Foreign Language study and practice pronunciation at an early stage. To this end, vocabulary and structures in the practice material have been limited as far as possible.

3. Songs

10 well-known, happy songs were chosen with catchy music and simple, easy-to-follow vocabulary. The lyrics are available at the SAC counter.

During the early part of November 2012, the SAC Coordinator attended all first-year English Listening classes in order to inform the students of the new materials available and to demonstrate them in the classes. In a thirty-minute demonstration he instructed students on how to use the additional material for self-study. He spent fifteen minutes on practicing shadowing, ten minutes improving pronunciation with “Ship or Sheep?” and five minutes working with a song, while clearly emphasizing the effect of each of the materials on speaking skills. Prior to his demonstration the students answered a questionnaire to gauge current use of the SAC and PC@LL system (Appendix 1). Some of the results of the survey are given below.

During December 2012, the SAC Coordinator returned to the classes for a further twenty minutes in order to encourage students to make use of the same materials. Following this, a second questionnaire was administered to gauge student reaction (Appendix 2). Some of the results of the second questionnaire are also given below.

Survey results

A total of 86 students answered the first questionnaire. As can be seen in Chart 1, the majority of students used the PC@LL system the minimum amount of time per week, from 0 to 2 hours. This is similar to the results in previous surveys (Monk & Ozawa, 2012). One very enthusiastic student recorded use at over ten hours per week.

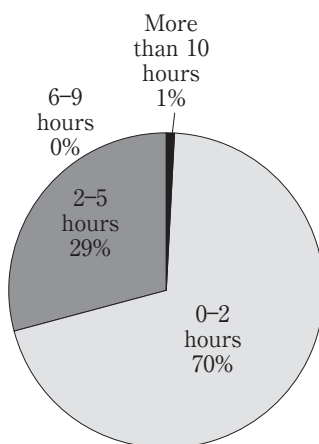


Chart 1. How Many Hours Per Week Do You Use PC@LL In The SAC?

Chart 2 shows how helpful students find the system. As can be seen, 42% of the students find the system either helpful or very helpful. Only 6% of the students considered the system not helpful. Over half answered that they did not know.

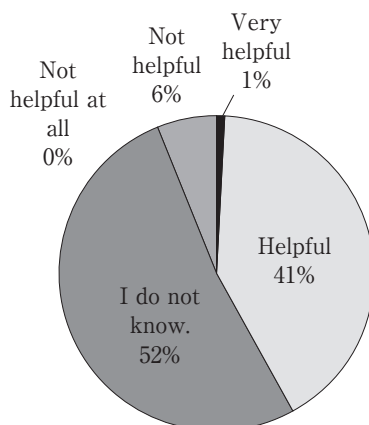
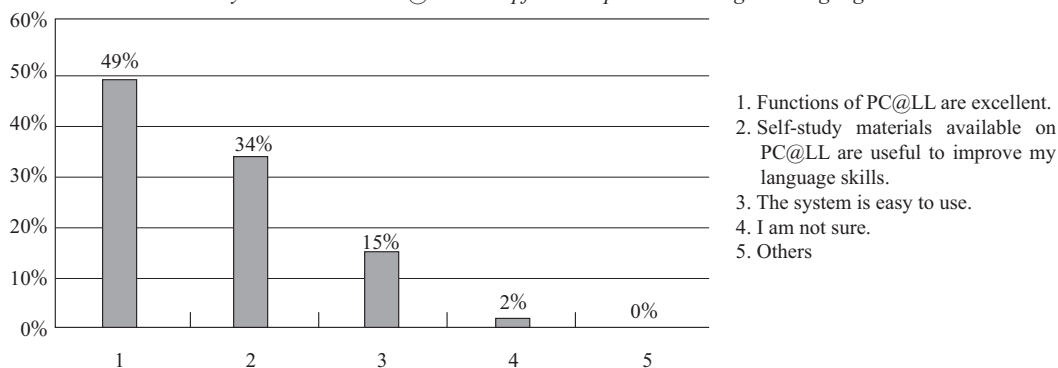


Chart 2. How Helpful Is PC@LL To Improve Your English Language Skills?

Table 7 gives the results as to why PC@LL is helpful to improve English language skills. As can be seen, the *functions* of PC@LL is the most popular choice among nearly half the respondents. The usefulness of the self-study materials is ranked second at 34%.

Table 7. Why Do You Think PC@LL Is Helpful To Improve Your English Language Skills?



A total of 91 students completed the second questionnaire. Chart 3 shows that the majority of the students had not made use of the new materials that had been put on PC@LL.

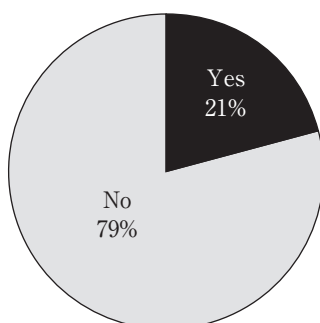


Chart 3. Have You Practiced The PC@LL Materials Introduced By The SAC Personnel?

Charts 4 and 5 relate to the 21% of students who answered that they had made use of the new materials. Chart 4 shows that the most popular material was the song practice. However, Chart 5 shows that still very little time was spent on the activities even by those who actually practiced them. Only 5% worked with the material for more than three hours.

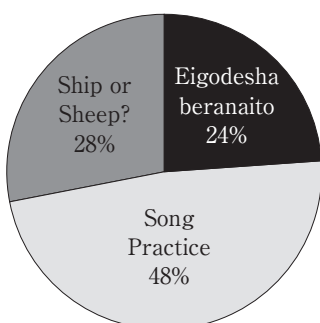


Chart 4. Which Materials Did You Use?

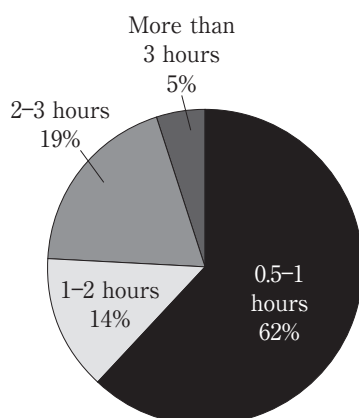


Chart 5. How Many Hours Did You Practice The Materials?

Chart 6 gives the results for the question asking students why they had not practiced the materials. The largest number said that they were busy with other things.

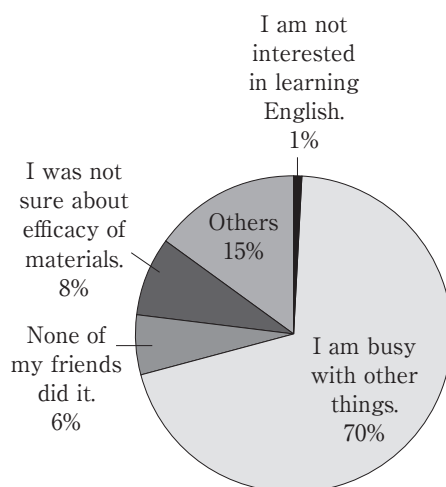


Chart 6. Why Didn't You Practice The Materials?

Other comments included:

1. I forgot about it.
2. I am studying for the TOEIC.
3. I want to use them but I don't have time to go to the library.
4. I used material which I bought myself.
5. I want to use them when I find time to do so.
6. It's difficult for me to use.
7. It's only available in the SAC.
8. I don't think it's useful.

When asked if students would like other materials put on PC@LL the majority answered in the negative as is shown in Chart 7.

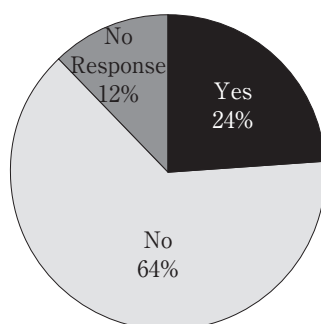


Chart 7. Would You Like To Have Any Other Materials On PC@LL?

Some students did make the following suggestions:

1. I want to watch movies for listening practice.
2. I want to use PC@LL at home.
3. I would like to have the PC@LL software in my own Mac PC.
4. I want materials other than English, e.g. French and so on.

ONGOING DEBATE

The weak results from the intervention process bring discussion back to two major areas:

- 1) making better use of CALL systems and 2) autonomous learning.

CALL systems

As has been stated above, there has been much debate over the use of CALL in language education in general and in self-access centers in particular. Warschauer (1996) writes that the history of CALL suggests that the computer can serve a variety of uses for language teaching. It can be a tutor that offers language drills or skills practice, a stimulus for discussion and interaction, or a tool for writing research. But the use of the computer does not constitute a method. Rather it is a medium in which a variety of methods, approaches, and pedagogical philosophies may be implemented. The effectiveness of CALL cannot reside in the medium itself but only in how it is put into use.

On the subject of self-access centers, Lazaro and Reinders (2006) write that they are said to be ‘technology-rich’ environments and are often cited as examples of pedagogical innovation. Self-access is also highly flexible as learners play the central role in establishing their own curriculum and highly fluid since learners determine the regularity of their learning. This resulting flexibility poses challenges to the administrators of a center.

Furthermore, what has been described as the “wow” factor has been an aspect of much of the discussion of computer-assisted language learning software. As Murray and Barnes (1998) write, this may obscure a more objective view of the benefits to the learner. To a great degree this was the reaction engendered by the PC@LL software package when it was introduced at NUCB. The many features that are available on the system are impressive. Despite this, as has been stated, there has been a certain amount of disillusionment in that, although students can, in many ways, see the benefits the system has to offer, they in fact spend the minimum amount of time actually working with it.

Murray and Barnes (1998) offer a checklist of questions to help teachers decide if the designers of particular software have implemented sound language teaching and learning approaches. Since it is always important for teachers to employ their professional judgment and experience when they are evaluating resources, including technological ones, the checklist continues to provide a sound basis for a discussion of computer use. The list includes:

1. Does the software incorporate manageable and meaningful input?
2. How is the language introduced? Is sufficient (optional) practice possible before learners produce language?
3. How authentic and accurate is the target language used?
4. Does the software incorporate suitable language learning activities?
5. How practical is integration of the software into the classroom context?
6. How well does the software match pupils’ expectations and the needs of the course?

7. Does the software cater for all learners?
8. What form of assessment, learner feedback or profiling is provided?

Regarding the first point on the checklist, Johnstone (1989) contends that language learning improves when the learner is exposed frequently to manageable amounts of language. This could be described as little and often. It is further defined as 'distributed exposure'. In the case therefore of multimedia learning, software must be sufficiently flexible for the learner to benefit from short bursts of exposure and activity.

Authenticity and accuracy of the target language used is also a common subject of discussion. Murray and Barnes (1998) argue that many texts used in software have been rather contrived. The aim should be that the texts are as near to authentic as possible. The software is acting as another language role-model for the learner, therefore the language needs to be accurate and motivating regarding intonation and general speed. For real communication, stress and intonation play an important role too, not just pronunciation.

Finally, they contend if activities are repetitive, boredom and disillusion quickly set in. Activities should be by definition *active* and *interactive*. The learner must be active and responding appropriately. CALL software should allow learners to apply what they have learnt in a different context. Activities should include a degree of unpredictability and unfamiliarity while starting at an achievable, straightforward level.

Autonomous learning

The nature of learners themselves and self-regulated learning remain complex. Patrick and Middleton (2002) argue that self-regulated learning involves the ability and propensity of students to become active participants in their own learning. Accordingly, when researchers investigate self-regulated learning they consider cognitive, metacognitive, and motivational perceptions and behaviors. Self-regulated learning involves a social aspect that includes interactions with peers and teachers. Positive interactions and features of the classroom environment can support students' individual efforts to engage in tasks. Not surprisingly, much about self-regulated learning remains to be understood.

Personal control is another complex area that requires further research. The Theory of Learned Helplessness (Peterson, Maier & Seligman, 1993) may give clues to the way that some students behave. The continuity of failure makes students lose a sense of the effectiveness in their own actions, which leads to further passivity and embedded low self-esteem. Students might make little effort in such a scenario. In the context of self-study this would include previous experience in language classes and with CALL systems.

CONCLUSION

The role of the individual learner and the use of CALL technologies have been the two main themes of this article. English majors at NUCB are often not certain as to why they are studying English. Even if they have a purpose, it might be too optimistic to expect them to find their own self-study methods. In general, this study shows they have no clear plan as to how to go about the process of improving their language skills. In addition, they are very often not prepared to make the necessary commitment in terms of time and effort.

CALL technology can act as one of the tools to enhance student autonomy in learning a foreign language. However, there is a limit to the influence of CALL as is clear from the ongoing debate about the limitations of machine learning itself. It might be said that it does not encourage a positive student response. Moreover, the success of CALL in self-study is heavily dependent on to what extent students are already autonomous in their approach to learning.

Scharle and Szabo (2000) argue that teachers need to develop a sense of responsibility in their learners

so that students understand why and how they learn and can take an active role in their learning. The task is not an easy one as training learners for responsibility involves changing attitudes. It has already been shown that, in general, only introducing methodology does not work. Relatively few NUCB students have made use of the PC@LL system or the additional materials in self-study. Fostering autonomy and motivation are prerequisites for students to utilize systems such as PC@LL.

If the PC@LL system is not to become largely redundant, it is important to continue to make efforts to improve materials and how they are used so as to increase the system's value in the understanding of the students.

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Appendix 1: PC@LL Questionnaire No. 1

※ PC@LL : SACと621、631号教室のコンピュータに導入されている外国語を学ぶためのシステム
 PC@LL is the system to learn foreign languages, which was installed in the SAC, 621, and 631.

Q1. 男性 Male/女性 Female Q2. _____ 年生 Year Q3. TOEIC : _____ Score

Q4. 自分が一番伸ばしたい英語のスキルはどれですか。(一つに○をしてください。)

What language skill do you think is the most important to acquire? (Circle ONLY one)

1. Speaking 2. Listening 3. Reading 4. Writing

Q5. 1週間のうちのどれくらいの時間、SACでPC@LLを活用していますか。

How many hours per week do you use PC@LL in the SAC?

1. 0-2hrs 2. 2-5hrs 3. 6-9hrs 4. over 10hrs

Q6. PC@LLを自学自習に活用する教材・方法を知っていますか。

Do you know how to use PC@LL for your self-study?

1. Yes 2. No

Q7. PC@LLはあなたの英語能力向上に役立っていると思いますか。

How helpful is PC@LL to improve your English language skills?

- | | | | | |
|--------------|---------|---------------|-------------|--------------------|
| 5 | 4 | 3 | 2 | 1 |
| とても役立っている | 役立っている | 分からない | 役立っていない | 全く役立っていない |
| Very helpful | Helpful | I do not know | Not helpful | Not helpful at all |

Q8. Q7で5と4に○を付けた方のみお答えください。

Question 8 applies to only those who circled "4" or "5" in question 7.

PC@LLは、あなたの英語能力向上になぜ役立っていると思いますか。

Why do you think PC@LL is helpful to improve your English language skills?

該当するもの全てに○を付けて下さい。Please circle all the numbers that apply to you.

1. PC@LLの機能(録音機能、スピードコントロール、リピーティング、シャドーイング等)が優れているから Functions of PC@LL are excellent. (voice recording, shadowing, repeating, speed control, etc.)
2. PC@LLで使える自学自習用教材が語学力向上に有効だから Self-study materials available on PC@LL are useful to improve my language skills.
3. システム自体の操作が簡単 The system is easy to use.
4. 分からない I am not sure.
5. その他 Others (Please specify: _____)

Q9. PC@LLに関して感想やご意見がありましたら教えてください。

If you have any questions regarding PC@LL, please let us know.

ご協力ありがとうございました。Thank you.

Appendix 2: PC@LL Questionnaire No. 2

※ PC@LL : SACと621、631号教室のコンピュータに導入されている外国語を学ぶためのシステム
 PC@LL is the system to learn foreign languages, which was installed in the SAC, 621, and 631.

Q1. 男性 Male/女性 Female Q2. _____ 年生 Year Q3. TOEIC : _____ Score

Q4. SAC担当に紹介されたPC@LLの教材(「英語でしゃべらないと」・

「Ship or Sheep?」・「Song Practice」)を使いましたか?

Have you used any of the PC@LL material (Eigo de Shaberanaito, Ship or Sheep?, Song Practice) introduced by the SAC administrator?

1. Yes 2. No

Q5. Q4で「Yes」と答えた方にお聞きます。どの教材を使いましたか?

If you answered 「Yes」 in question 4, which material did you use?

1. 英語でしゃべらないと (Eigo de Shaberanaito) 2. Ship or Sheep? 3. Song Practice

Q6. Q4で「Yes」と答えた方にお聞きます。全部でどの位の時間、上記の教材を使いましたか?

If you answered 「Yes」 in question 4, how many hours did you practice the materials?

1. 0.5-1 hours 2. 1-2 hours 3. 2-3 hours 4. More than 3 hours

Q7. Q4で「No」と答えた方にお聞きます。活用しなかった理由について一つ選んでください。

If you answered 「No」 in question 4, why didn't you use the additional materials? Circle one.

1. あまり英語学習に興味がない I am not interested in learning English.
2. 他のことで忙しい I am busy with other things.
3. 周りの友達がやっていないから None of my friends did it.
4. 効果があるのか分からなかった I was not sure about the efficacy of the materials.
5. その他 Others (Please specify: _____)

Q8. PC@LLでの自学自習用に、他の語学教材が欲しいと思いますか?

Would you like to have any other materials on PC@LL?

1. Yes (具体的に Please specify: _____)
2. No

ご協力ありがとうございました。Thank you.