EDUC 480 Directed Reading

Evaluation of Five CALL Programs

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Table 1. Questions for judgmental analysis of CALL appropriateness

Qualities	Questions
Language learning potential	Do task conditions present sufficient opportunity for beneficial focus on form?
Learner fit	Is the difficulty level of the targeted linguistic forms appropriate for the learners to increase their language ability?
	Is the task appropriate for learners with the characteristics of the intended learners?
Meaning focus	Is learners' attention directed primarily toward the meaning of the language?
Authenticity	Is there a strong correspondence between the CALL task and second language tasks of interest to learners outside the classroom?
	Will learners be able to see the connection between the CALL task and tasks outside the classroom?
Impact	Will learners learn more about the target language and about strategies for language learning by using the task?
	Will instructors observe sound second language pedagogical practices by using the task?
	Will both learners and teachers have a positive learning experience with technology through the use of the task?
Practicality	Are hardware, software, and personal resources sufficient to allow the CALL task to succeed?

(Chapelle, 2001, p.59) Computer Applications in Second Language Acquisition: Foundations for teaching, testing and research.

Table 2.1. Summary of the evaluation of CALL software

Quality	lingq.com	lang-8.com	hungryforwords.com	BBC Languages: Real Chinese	*Eigozuke*
Language learning potential	Good	Good	Good	Good	Good
Learner fit	Probably good (depends on learner selecting appropriate task)	Good	Probably good (no choice of difficulty level)	Good (for beginners)	Probably good
Meaning focus	Some focus on meaning	Some focus on meaning (when writing)	Not primarily focused on meaning	Primarily meaning focus	Not primarily focused on meaning
Authenticity	Somewhat authentic	Somewhat authentic	Not authentic	Somewhat authentic	Not authentic
Impact	Positive	Positive	Unknown	Unknown	Unknown
Practicality	Good	Good	Good	Good	Good

Table 2.2. Evaluation of qualities not in Chapelle's matrix

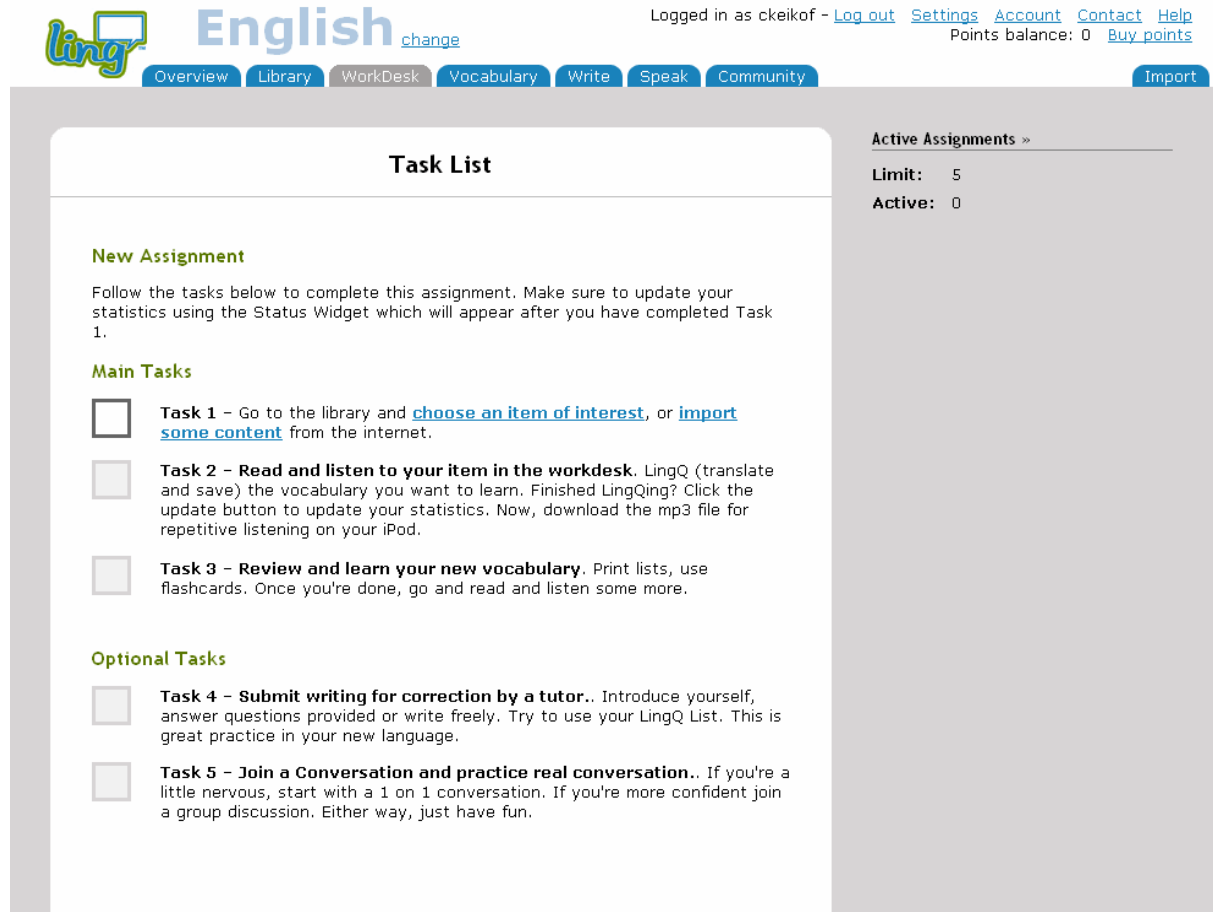| **Sustainability***	Good [email]	Good? [immediate feedback]	Good? [email]	Unknown	Good? [progress report]

* evidence of tools or systems that encourages learner to return to the CALL program & continue studying

Table 3. Overview of main tasks

	lingq.com	lang-8.com	hungryforwords.com	BBC Languages: Real Chinese	*Eigozuke*
Main Approach	listening & reading comprehension	task-based writing	bilingual multimedia drill	notional-functional	transcription of audio
Platform	web [multimedia& SNS & Skype] + email	web [SNS]	web [multimedia] + email	web [multimedia]	Nintendo DS
Tasks					
Vocabulary	X		X	X	X
Listening	X		X	X	X
Speaking	(X)				
Reading	X				
Writing	(X)	X			(spelling)

LingQ

lingq.com

LingQ is an online language learning tool and platform. It also has social networking site (SNS) features for members to communicate with each other. Languages covered by LingQ are English, French, Russian, Spanish, German, Portuguese, Italian, Swedish, Chinese and Japanese. This report is on the English section of LingQ.

The focus of LingQ is repeated listening/reading comprehension tasks and vocabulary building.

Writing and speaking practices are optional and are only available to paid members.

Content Provider

Voice of America

The Voice of America, which first went on the air in 1942, is a multimedia international broadcasting service funded by the U.S. government through the Broadcasting Board of Governors. VOA broadcasts more than 1,000 hours of news, information, educational, and cultural programming every week to an estimated worldwide audience of more than 115 million people.
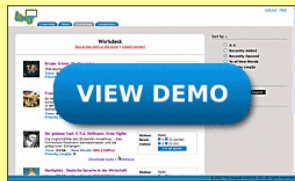
Content Provider

Some of the content are provided by LingQ tutors or developed by LingQ, but many are from online audio/transcription sources such as Voice of America and American Rhetoric.

Dictionary is powered by Babylon.

Tasks (Assignments)
Learners select "task" or reading/listening assignments from the library.

By adding the assignment in the learner's own page, learner can keep track of the number of times he/she has read or listened to the material, which gets reflected in the progress report.

(MUSIC)

VOICE ONE:

On February twenty-fifth, actors, directors, producers and other filmmakers will gather in Hollywood, California, the center of the American film industry. They will receive Academy Awards for the best acting, directing, writing, editing, music and other work on movies released last year.

The winners will receive an award called an Oscar. This statue is shaped like a man. It is made of several metals covered with gold. The Oscar is only about thirty-four centimeters tall. It weighs less than four kilograms. But the award is extremely valuable for the people who receive it. People who win an Oscar can become much more famous. They can get offers to work in the best movies. They can also earn much more money.

(MUSIC)

LingQ!

🔍 Dictionary   📒 Examples   📋 List   👤 Tutor   🗑 Delete

gather

gather (1) * +Tags

(名) かき集めること; ひだ（洋服の）

Hint   [n] gathering in, drawing together; / [v] bring together, asser   User Hints

Phrase   and other filmmakers will gather in Hollywood, California, the   Save

(動) 集める; 取入れをする; 摘み集める; 縮める; かき寄せる

Powered by Babylon »

▶ 00:00 | 0 %   ◀·ⅷⅉ

Reading & Vocabulary

Learner can highlight and check unfamiliar vocabulary in the reading passage. In a separate window, learner can look up vocabulary in any language covered by online dictionary Babylon, add and edit definition and example sentences. The system automatically saves all vocabulary, and creates online flashcard for review.

Subject: English LingQs of the Day
From: LingQ Support <support@LingQ.com>
Date: 06/11/2008 4:06 AM
To: ckf@stanford.edu

http://www.lingq.com/learn/en/vocabulary/sr/2008/11/06/

received

famous
        有名な，著名な
adoption

compete
        競争する；匹敵する
soldiers

nominations

gather
        [n] gathering in, drawing together; / [v] bring together,
assemble, collect; ama

Learn more about your LingQs of the Day.
Visit http://www.lingq.com/help/en/vocabulary/
for all Vocabulary FAQ's.

Regards,

LingQ Support

Vocabulary List through Email

Vocabulary list generated in reading activity is periodically sent to the learner's email along with learner-edited definition.

This feature forces learner to review on a regular basis and also reminds them to go back to the site or listen to the material.

メッセージセンター
- 11月 05, 2008
  Welcome to LingQ!

重要LingQ »
フラッシュカード
adoption • compete • famous • gather • nominations • received • soldiers

参加予定のイベント
予定されているイベントはありません。

学習状況

過去7日間	実績	達成状況	目標
Known Words	498		112
LingQ's Created	7		91
LingQ's Learned	0		49
Hours of Listening ⊞	0.5		7.7
Words of Reading ⊞	1327		924
Words of Writing ⊞	0		49
Hours of Speaking ⊞	0		0

Level: Intermediate 2 レベルを変更   アクティビティスコア: 0

母国語 »
日本語

現在学習中の言語 »
英語

Progress

Progress is evaluated based on the number of times learner has read/listened to the assignments and the number of vocabulary he/she knows/has learned.

Since some of the information are self-reported by the learner, this report is not an accurate measure of learner progress. But it may serve as an incentive to continue studying to improve one's level.

Language Exchange SNS Lang-8

lang-8.com

Lang-8 is a language (writing) exchange site in the form of SNS.

The languages currently covered are Japanese, English, Chinese, Korean and Spanish. This report evaluates the site's benefits to English language learners.

Lang-8 is a platform where members "exchange" languages through posting own writing and correcting others' works. For example, Japanese-speaker studying English posts writing (of any topic) in English on Lang-8 and a native English-speaker(s) who sees the posting corrects it using the correction feature on the site. In turn the Japanese-speaker corrects writing by Japanese-learners.

Lang-8 is a platform for posting and correcting writing (as well as for social networking), and it does not provide educational support for learners. In other words, learners must have enough knowledge and writing skills in target language to participate.
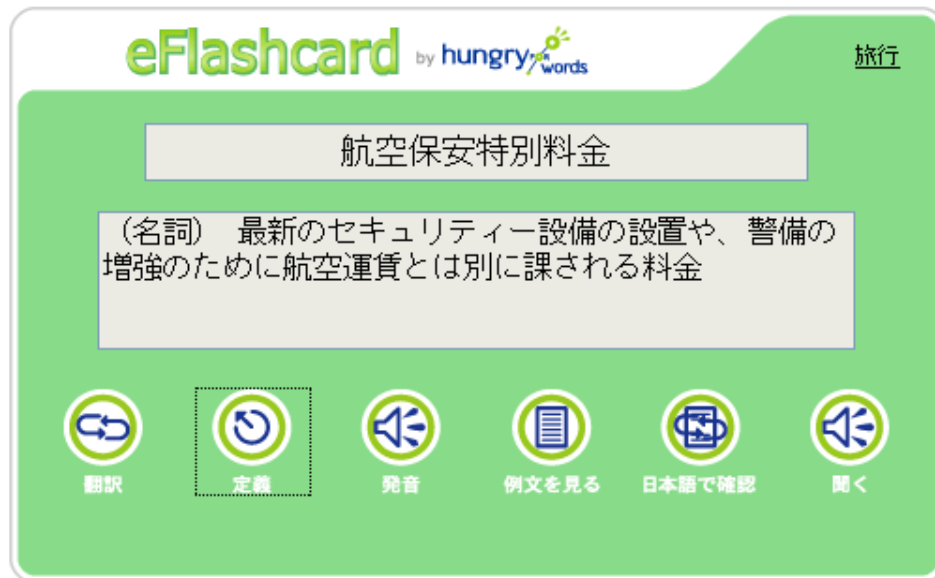
hungryforwords.com
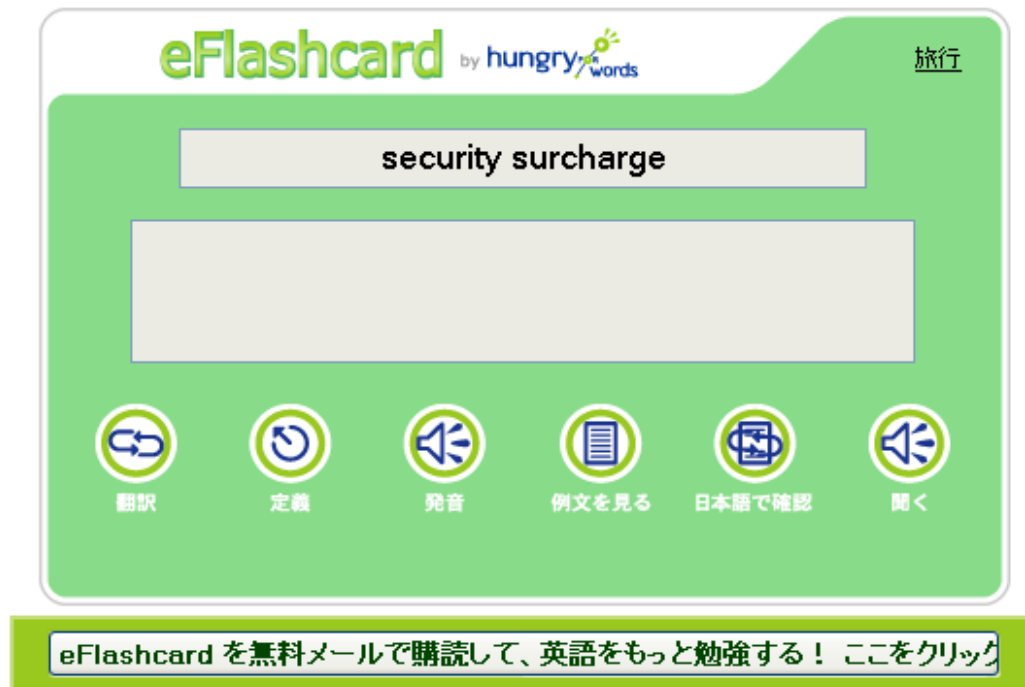
hungryforwords.com is an online vocabulary flashcard for Japanese people learning English.

The system randomly presents vocabulary from a selected category. User can choose from categories such as TOEIC, travel, American slang, advanced business English, TOEFL, food, fashion, Genius dictionary, business & finance and IT.

By subscribing to email service, learner receives the vocabulary, definition and example sentence in the mail.

Translation

eFlashcard by hungry words   旅行

航空保安特別料金

翻訳　　定義　　発音　　例文を見る　　日本語で確認　　聞く

Definition in Japanese

eFlashcard by hungry words   旅行

航空保安特別料金

（名詞）　最新のセキュリティー設備の設置や、警備の
増強のために航空運賃とは別に課される料金

翻訳　　定義　　発音　　例文を見る　　日本語で確認　　聞く

Audio file of pronunciation of target vocabulary

Example sentence

Japanese translation of the example sentence
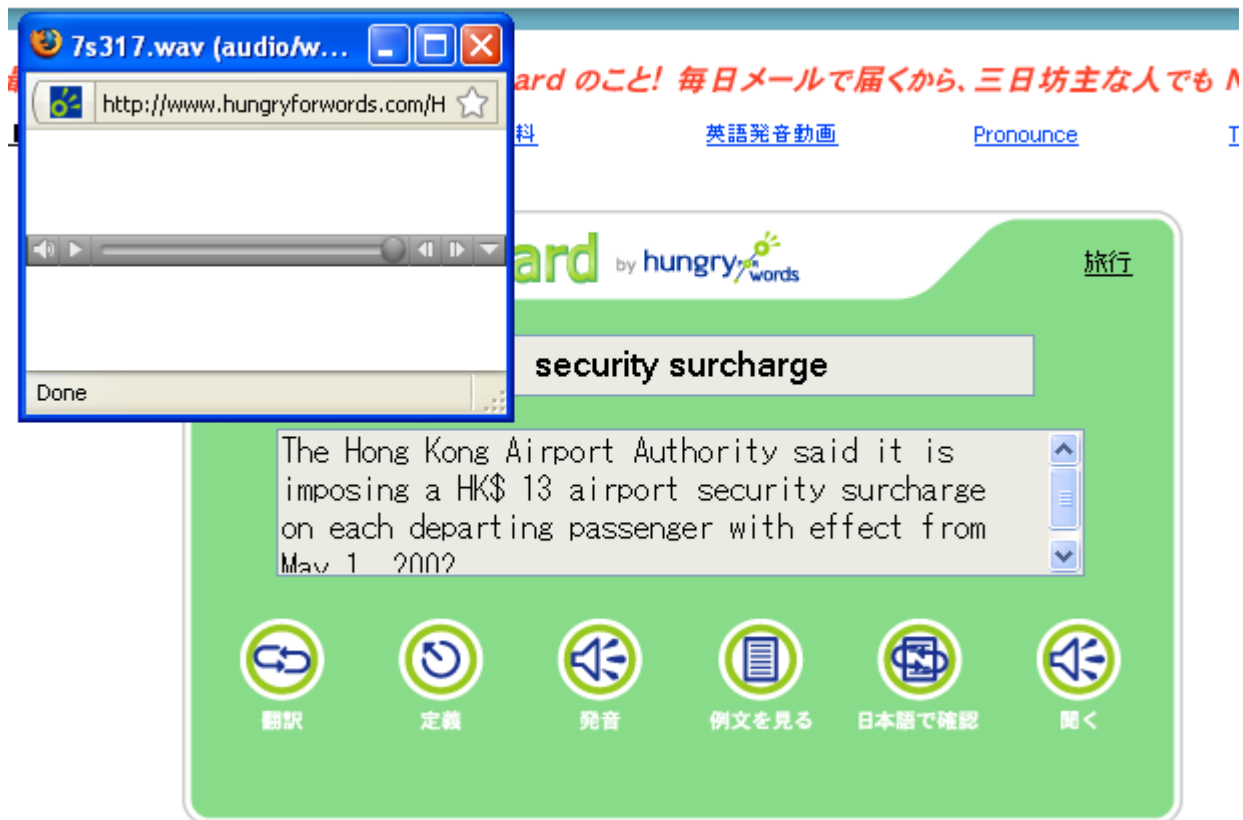
Audio file of example sentence

Audio features help transfer the learning in speaking/listening situations. However, studying random vocabulary from given categories implies that learning the words is an end in itself and not a means to communicate.

BBC Languages: Real Chinese

BBC Languages provides multimedia resources for language learning. The languages the site covers are Spanish, French, Italian, German, Portuguese, and Mandarin Chinese. This report evaluates the Chinese section of the site, Real Chinese.

Chinese

Real Chinese

▸ Topics

For starters

Introducing yourself

Family introductions

Saying a bit about yourself

Ordering drinks

Ordering a meal

Doing some shopping

Asking for directions

Getting around by public transport

Real Chinese - Introducing yourself

· Useful phrases
· Cultural notes
· Challenge

Nǐ hǎo

Nǐ jiào shénme?

Wǒ xìng Zhāng, wǒ jiào Zhāng Hào

Zàijiàn

USEFUL PHRASES   CHALLENGE   WATCH VIDEO

BACK TO START

If you can't see anything in the frame above, you'll need to install the free **Flash** software or you can use the **transcript** of the TV programme, although you won't hear the sound. Can't see the Chinese characters or the Pinyin? Have a look at the **user guide** for help.

Real Chinese presents key words, phrases and sentences that a visitor to China may encounter. Topics include introduction, ordering at restaurants and asking for directions.

A video under each topic is a presentation of target phrases used in context.

Print this page   Close window ⊠

🔊	Zhè shì wǒ/wǒde ...	This is my ...	language note
🔊	jiā	family	
🔊	àiren	spouse (lit. love person)	
🔊	zhàngfu	husband	
🔊	nǚ'ér	daughter	pronunciation note
🔊	érzi	son	pronunciation note
🔊	Nǐ jiéhūn le ma?	Are you married?	language note
🔊	Wǒ jiéhūn le	I'm married	language note
🔊	Wǒ méi jiéhūn	I'm not married	language note
🔊	nǚ péngyou	girl-friend	
🔊	nán péngyou	boy-friend	
🔊	péngyou	friend	
🔊	tóngshì	colleague	

Characters you might see...

🔊 胡同
hútong   lane

Close window

Learner has access to the list of main vocabulary covered in each section along with audio to check pronunciation.

Very few Chinese characters are introduced throughout Real Chinese; the focus is on listening and speaking.

Real Chinese - Family introductions - Challenge

Huang Xiaoming introduces you to a lady and says in Chinese: This is my daughter. Click on the phrase you think you've heard.

Zhè shi wǒde nǚ'ér.
This is my daughter.

CORRECT ✔

NEXT ➡

There is a "Challenge" at the end of each section where the learner reads about a situation and chooses the right response. The option to listen to the pronunciation appears only after the learner chooses the correct answer.

Chinese games - Tone game

Main Menu

Chinese Tone Game

Progress 1/10 ■ □ □ □ □ □ □ □ □ □

Listen to male or female voice

F   M

Choose the right tone option

| měiguò | mèiguò |
| měiguó | měiguō |

As a supplemental exercise, Real Chinese has two games, one to practice listening to tones and the other to practice writing Chinese characters.

Chinese Tone Game:
0. For those new to Chinese, there is a short lesson on Chinese tones.
1. Learner chooses male or female voice and listens to a word/phrase.
2. Learner chooses from four selections the word with the correct pronunciation symbols.
3. In the following page, the correct answer is presented along with the English translation.

Character Game presents animation of a character written by the computer allowing the learner to see the stroke order. Learner can write the character on screen during which the computer takes the time and the score increases with each stroke. By pressing the "Show Me" button, the computer writes the character over the learner's work.

Nintendo DS game: *Eigozuke*

Eigozuke is an English language learning software for Nintendo DS released in Japan. It uses the audio and handwriting-recognition technology of the console to test dictation ability of the user.

The learner listens to a word/sentence and "fills in the blanks" by writing the word on the touch screen. There is no feature to adjust the speed of speech. The blanks do not get filled unless the spelling is correct. User can listen to the audio as many times as necessary, and can also skip any question. The system later brings up the incorrect and skipped questions for review. The content of dictation ranges from a dialogue in everyday/business situations to train station announcements.

The game allows multiple players to play against each other. Each participant, each with a Nintendo DS, receives the same set of words to dictate. The runner on the screen runs when the player correctly spells out the word, and the runner slows down when words are skipped or spelled incorrectly.

This software focuses on listening comprehension and spelling, and little focus on meaning and communication.

Evaluation

Learning Tasks

Most computer-based language learning sites/software reviewed were designed to target one or two aspects of language learning such as vocabulary building and listening comprehension, but usually not on developing communicative ability. In cases like hungryforwords.com and DS game *Eigozuke*, the focus is solely on the language form and the learning task seems to become the goal.

Use of Technology

All of the five sites/software were chosen for their unique uses of technology. Use of multimedia feature such as audio and video was common. Language learning sites utilizing technological features from SNS are emerging; except Lang-8, such tools as messaging, chat and groups are only used as supplemental social environment and not developed enough to cater needs specific to language learning communities.