EDUC 480 Directed Reading

Evaluation of Five CALL Programs

Keiko Funahashi
Table 1. Questions for judgmental analysis of CALL appropriateness

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

Table 2.1. Summary of the evaluation of CALL software

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

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

|-----------------------|--------------|--------------------------|--------------|---------|-------------------------|

* evidence of tools or systems that encourages learner to return to the CALL program & continue studying
Table 3. Overview of main tasks

<table>
<thead>
<tr>
<th></th>
<th>lingq.com</th>
<th>lang-8.com</th>
<th>hungryforwords.com</th>
<th>BBC Languages: Real Chinese</th>
<th>Eigozuke</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Approach</strong></td>
<td>listening &amp; reading comprehension</td>
<td>task-based writing</td>
<td>bilingual multimedia drill</td>
<td>notional-functional</td>
<td>transcription of audio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tasks</strong></th>
<th>lingq.com</th>
<th>lang-8.com</th>
<th>hungryforwords.com</th>
<th>BBC Languages: Real Chinese</th>
<th>Eigozuke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Listening</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Speaking</td>
<td>(X)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>(X)</td>
<td>X</td>
<td></td>
<td></td>
<td>(spelling)</td>
</tr>
</tbody>
</table>
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

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.

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.
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.
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.

**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.
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.


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; まとめ

Learn more about your LingQs of the Day.

Regards,
LingQ Support
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.
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 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

Definition in Japanese

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
Audio file of pronunciation of target vocabulary

security surcharge

S IH K Y UH R AH T IY . S ER CH AA R JH
security surcharge

The Hong Kong Airport Authority said it is imposing a HK$ 13 airport security surcharge on each departing passenger with effect from May 1, 2002.

security surcharge

香港空港当局によると、2002年5月1日から香港に出発する乗客には航空保安特別料金として13香港ドルが課せられています。
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.
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.
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.

Characters you might see...

- 胡同 (hùtòng) lane
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.

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 shì wò de nǚér.
This is my daughter.

CORRECT ✓
NEXT ✈️
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.
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.