

A QUESTIONNAIRE CONTAINING A CALL COMPONENT FOR STUDENTS OF ESP – PILOT STUDY RESULTS

A questionnaire containing a CALL component for students of ESP – pilot study results

As Arnó-Macià (2012: 89) points out: “Within the integration of technology into language education, special attention needs to be paid to languages for specific purposes (LSP) (...)”. Although a broad range of technologies may support the process of language learning, this paper investigates those technologies which are connected with the computer and Internet use in order to learn a foreign language. A term used to refer to the above-mentioned issue is Computer-Assisted Language Learning (CALL). The paper presents results of a pilot study conducted of students of English for Specific Purposes (ESP) using a questionnaire containing a CALL component. This data collection instrument was especially designed for the purpose of the research. The main aim of the present article is to consider how to measure participants’ competences, attitudes and skills in the area of ICT (Information and Communication Technology).

Key words: questionnaire, Computer-Assisted Language Learning, English for Specific Purposes, blended learning

Słowa kluczowe: kwestionariusz, komputerowe wspomaganie nauki języków obcych, nauczanie języka specjalistycznego, metoda *blended learning*

1. Introduction

Using latest advances in technology has become an inseparable part of the second language learning process. Teachers and researchers are attempting to integrate technology into foreign language learning and instruction due to the

benefits it can bring. They conduct studies which focus on the following areas: beliefs about technology use (Lumpe and Chambers, 2001; Abdelraheem, 2004), attitudes towards computers (Chen, 2004; Luan et al., 2005) or evaluating the use of ICT (Papanastasiou and Angeli, 2008). However, before designing a study, a number of aspects of the research process need to be taken into consideration, which may influence the potential quality of the collected data. Among these aspects are: literature review, hypothesis/hypotheses formulation, choice of the study design, selection of participants and data collection. As Pallant (2011: 3) suggests: “good research depends on the careful planning and execution of the study”.

The main objective of the study was twofold. Firstly, the author of the study aimed to pilot a newly developed questionnaire that was named *Learner Profile*. Secondly, the study was designed to address the following research question: *What are the ESP students' opinions of Computer-Assisted language Learning (CALL)?* The research question was concerned with the fourth part of *Learner Profile* that was named *CALL application*.

2. Second language research methods

Second language research methods can be divided into two main types: *qualitative* and *quantitative* methods. Qualitative research gathers information that is not in the numerical form and it is typically descriptive data (verbal or narrative reporting). A typical example of qualitative data is an interview, which has been described by Richards (2009: 183) as “a data collection method that offers different ways of exploring people’s experience and views”. The second type of research methods mentioned above is quantitative research. A typical example of quantitative research is a questionnaire. However, it clearly depends on the types of questions included. The following definition, taken from Brown (2001: 6), describes what we mean by a questionnaire: “Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”. In their review of designing and analyzing surveys, Dörnyei and Csizér (2011: 75) also conclude: “The most common way of obtaining large amounts of data in a relatively short period of time in a cost-effective way is by means of standardized questionnaires”. A combination of qualitative and quantitative research methods has led to a third research approach – mixed methods research which may involve, for example consecutive and interrelated questionnaire and interview studies. Mixed methods research has

been described by Ivankova and Creswell (2009: 136) in the following way “Mixed methods research, with its focus on the meaningful integration of both quantitative and qualitative data, can provide a depth and breadth that a single approach may lack by itself”. Nevertheless, both qualitative and mixed methods research are beyond the scope of this article.

2.1. Questionnaires

As was mentioned in Section 2, a questionnaire is a primary method of gathering quantitative data from respondents. Data may be collected by asking specific pieces of information (e.g. age or sex) or asking respondents to choose the most appropriate answer for them out of several alternatives. Questionnaire items may be open-ended or closed-ended. However, a number of different questionnaires are composed of only closed-ended items.

2.1.1. Questionnaire items

Dörnyei (2007) specifies five types of questionnaire items: Likert scales, semantic differential scales, numerical rating scales, other closed-ended item types and open-ended questions.

a) Likert scales

Probably, the most well-known type of closed-ended items is the Likert scale. It was named after its inventor, Rensis Likert, who developed the principle of measuring attitudes by asking people to respond to a number of statements about a topic, in terms of the extent to which they agree or disagree with it by marking one of the responses from *strongly agree* to *strongly disagree*. The format of a typical five-level Likert item could be, for example:

I like learning foreign languages.

strongly agree *agree* *neither agree nor disagree* *disagree* *strongly disagree*

In this form of a scale each response option is assigned a number, for example *strongly agree* = 5 and *strongly disagree* = 1. After that, all the responses are calculated in order to analyze the data.

b) Semantic differential scales

Similarly to the Likert scale, this form of collecting quantitative data is very widely used. This scale is set up using bipolar adjectives at

each end. Respondents are asked to indicate their answers on the scale, for example:

Personally, I think that learning English is:
difficult __: __: __: __: __: __: __ *easy*
useless __: __: __: __: __: __: __ *useful*

c) Numerical rating scales

In this type of a scale respondents are asked to assign one of several numbers to describe a feature of the target. An example of a numerical rating scale may be:

_____ How much do you like learning English (on a scale from 1 to 10)?

d) Other closed-ended item types

There is a possibility of using other closed-ended item types depending on what the purpose of the study is. Among the most widely-known closed-ended item types are: true-false items, multiple-choice items or rank order items. In the first type of items respondents are asked to choose between two polarized answers: *yes* or *no*. In the second type, there are various options to choose between and the respondents are asked to select one or more alternatives given. In the rank order items type participants of the study are provided with a list and are supposed to order the items by assigning some of them according to the participants' preferences.

e) Open-ended questions

This type of questions allows respondents to answer in any way they wish. Open-ended questions are usually followed by a blank space, e.g. dotted lines to be filled by the respondents. The most well-known types of open-ended questions are: specific open questions, clarification questions, sentence completion and short-answer questions. In the first type respondents are asked to provide specific pieces of information, e.g. *What's your age?* In the clarification questions type respondents are asked to add information to multiple-choice items, for example:

What foreign languages do you speak?

a) *English* b) *German* c) *Spanish* d) *other, please specify.....*

The third type of open-ended questions is designed to elicit a more meaningful answer, e.g. *The thing that I like most about blended learning is* In the last type, short-answer questions, respondents are asked to provide a succinct reply to a question. This answer may be as long as one paragraph.

2.1.2. Questionnaires in Second Language Research

Questionnaires are widely used in Second Language Research. Dörnyei (2005) describes several well-known questionnaires, among them:

- *Attitude/Motivation Test Battery (AMTB)* – developed by Gardner (1985), a useful self-report questionnaire consisting of over 130 items, used to assess both motivation and motivated behavior,
- *Learning Style Survey (LSS)* – constructed by Cohen, Oxford and Chi (2002) as a further improvement of Style Analysis Survey (designed by Oxford), a self-report questionnaire consisting of over 100 items, primarily used to raise students' awareness of their own learning style preferences,
- *Strategy Inventory for language Learning (SILL)* – constructed by Oxford (1990), which is a self-report questionnaire, published in two versions: for speakers of English learning other target languages consisting of 80 items and for learners of English as an L2 consisting of 50 items. SILL is the most widely used questionnaire in L2 studies to assess language learning strategy use.

Dörnyei (2003) also presents a list of selected published L2 questionnaires, among them *Computer familiarity of TOEFL examinees* questionnaire designed by Eignor, Taylor, Kirsch and Jamieson (1998). This instrument consists of 23 self-report questions and is used to characterize computer familiarity of TOEFL test takers.

There is also a number of questionnaires devoted to CALL. Some of the examples are:

- *E-learning CSFs (Critical Success Factors) Instrument* – developed by Selim (2007), a survey consisting of 5 parts in addition to a demographic characteristics section. This survey was designed in order to measure e-learning satisfaction among university students.
- *Survey of Factors Affecting Teachers Teaching with Technology (SFA-T³)* – constructed by Papanastasiou and Angeli (2008), consisting of 7 sections including demographic data, used to assess teachers' attitudes to ICT.
- *Internet Use and Attitude towards the Internet Survey* – developed by Luan et al. (2005), a self-report instrument consisting of 3 sections, used to assess pre-service teachers' Internet use and attitudes towards the Internet.

2.1.3. Piloting a questionnaire

Before conducting a study it is crucial to pilot any newly developed instruments that will be used. Mackey and Gass (2005: 43) define a pilot study in the follow-

ing way: "A pilot study is generally considered to be a small-scale trial of the proposed procedures, materials, and methods, and sometimes also includes coding sheets and analytic choices". The main aim of a pilot study is to develop and test adequacy of research instruments. Gass and Mackey (2008:3) summarize: "A pilot study is therefore an important means of assessing the feasibility and usefulness of the data sampling and collection methods and revising them before they are used with the research participants".

3. Computer Assisted Language Learning (CALL)

A number of researchers in the field of second language teaching and learning are interested in using computers to enhance the effectiveness of their work. Fotos and Browne (2004) conclude that *Computer-Assisted Language Learning* (CALL) has now become an important component of second and foreign language learning pedagogy. Stockwell enumerates various names of CALL (2012: 10): "A number of acronyms have been used in the past several years, including CALL/CELL (computer-assisted/enhanced language learning), CASLA (computer-assisted second language acquisition), TALL/TELL (technology assisted/enhanced language learning), NBLT (network-based language teaching), and, more recently, MALL (mobile assisted language learning), to name a few". As far as the history of CALL is concerned, according to Warschauer (1996), and later cited by Gruba (2004), there are three phases of CALL: Structural CALL (1970s-1980s), Communicative CALL (1980s-1990s) and Integrative CALL (21st century). In the Structural phase most computers consisted of drill-and-practice materials in which the computer presented a stimulus and the learner provided a response. The Communicative approach refers to focusing on using the language rather than analysis of the language, and grammar is taught implicitly rather than explicitly. The Integrative CALL shifts to a perspective which seeks to integrate various skills (e.g. listening, speaking, reading, and writing) and technology into the language learning process. A relatively new approach to learning a foreign language connected with CALL is blended learning. Sharma and Barrett (2007: 7) define blended learning in the following way: "blended learning refers to a language course which combines a face-to-face (F2F) classroom component with an appropriate use of technology". Blended learning can be applied to a broad range of teaching and learning situations, for example learners meet with the teacher in a traditional, face-to-face class, but the course includes a parallel self-study component such as an access to web-based materials. This approach has been adapted to conduct the study.

4. The Study

The study was conducted in January, 2013 at Poznan University of Technology and was a part of research in the field of using CALL in second language learning. As mentioned in the Introduction, the author's aim was to answer the following research question: *What are the ESP students' opinions of Computer-Assisted language Learning (CALL)?*

4.1. Participants

Two groups of students participating in a blended learning course of English as a second language at Poznan University of Technology were involved in the study. The learners were taught English for Specific Purposes (ESP) in a course that was divided into two parts: (1) 70% of classes was conducted in the classroom with the teacher and (2) 30% of the classes was conducted online, outside the classroom. The participants were 25 Polish learners, 21 males and 4 females (N=25; average age=20.4), who studied Electronics and Telecommunications in their second year of full-time studies. The participants' command of English could be characterized as falling somewhere in between B1 and B2 according to CEFR (***Common European Framework of Reference***).

4.2. Data collection and analysis

As was mentioned earlier, the data collection tool used for the purpose of the study was a questionnaire, which was named *Learner Profile*. It was not supposed to take longer than 30 minutes. It should be stated that the questionnaire was administered in Polish. This decision was dictated by the fact that students could misunderstand questions in the target language.

1. General information

1A. **General information about the students** – the main purpose of this part was to collect general information from the students, this part consisted of 7 items; 6 closed-ended items (e.g. *What's your field of studies?*) and 1 open-ended question connected with participants' age.

1B. **General information about learning English** – this part was designed to collect information concerned with foreign language learning, it consisted of 14 items; 5 yes/no questions (e.g. *Do you work?* or *Have you ever been to any English speaking country?*), 6 clarification questions (e.g. *Do you know any other foreign languages besides English? If yes, please specify...*), 2 open questions (e.g. *How long have you been learning English?*), and 1 closed-ended question (*Which foreign language do you learn at the university?*).

2. Computer-Assisted language Learning (CALL)

2A. **General information according to using technology** – the main aim of this part was to

collect information about using technology by the students, it consisted of 9 items; 3 open questions (e.g. *How much time do you spend using the Internet a week?*), 3 yes/no questions (e.g. *Have you ever participated in a blended learning course?*), and 3 clarification questions (e.g. *What do you use the Internet for, most frequently, as far as learning a foreign language is concerned, please specify...?*)

- 2B. **CALL application** – this part was the most important one in the questionnaire because it was directly connected with students’ attitude towards CALL, it consisted of 27, 5-point Likert-scale items, where 1 indicated complete disagreement and 5 complete agreement. The items included in the *CALL application* part measured such factors as the effectiveness of working with the computer while learning English (e.g. *Learning English is more effective using the computer than using traditional methods.*), feedback the computer provides (e.g. *Feedback that is provided by the computer after completing a task is clear.*), the importance of using the computer to learn English (e.g. *Using the computer to learn English is as important as traditional methods.*), students’ preferences (e.g. *I prefer using the computer to learn English to using a traditional coursebook.*), students’ attitude to CALL (e.g. *When I use CALL I am less stressed.*) and computer use (e.g. *I use online or electronic dictionaries, e.g. on DVD-ROM to learn English*). There was also 1 open-ended question: *Do you use the computer to learn English in any other way? If yes, please specify in what way.* The aim of this question was to collect additional information from students.
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Table 1: Learner Profile.

As illustrated in Table 1, the questionnaire was composed of four parts. The data collected in the questionnaire was subjected to a quantitative analysis. This involved the following steps:

- preparing a survey codebook for the questionnaire,
- measuring the reliability of the CALL questionnaire by calculating Cronbach’s alpha,
- calculating the means of all the numerical data, i.e. participants’ age, length of learning English, staying abroad, using the computer, spending time using the computer/Internet, and analyzing the respondents’ answers in the questionnaire,
- calculating the means and standard deviations for all the items in the CALL questionnaire.

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	full variable name	SPSS variable name	coding instructions
	identification number	id	subject identification number
LP one Part A			
LPoneA01	sex	sex	1-males; 2-females
LPoneA02	age	age	in years
LPoneA03	studies	studies	1-full time; 2-part time
LPoneA04	language at home	langhome	1-Polish; 2-other
LPoneA05	year of studies	yearstud	1-first; 2-second; 3-third
LPoneA06	semester	semester	1-first; 2-second; 3-third; fourth
LPoneA07	field of study	field	1-ET; 2-SE; 3-ME; 4-IT; 5-MC; 6-MP
LP one Part B			
LPoneB01	reason for learning English	reason	compulsory I like learning certificate abroad job grades other

Figure 1: Survey codebook.

As presented in Figure 1, each item of the questionnaire (e.g. LPoneA04 signifying Learner Profile, part 1, question 4 – *What language do you use at home?*) was assigned a full variable name (e.g. language at home), an SPSS variable name (e.g. langhome) and a grade according to coding instructions (e.g. 1-Polish; 2-other) in order to analyze the data using an SPSS (*Statistical Package for the Social Sciences*) software and an Excel spreadsheet.

The internal consistency reliability of the 27 items of the instrument was established for all the participants by calculating Cronbach's alpha, which amounted to 0.78. The calculation was done using SPSS software. The result is considered a satisfactory value as the alpha indicates that the items of the questionnaire form a scale that has reasonable internal consistency reliability.

4.3. Results

Calculations concerning the first three parts of *Learner Profile* were made and the means of all the numerical data in the questionnaire are as follows:

variable	mean score
length of staying in an English speaking country (calculated for 14 students who have ever been abroad)	32 days
length of learning English	10 years
length of using the computer	12 years
time spent at the computer a week	28.88 hours
time spent using the Internet a week	28.08 hours

Table 2: Mean scores from the questionnaire.

What is interesting in Table 2 is the fact that students report that they have been using the computer longer than learning English. What is more,

time students spend using the computer is virtually the same as using the Internet. When it comes to other information obtained from the questionnaire, it has been presented by means of Diagrams 1-8:

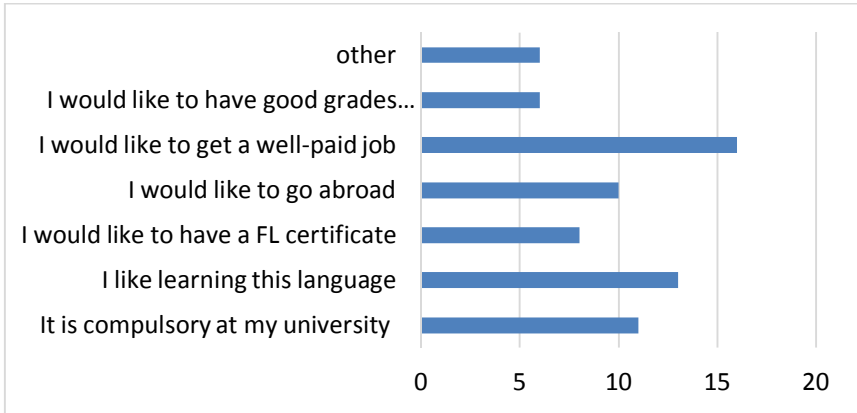


Diagram 1: What is the reason for your learning English?

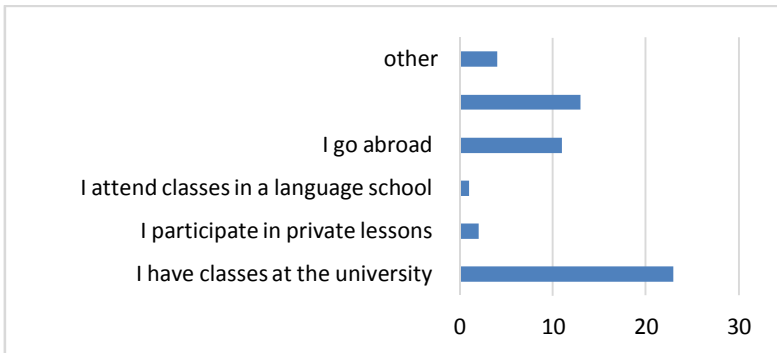


Diagram 2: Where do you use English?

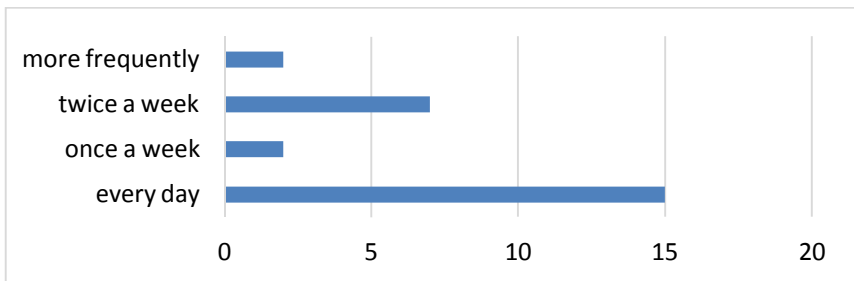


Diagram 3: How often do you use English and for what purpose?

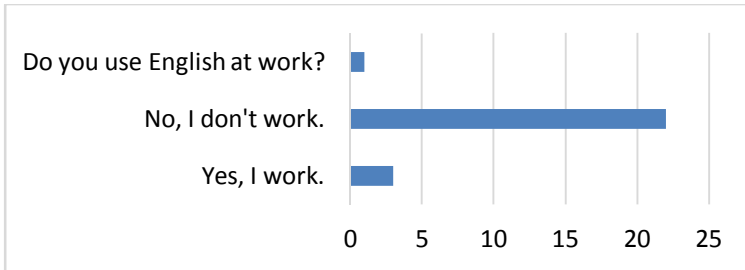


Diagram 4: Do you work? If yes, do you use English at work?

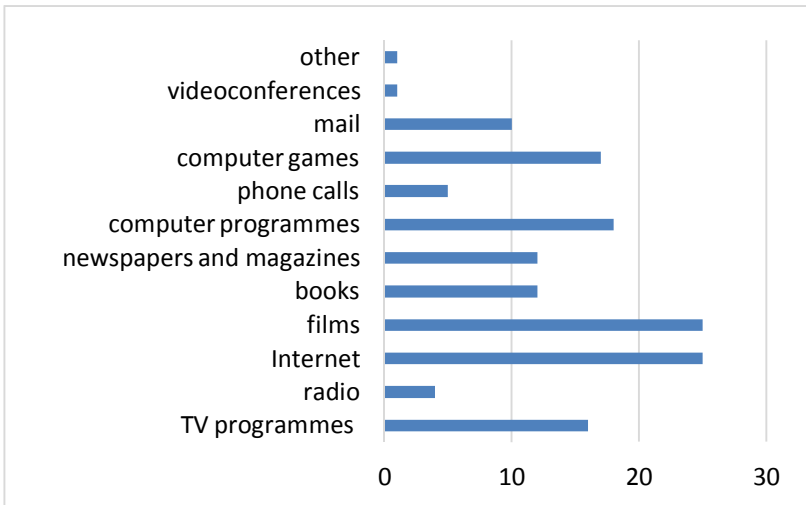


Diagram 5: What do you find useful for learning English?

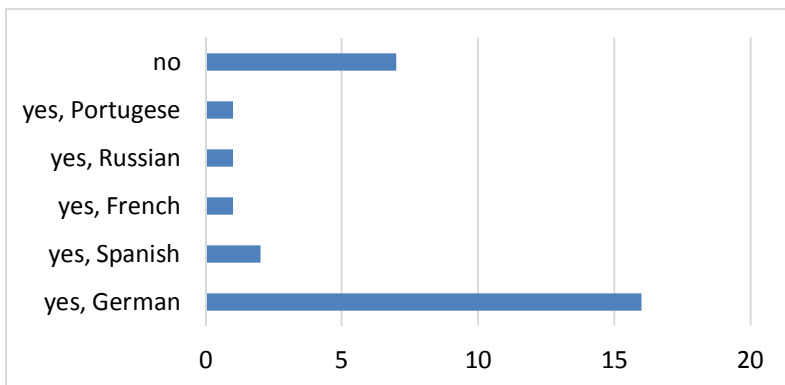


Diagram 6: Do you speak any other foreign languages?

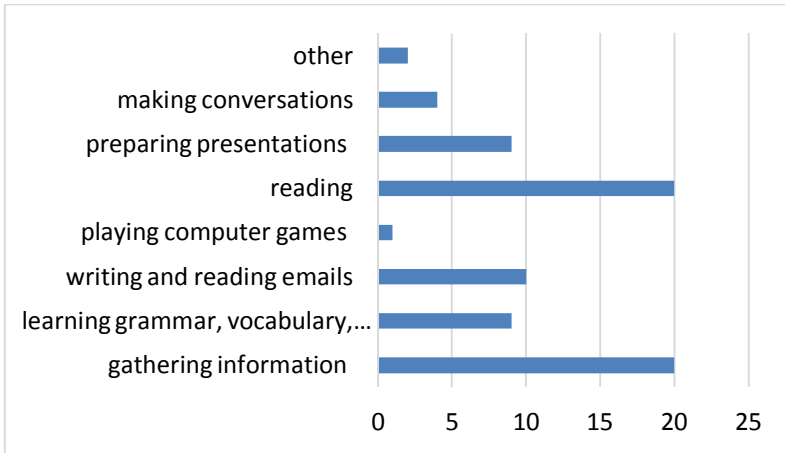


Diagram 7: What do you usually use the Internet for as far as learning foreign languages is concerned?

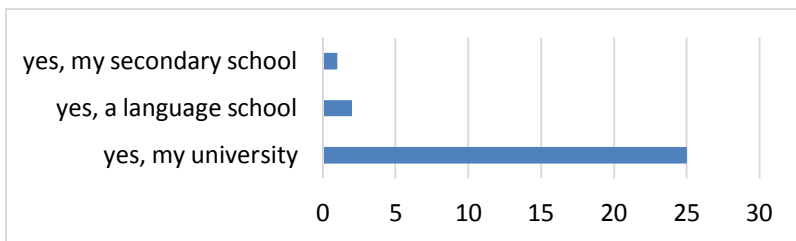


Diagram 8: Have you ever participated in an e-learning course in English? If yes, who organized the course?

The most interesting conclusions for the researcher are: most of the students are willing to learn English because they would like to have a well-paid job (16) and they like learning this language (13), students often talk to people from different countries (13), most of them use English every day for many purposes, all of the learners find using the Internet and watching films useful in learning English, most of them (18) know other foreign languages besides English, only two of the learners hold a certificate in English and all of them have access to the Internet with high speed transmission.

As mentioned earlier, the Likert-scale of the CALL part of the questionnaire was analyzed quantitatively calculating mean scores and standard deviations.

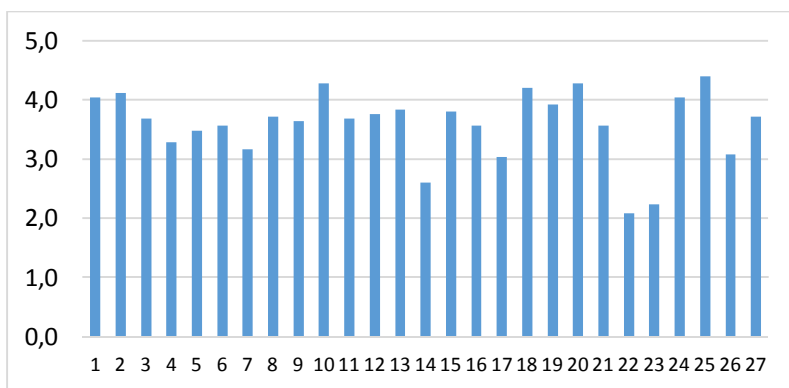


Diagram 9: Mean scores for the CALL questionnaire items.

As illustrated in Diagram 9, the highest means ($M=4.0$ and higher) were determined for such statements as:

- CALL 25: "I use English to communicate with other people by means of the computer (e.g. using forums)" ($M=4.4$, $SD=0.76$),
- CALL 10: "Using CALL I have easier access to additional information" ($M=4.3$, $SD=0.67$),
- CALL 20: "I use websites in English (e.g. online newspapers, entertainment websites)" ($M=4.3$, $SD=0.79$),
- CALL 18: "I use an online or electronic dictionary, e.g. on DVD-ROM to learn English" ($M=4.2$, $SD=1.22$),
- CALL 2: "Learning English is easier for me using the computer" ($M=4.1$, $SD=0.6$),
- CALL1: "I like using the computer to learn English very much" ($M=4.0$, $SD=0.61$),
- CALL 24: "I use English to communicate with other people by means of the computer (e.g. using e-mail)" ($M=4.0$, $SD=1.02$).

Items with the lowest means (M lower than 3.0) were as follows:

- CALL 14: "The CALL environment enables me to develop speaking skills" ($M=2.6$, $SD=1.08$),
- CALL 23: "I use websites designed to learn English" ($M=2.2$, $SD=0.97$)
- CALL 22: "I use English corpora (e.g. British National Corpus) for learning" ($M=2.1$, $SD=1.07$)

Such low mean scores may account for students' misunderstanding of some questions, e.g. they may not have known what a corpus is. It should be noted that the values of standard deviations were quite high in some cases. This may indicate that the responses are subject to considerable individual variation.

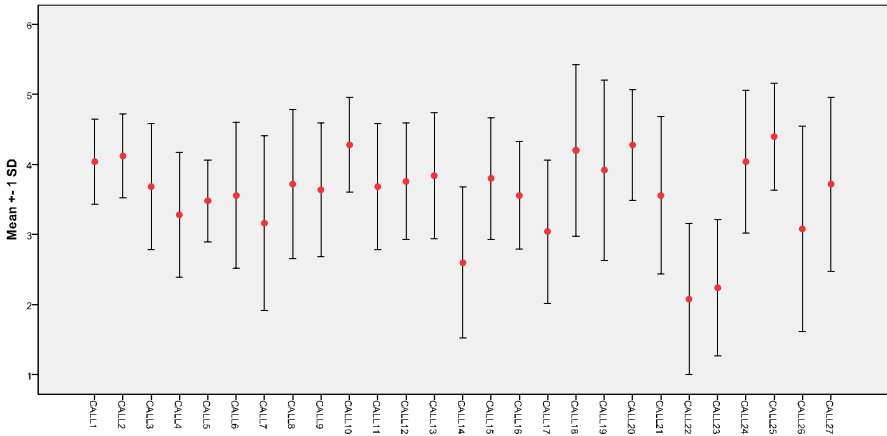


Diagram 10: Mean scores and standard deviations for the CALL questionnaire items.

Diagram 10 presents mean scores (presented as dots) and standard deviations (presented as vertical lines) for the CALL questionnaire. The item with the highest value of standard deviation was CALL 26: “I use English to communicate with other people by means of VoIP (Voice over Internet Protocol) communicators, e.g. Skype” (SD=1.47). There was also one open question at the end of the questionnaire: “Do you use the computer to learn English in any other way? If yes, please specify”. There were only three students who answered the question. The answers were as follows: (a) I watch films, sitcoms, and read training materials, (b) I use computer programmes, e.g. Professor Henry, and (c) I play computer games.

4.4. Discussion

The current study was meant to examine students’ attitudes towards CALL. It was found that most of the participants viewed the computer as a tool enhancing their learning a foreign language. The findings are consistent with those by Abdelraheem (2004). It was also found that the majority of students involved in the study used online or electronic dictionaries, online newspapers, entertainment websites or forums to learn English. Also, most of the participants perceived communicating with others online as most helpful in learning English. Another interesting finding was the fact that the participants claimed to spend an average of 28.08 hours using the Internet per week. This is over eight times as long as that of pre-service teachers of Malaysia where the average online time per week was only 3.41 (Luan et al., 2005).

A limitation of this study lies in the fact that the instrument used was only a self-report questionnaire. For future studies mixed methods research should be used to triangulate the data as in the study conducted by Bill and Galloway (2007) who not only used a questionnaire but also interviews. What is more, there were 25 participants involved in the current research, which is enough for piloting the newly developed instrument but certainly not enough to conduct further studies. All in all, in the light of the current research findings it is difficult not to disagree with what Papanastasiou and Angeli (2008) said: "ICT has become an integrated part of our daily lives, so it won't be long before it also becomes an inseparable part of students' and teachers' lives".

5. Conclusion

Designing a questionnaire usually involves a number of steps, among them: allotting much time to reading literature in questionnaire construction, reading about the field of study we are interested in, formulating questions, or making decisions according to what type(s) of question items would be most suitable. In order to save time, using already constructed questionnaires may become a good idea. However, a number of questionnaires are written in a foreign language, which in many cases cannot be used for learners whose FL proficiency is well-below our expectations. The pilot study conducted at Poznan University of Technology among ESP students was a source of large amount of data, which exceeded the researcher's expectations. It provided the author of the study with valuable information about the students, their preferences as far as learning English is concerned, using technology, and finally using CALL. Although there are some items in the questionnaire that should be left for further consideration, the study confirmed that the newly constructed questionnaire is a reliable instrument, which may be used for further research.

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APPENDIX

Learner Profile

Estimated time: 30 min.

Please, complete the questionnaire concerning foreign language learning, which is a part of my research in this area. This is not a test so there are no "right" or "wrong" answers. Please, provide honest answers as only this will guarantee the success of the investigation. Thank you very much for your time and help.

Your answers to all questions will be treated with the strictest confidence. Although I ask you for your name on the first page, I do so only because I must be able to associate your answers to this questionnaire with those of other questionnaires which you will be asked to answer.

Name _____

Part I General information

A. Background information about students

Give your opinion about each question or statement by putting an 'X' in the box that describes you.

1. Gender

- male
 female

2. Age, please specify _____

3. Educational profile

- full-time student part-time student

4. Language spoken at home

- Polish other, specify _____

5. The current year of your studies

- 1st 2nd 3rd

6. The semester of your studying English at the university

- 1st 2nd 3rd 4th

7. Field of studies, please choose one option

- | | |
|----------------------------------------------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> Architecture and Urban Planning | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Fine Arts Education | <input type="checkbox"/> Education in Technology and Informatics |
| <input type="checkbox"/> Biomedical Engineering | <input type="checkbox"/> Bioinformatics |
| <input type="checkbox"/> Materials Engineering | <input type="checkbox"/> Safety Engineering |
| <input type="checkbox"/> Mechanical Engineering | <input type="checkbox"/> Management |
| <input type="checkbox"/> Management and Production Engineering | <input type="checkbox"/> Logistics |
| <input type="checkbox"/> Mechatronics | <input type="checkbox"/> Transport |
| <input type="checkbox"/> Electronics and Telecommunications | <input type="checkbox"/> Chemical Technology |
| <input type="checkbox"/> Automatic Control and Robotics | <input type="checkbox"/> Environmental Protection Technologies |
| <input type="checkbox"/> Electrical Engineering | <input type="checkbox"/> Chemical and Process Engineering |
| <input type="checkbox"/> Informatics | <input type="checkbox"/> Other, specify _____ |

B. General information about learning English

Give your opinion about each question or statement by putting an 'X' in the box that describes you.

1. What is the reason for your learning English? You can choose several options

- | | |
|--------------------------------------------------------------|---------------------------------------------------------------------------|
| <input type="checkbox"/> it is compulsory at my university | <input type="checkbox"/> I would like to receive a certificate in English |
| <input type="checkbox"/> I like learning English | <input type="checkbox"/> I would like to have good marks |
| <input type="checkbox"/> I would like to go abroad | <input type="checkbox"/> other, specify _____ |
| <input type="checkbox"/> I would like to get a well-paid job | |

2. Where do you use English?

- during classes at the university
- I attend private lessons
- I attend classes in a language school
- I travel abroad
- I speak with a colleague from a different country
- other, specify _____

3. How often do you use English and for what purpose?

- every day in order to _____
 once a week in order to _____
 two times a week in order to _____
 other, specify _____

4. Do you work?

- yes no

5. If yes, do you use English at work?

- yes no

6. What do you find useful for learning English? (You can choose more than one answer)

- | | |
|--------------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> TV programmes | <input type="checkbox"/> computer programmes |
| <input type="checkbox"/> radio | <input type="checkbox"/> telephone calls |
| <input type="checkbox"/> the Internet | <input type="checkbox"/> playing computer games |
| <input type="checkbox"/> watching films | <input type="checkbox"/> using e-mail |
| <input type="checkbox"/> reading books | <input type="checkbox"/> using videoconferences |
| <input type="checkbox"/> reading magazines/ newspapers | <input type="checkbox"/> other, specify _____ |

7. What is the major foreign language that you study at the university?

- English German French Spanish Russian

8. Do you speak any other foreign languages?

- yes no

9. If yes what is/ are the languages? (You can choose more than one answer)

- English German French Spanish Russian Italian other, please specify _____

10. Have you ever been to any English speaking country?

- yes no

11. If yes, how long was your stay? Please, specify _____

12. How long have you been learning English? Please, specify _____

13. Do you hold any certificate in English?

- yes no

14. If yes, which one?

- | | |
|---------------------------------|------------------------------------------------------|
| <input type="checkbox"/> FCE | <input type="checkbox"/> TELC |
| <input type="checkbox"/> CAE | <input type="checkbox"/> TOEFL |
| <input type="checkbox"/> CPE | <input type="checkbox"/> TOEIC |
| <input type="checkbox"/> BULATS | <input type="checkbox"/> other, please specify _____ |

Part II Computer Assisted Language Learning

Give your opinion about each question or statement by putting an 'X' in the box that describes you.

A. Technology use

- 1. How long have you been using a computer? Please, specify _____**
- 2. Do you have a computer at home?**
 yes no
- 3. If yes, how many hours do you use a computer a week? Please, specify _____**
- 4. Do you have access to the Internet with high speed transmission?**
 yes no
- 5. If yes, state where**
 at home at the university at work other, please specify _____
- 6. How many hours do you spend on the Internet a week? Please, specify _____**
- 7. What do you usually use the Internet for as far as learning foreign languages is concerned?**
 gathering information learning grammar, vocabulary, etc. writing and receiving emails
 playing computer games reading making presentations other, please specify _____
- 8. Have you ever participated in an e-learning course in English?**
 yes no
- 9. If yes, who organized the course?**
 university language school other, please specify _____

B. Using CALL

*The term **CALL** refers to Computer Assisted Language Learning.*

Please, read the statements carefully and choose one answer from 1 – I totally disagree to 5 – I totally agree that best describes you.

A questionnaire containing a CALL component for students of ESP – pilot study...

I totally disagree	I disagree	I have no opinion	I agree	I totally agree
1	2	3	4	5

1.	I like using the computer to learn English very much.	1	2	3	4	5
2.	Learning English is easier for me using the computer.	1	2	3	4	5
3.	My pace of learning English is faster using the computer comparing to traditional methods.	1	2	3	4	5
4.	Learning English is more effective using the computer than using traditional methods.	1	2	3	4	5
5.	Using the computer to learn English is as important as traditional methods.	1	2	3	4	5
6.	Feedback that is provided by the computer after completing a task is clear.	1	2	3	4	5
7.	I prefer to communicate with other people in English using the computer than face-to-face.	1	2	3	4	5
8.	I prefer using the computer to using a traditional coursebook.	1	2	3	4	5
9.	When I use CALL I am less stressed.	1	2	3	4	5
10.	Using CALL I have easier access to additional information	1	2	3	4	5
11.	The CALL environment enables me to develop all the language skills (reading, writing, listening and speaking).	1	2	3	4	5
12.	The CALL environment enables me to develop reading comprehension skills.	1	2	3	4	5
13.	The CALL environment enables me to develop listening comprehension skills.	1	2	3	4	5
14.	The CALL environment enables me to develop speaking skills	1	2	3	4	5
15.	The CALL environment enables me to extend vocabulary knowledge.	1	2	3	4	5
16.	The CALL environment enables me to understand grammar rules.	1	2	3	4	5
17.	CALL helped me to become an independent learner.	1	2	3	4	5
18.	I use an online or electronic dictionary, e.g. on DVD-ROM to learn English	1	2	3	4	5
19.	I use a word processor (e.g. Microsoft Word) to create documents in English and I use such functions as checking spelling or thesaurus.	1	2	3	4	5
20.	I use websites in English (e.g. online newspapers, entertainment websites)	1	2	3	4	5
21.	I use websites in English to read scientific articles (e.g. www.sciencedaily.com, www.newscientist.com).	1	2	3	4	5
22.	I use English corpora (e.g. British National Corpus) for learning	1	2	3	4	5
23.	I use websites designed to learn English	1	2	3	4	5
24.	I use English to communicate with other people by means of the computer (e.g. using e-mail)	1	2	3	4	5
25.	I use English to communicate with other people by means of the computer (e.g. using forums)	1	2	3	4	5
26.	I use English to communicate with other people by means of VoIP communicators (e.g. Skype).	1	2	3	4	5
27.	I use English to communicate with other people by means of social networks (e.g. Facebook).	1	2	3	4	5
28.	Do you use the computer to learn English in any other way? If yes, please specify in what way.					

Thank you for completing this questionnaire ☺

If you have any questions, please contact the author:

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