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College Students' Perception of the Use of Technology in a
Foreign Language Class: Implications for Instruction

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College Students' Perception of the Use of Technology in a Foreign Language

Class: Implications for Instruction

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FACULTY APPROVAL

College Students' Perception of the Use of Technology in a Foreign Language

Class: Implications for Instruction

Approved for the Faculty

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ABSTRACT

The purpose of this study was to investigate community college students' perception of French language learning, incorporating technology-based instruction. This study was limited to French 121 students during fall quarter 2010. For this qualitative study that involved attitude, the researcher selected a survey as the measuring instrument. A questionnaire measuring students' perception on the effect of learning, interest and relevance, technical skills and class assessment was developed using the Likert scale. The questionnaire provided important information to the researcher who wished to adapt the best teaching method. Data demonstrated that students believed technology-based instruction led to higher academic achievement. Based on the findings, the researcher concluded that incorporating technology-based instruction benefited students.

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CHAPTER 1

Introduction

Background for the Project

Learning a foreign language was a difficult process. Such learning took time, dedication and persistence. Therefore, whatever could ease this process had the potential to increase students' motivation and provide a nurturing environment conducive to learning, where students could reach their full potential. As technology and software improved there had been a considerable interest and rapid increase in the use of computer technology to teach a foreign language. This approach to language teaching and learning developed rapidly in the past decade. According to the website of the Association for Educational Communications and Technology (AECT), this was especially true in higher education where students and teachers had greater access to computers and Internet than in K-12 schools. Abundant literature was clear that when motivation increased, ability and confidence followed and thus had a positive effect on learning.

Statement of the Problem

The traditional approach to the teaching of foreign language to students failed to interest students in a multimedia world. Therefore, combining the use of modern technology and a variety of classroom teaching methods could increase students' motivation and lead to higher academic achievement.

Purpose of the Project

The purpose of this study was to investigate community college students' perception of French language learning, incorporating technology-based instruction. Technology was more precisely defined as the use of web-based programs. Technology was an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element. Interactive learning occurred when students put together knowledge and skills, connecting with information and experiences provided by the instructor. Students were engaged both intellectually and emotionally in interactive learning. Computer-Assisted Language Learning (CALL) was a type of learner-content interactivity. Technology also consisted of techniques that engaged students in critical thinking and also in cognitive learning strategies, which emphasized how language learners internally processed language information.

Delimitations

The study was done in a community college in a mid-sized metropolitan area in the southeastern part of the state of Washington. The study began in September 2010 and was completed in December 2010 of the same fall quarter. The researcher analyzed community college students' perception of the use of technology in a French 121 course.

In fall 2009, the total enrollment statistics for the community college was 8199 students. During the fall quarter 2010, the world language department

served 483 students, and included 13 sections and 342 students for Spanish, three classes and 76 students for Japanese, and two classes and 66 students for French. Approximately half of the students who attended the French classes spoke a language other than English as a native language.

Table 1

Community College Total Enrollment Statistics – Fall 2009

	Students	Sections
Total Enrollment in the Community College - Fall 2009	8199	
World Language Enrollment Fall quarter 2010	483	18
Spanish 121,122,123, 206	342	13
Japanese 121, 221	76	3
French 121	66	2

Note. The number of enrollment includes withdrawals.

The requirement for students pursuing a degree or certificate in this community college, or enrolling in ten or more credits, was to pass the COMPASS test. The COMPASS test was a computer-adaptive test used to assess mathematics, reading, and writing skills of entering freshmen. The COMPASS results were used by trained academic advisors to place students into appropriate courses and to advise students on course selection. The requirement to register for a world language course was to pass English 99, a prerequisite course that evaluated students' reading and writing skills. The survey did not include all French 121 students at the community college nor did it include every detail.

After taking their final exam in early December 2010, students were offered the opportunity to fill in the survey. The researcher explained the intent of the research and made it very clear that participation was not tied to the grade of the course and that their final grade in the course was not contingent upon completing the survey. Only volunteer students participated. All participants followed the same instruction with an open source textbook for French 121. The questionnaire was administered in class but outside of instructional time, with hard copies after completion of French 121, fall quarter 2010.

Assumptions

The researcher was qualified to teach French in a community college. The researcher obtained a French Master's Degree in Teaching French as a Foreign Language as well as a valid teaching certificate from Washington State, which was endorsed with French and English for Speakers of Other Languages. The researcher attended a Web 2.0 course: CS111 and a teaching online workshop with WAOL, Washington Online (Angel Learning Management Suite). The researcher was also trained with Video Tools for Teaching and Learning, First Step Toward Online Teaching, Selection, Incorporation, and Assessment of New and Emerging Technologies for Online Courses with SLOAN.C. The researcher had worked for the community college for four years and had previous experience teaching international students at the University of Burgundy in France.

All students who took the survey were taught the same content based on Columbia Basin College Student Learning Outcomes. All students answered the survey honestly and were aware that it was anonymous. All students knew that their participation was not tied to their final grade.

Research Question

If computer technology was integrated as an instructional strategy in a world language class, would students' perception of both their motivation and academic achievement improve?

Significance of the Project

The center of interest for the researcher was to find ways to increase students' ability to communicate in French as well as to explore students' experiences using technology in a French 121 course. The researcher chose to study students' perceptions that might inform possible effects relative to the research question on motivation and learning.

The researcher had used technology in class for four years with the previous textbook and had read research on the positive aspects. Using technology as a way to motivate students brought many benefits to the class. Among them were enthusiasm, interactivity, authenticity, varied material, and more focus on student-centered learning.

During fall 2010, the researcher chose to teach with a student-centered communicative approach. This was a method of teaching a world language, which

stressed the importance of learning to communicate information and ideas in the target language. The open-source textbook utilized was Français Interactif. The textbook included scripted and unscripted video interviews of native and non-native speakers, culture videos, Internet activities based on a guided exploration of French websites, vocabulary lists with audio, and it was downloadable in mp3 format. Students used this resource on iPod or other personal devices. The textbook also included a sister site for an online French grammar textbook with self-correcting, fill-in-the-blank exercises drawn from a database, and several other pedagogical tools; for example, a verb conjugator, a verb tutor, and an online French dictionary, as well as additional grammar self-correcting tests. This textbook, created by the University of Texas, received a five-star rating on MERLOT, a free and open online community of resources designed primarily for faculty, staff and students of higher education, as well as “Best of Humanities on the Web” award by the website EDSITEment, a partnership among the National Endowment for the Humanities, Verizon Foundation, and the National Trust for the Humanities and was a member of the Thinkfinity Consortium of premier educational websites.

Procedure

The purpose of the survey was to collect data about students’ perception of the use of technology in a community college French 121 class. The researcher first selected the most appropriate measuring instrument for a qualitative study

that involved attitude. For the researcher to conduct a survey, a procedure was established. The researcher selected the population for the study in such a way that the individuals chosen were good informants who contributed to the researcher's understanding of the research question. The sampling was homogeneous and the determined sample size was the total number of students who took French 121 during fall quarter 2010 and attended the final exam. They were very similar in experience, perspective and outlook. This sampling made data collection and analysis simple.

The researcher selected an attitude scale, the Likert scale, to measure what individuals believed, perceived or felt about the use of technology in the French class (Gay, Mills, & Airasian, 2009). The Likert scale required participants to respond to a series of statements by indicating whether they strongly disagreed, disagreed, agreed, strongly agreed or had no opinion on the topic. The questionnaire was divided into five main parts: a) general background, b) technology background, c) perception on the effect on learning, d) perception on interest and relevance and finally, e) perception on confidence as a learner, technical skills and assessments. The total number of questions on perception was 32 plus an open space for comments.

The questionnaire was then submitted to the researcher's supervisor for revision and approval. The next step was to ask permission to conduct the project. The document was presented with the questionnaire to the community college's

Institutional Review Board (IRB) for approval. The procedure went very quickly and within a week the researcher received approval. During the last week of fall quarter 2010, the researcher explained the project to the two classes, insisting on the fact that participation was not tied to the final grade and that the questionnaire was entirely anonymous. On a voluntary basis, students filled in the five-page document after completion of the final exam. The students used pencils and answered the survey anonymously and honestly. The time to complete the questionnaire was approximately fifteen to twenty minutes. Out of 52 students, only one student did not answer the survey. The response rate was very high, reaching 98%. The researcher then collected the data and analyzed the results of the study.

Definition of Terms

COMPASS test. A COMPASS test was a computer-adaptive test used to assess mathematics, reading, and writing skills of entering freshmen. COMPASS results were used by trained academic advisors to place students into appropriate courses and to advise students on course selection.

computer technology. Computer technology was more precisely defined as the use of web-based programs and as an aid to the presentation, reinforcement and assessment of material to be learned and usually included a substantial interactive element.

EDSITEment. EDSITEment was a website that offered subject-based access to top humanities sites, lesson plans, and at-home activities. Subject areas included literature and language arts, foreign languages, art and culture, and history and social studies (National Endowment for the Humanities, n.d.).

ENG99. Writing Preparation II was a class taken after ENG 98 and was designed to prepare students for college reading and writing.

FR121. This class was an introduction to the French language including conversational skills, reading, writing and grammar and French culture including geography, customs, daily life, and heritage. This class was designed for the novice learner of French, with little or no proficiency in the French language.

Likert scale. A Likert scale was a method of ascribing quantitative value to qualitative data, to make it amenable to statistical analysis. Likert scale was used mainly in training course evaluations and market surveys. Likert scales usually had five potential choices (strongly agree, agree, neutral, disagree, strongly disagree) but sometimes went up to ten or more (Gay et al., 2009).

realia. A realia was often employed by a teacher of a foreign language class to strengthen students' associations between words for everyday objects and the objects themselves.

SLOAN.C. The Sloan Consortium was an institutional and professional leadership organization dedicated to integrating online education into the mainstream of higher education, and helping institutions and individual educators

improve the quality, scale, and breadth of education. Originally funded by the Alfred P. Sloan Foundation, Sloan-C was now a non-profit, member-sustained organization.

Web 2.0. The term was commonly associated with web applications that facilitated interactive information sharing, interoperability, user-centered design, and collaboration on the Web. Examples of Web 2.0 included social networking, blogs, wikis, video-sharing sites, hosted services, web applications and mashups.

Acronyms

AECT. Association for Educational Communications and Technology

CALL. Computer-Assisted Language Learning

CMC. Computer Mediated Communication

ICT. Information and Communication Technology

LAN. Local Area Network

MERLOT. Multimedia Educational Resource for Learning and Online Teaching

TELL. Technology Enhanced Language Learning

WAOL. Washington Online (Angel Learning Management Suite)

CHAPTER 2

Review of Selected Literature

Introduction

Learning a foreign language was a long, cumulative, and challenging process. Students needed motivation and encouragement during this period. According to Gardner (2001), one of the most influential researchers in second language acquisition, the four major factors in learning a second language were: “intelligence, language attitude, situational anxiety and motivation” (p. 2). Gardner suggested that when motivation increased, ability and confidence followed, thus, having a positive effect on learning. Young generations liked task-based approaches by using different technological devices in the classroom (Genc Iler, 2009). Numerous researchers also reported on the theoretical constructs that support the use of multimedia technology for foreign language instruction (Stepp-Greany, 2002).

This literature review examined scholarly articles focusing on the topic of technology used in language learning in relation with students’ motivation. Specifically, the purpose of this review was to explore the literature with regard to how computer technology potentially enhanced language skills acquisition and students’ motivation. This inquiry attempted to answer the question that if computer technology was integrated as an instructional strategy in a foreign

language class, would students' perception of both their motivation and their academic achievement improve?

This chapter reviewed the literature in the main areas of the research question and study, by first examining how technology was used in the foreign language classroom and then examining the benefits and results of using Computer-Assisted Language Learning (CALL). The different applications of technology in specific language areas were explored. Finally, this review focused on the barriers of using technology in the classrooms.

Use of Technology on Motivation in World Language Classroom

“For some time now, considerable claims have been made about the potential contribution of Information and Communication Technology (ICT) to pupils' learning by policy makers, researchers and some teachers” (Pachler & Leask, 1999, p. 3). Most particularly, in education and foreign language teaching, ICT tools were introduced in classrooms and brought about major transformations. According to Warschauer and Meskill (2000), the most apparent change was that the traditional teacher-centered approach with grammar-based instruction (instrumental motivation) was replaced with a more student-centered-approach. This approach geared towards communicative abilities and its emphasis on the actual use of language, students' engagement, interaction and contextualized discourse. Two distinct communicative perspectives were identified; the cognitive approach and the socio-cognitive approach. Both implied

different use of technology in the classroom. The cognitive approach emphasized how language learners internally processed language information. Rather than repeating a structure, learners analyzed their own mistakes, and developed a “creative learning process” so that they built their own knowledge of the language (p. 4). Technologies, which assisted a cognitive approach to language learning, were those, which “allowed learners maximum opportunity to interact within meaning-rich contexts through which they constructed and acquired competence in the language” (p. 4). A multimedia simulation software was a good example of these types of technologies. The socio-cognitive approach focused on the social aspect of language acquisition. Teachers offered opportunities for authentic social interaction to students in the classroom so that they could practice before being in a real situation. For example, using the internet to facilitate interaction, an instructor could ask students to work on a collaborative project focusing on authentic tasks. Many instructors found Computer-Mediated Communication (CMC) projects to be beneficial and that CMC was the most revolutionary in development in computer-assisted-language learning (Warchauer, 1996).

Educational Institutions introduced a policy of Information and Communications Technology (ICT) integration and teachers more and more were encouraged to use Technology–Enhanced Language Learning (TELL) in their classrooms. The increasing use of Web 2.0 strategies (e.g. wikis, podcasts, social networking, web-based applications) provided new opportunities for learner

interactions and increased contact with their peers that appeared to fit in with these trends. Such applications could be computer-mediated communication in the classroom, computer-mediated-communication for long distance and finally exchange and accessing resources and publishing on the Internet. Language learners were able to communicate and collaborate in real-time on the Internet like never before, creating shared products and learning while creating those shared products online.

Researchers reported that the use of ICT in language classrooms could bring many benefits. Information and Communications Technology encouraged not only students but also the teacher in a positive way. An effective language teacher needed to be enthusiastic and creative because language learners could easily lose their motivation and desire to learn (Stepp-Greany, 2002; McGrath, 1998; Weinberg, Peters, & Sarma, 2005).

According to Stepp-Greany (2002), technologically equipped classrooms increased students' motivation because of the interactive nature of the activities. Technological equipment tended to make the class more interesting. Personalizing information as part of the task asked could be one way to promote students' motivation. Others included having animated objects on the screen, providing practice activities that incorporated challenges and curiosity and providing a context (real-world or fantasy) that was not directly language-orientated. Also using a variety of multimedia components in one course tended to increase

student interest and motivation. According to Beauvois (1996), when using ICT, students perceived linguistic benefits because their anxiety level was lower and they were not as stressed than in the regular face-to-face interaction of the traditional class discussion. “They tended to participate more and were less reluctant to interact with their peers” (p 34). This positive response was very meaningful to the language instructor interested in meeting the needs of all the students in a course.

The use of computers could give a new role to teaching materials. This meant that students could control the pace of the learning but could also make choices in what and how to learn. The use of computers offered a more student-centered learning (Warchauer, 1996). The academic literature was clear that the opportunity for communication in authentic situations and settings, especially with native speakers, was a major factor in successful foreign language acquisition. Using computers in the classroom meant having more opportunities to interact in one or more of the four basic linguistic skills by using or producing texts meant for an audience in the target language and not specifically to the classroom (Stepp-Greany, 2002; Weinberg, Peters & Sarma, 2005). Using computers and every kind of technological equipment gave students a sense of freedom and encouragement. With the help of technology, students could be active, motivated and involved in the language learning process. Stepp-Greany (2002) reported that technologically equipped classrooms increased students’

motivation because of the interactive nature of the activities. In another study, Beauvois (1996) suggested that students perceived interpersonal benefits; “they felt that they knew their classmates and teacher better through communication in the lab” (p. 38).

According to Osuna and Meskill (1998), using the Internet had positive impacts on students’ knowledge. Using the Internet gave a chance to bring the world into the classroom. By incorporating more authentic materials in the foreign language classroom such as videos, audios and realia, it allowed students to be exposed to the foreign reality as it really was and not as a make-believe classroom version. The incorporation of authentic materials in the classroom supported the language in context and helped learners develop the needed range of communication and sociolinguistic competences. Consequently, students had a chance to change their cultural attitude and increased their cultural knowledge. Osuna and Meskill (1998) showed that incorporating technology and using the Internet in the classroom was beneficial. Their study showed an increase in both students’ cultural and language knowledge. They concluded that this multimodal medium was a valuable tool for foreign language because it was enjoyable, interesting, informative and actual in promoting cultural awareness and cultural learning.

Using computer technology in the classrooms was generally reported to improve mastery of basic skills (reading, writing, listening, speaking) and overall

academic skills (Beauvois, 1994). Several researchers (Beauvois, 1994; Warschauer, 1996) reported an improvement in student writing through the use of networked computers. According to Beauvois, students in the networked writing project displayed more fluidity of conversation, more use of complex sentences, and more self-disclosure. She believed that the elimination of strong teacher dominance freed students to express themselves, resulting in a larger quantity and better quality of communication. Reports of improvement in reading were also observed. In Beauvois' 1994 study, 42% of the students reported that their comprehension skills improved and 100% experienced linguistic increased output.

According to Warschauer and Meskill (2000), the use of technologies in language classrooms brought new possibilities for language instruction and was considered a "conceptual revolution" (p. 15). Technology appeared to be allowing both teachers and students to think differently and to consider possibilities for action and engagement otherwise not possible. A common characteristic to the three case studies conducted by Warschauer and Meskill (2000) was learner empowerment; the "potential technologies represented for learner involvement in shaping the learning process and constructing their own understanding through access to rich electronic tools and resources" (p. 15).

Applications in Specific Language Areas to Achieve Effective Learning

Current research examined different applications in specific language areas to achieve effective learning (Beauvois, 1998; Salaberry, 2001; Warschauer

& Meskill, 2000). There were mainly three approaches: Computer-Mediated Communication in the classroom (CMC), Computer-Mediated Communication for long distance exchanges and Internet resources.

One way to facilitate interaction and collaboration in the classroom was to use CMC through online activities such as sending e-mails, threaded discussions, but also with the use of software tools. Computer-Mediated Communication activities could be set up through computer-assisted classroom discussions. For example, the class could meet in a networked computer lab and students could communicate through writing rather than through speaking. Each student typed on the bottom of the screen, and instantly sent a message to the rest of the class. The discussion was saved and passed on to students in electronic or hard copy. When using the instruction software such as Daedalus Interchange by Daedalus Software Inc., in a Local Area Network, (LAN), Warschauer and Meskill (2000) suggested that even though the software sounded artificial, “it has been found to have a number of features that extend oral communication and thus can be exploited as an additional medium of communication within a class” (p. 7). Students and instructors referred to the process as discussion but it was electronic talking and therefore could also be called writing because of the very conversational aspect and rapid movement of synchronous computer conferencing. This process was demonstrated to be more democratic than face-to-face discussion where it was especially likely that shy students could be afraid to

participate. This practice also allowed students to better notice inputs from others' messages and incorporate that input into their own messages. The third advantage was that since CMC took place in writing, it involved more preparation than face-to-face communication. Students had to think and take the time to write what they wanted to say. This practice allowed more planning. According to Beauvois (1998) it encouraged students to "create communication with the other members of the class on a variety of topics through the computer network" (p. 27). Overall, the teacher became a facilitator and students were less anxious to express themselves in the foreign language.

Another way to facilitate discussion was to use computer-mediated communication for long distance exchange. The teacher could offer students the ability to communicate with electronic pen pals, use videoconferencing with language partners for synchronous chatting, (e.g., Skype), or create cross-curricular projects. Computer-Mediated Communication for long distance exchange allowed students the opportunity for target language practice in situations where such practice was otherwise difficult. This strategy was especially important in foreign language classrooms, where students could have little other access to authentic language use. Most of the time, the instructor was the only reference in the target language. Using CMC for long distance exchange engaged students in writing and reading and improved students' skills. Computer-Mediated Communication also brought more meaningful and communicative materials and extended education beyond the classroom. However, Salaberry (2001) researched the

effect of CMC by implementing face-to-face exchanges through two-way simultaneous videoconferencing between English-speaking students and French-speaking students. Salaberry pointed out that students were unsuccessful in profiting from the interaction due to two potential reasons: heightened anxiety and a mismatch between the standard written-based variety of French taught in class and the spoken French variety used by the native speakers.

A third application was through accessing resources and publishing on the Internet. There were many online resources available for language learners such as dictionaries, grammar explanations, vocabulary lists, phonetic exercises (Warschauer & Meskill, 2000). Students used web pages as authentic materials for conducting research on culture and current events or for gathering material for class projects and simulations. One of the five goals expressed in the Standards for Foreign Language Learning created by the American Council on Teaching of Foreign Languages in 1996 was that students should be able to “demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own” (p. 4). Using web pages could be the only way a majority of students might experience culture. Reading online newspapers made students aware of current social phenomena, cultural differences, and helped them improve their reading skills and comprehension strategies in the target language. Students could also publish their own work on second-generation web applications (Web 2.0) such as blogs or wikis, thus enabling writing for a real audience. In some cases, teachers created in-class online newsletters that their classes produced. Stepp-Greany (2002)

reported that this practice enriched the classroom atmosphere by developing collaboration and communicative writing groups.

Accessing authentic material on good sources on the Internet gave language learners opportunities to compile interesting information and report it in the target language. Consequently, this practice helped develop students' reading and writing skills at the same time (Genc Iler, 2009). Accessing authentic material also enriched students' interests and led them to be good readers. Having had access to more authentic documents, the learning was more appealing and effective, and thus students were more motivated. For weak learners, having to create and publish projects on the Internet helped them reveal their capacity and creative mind. Consequently all students had opportunities to learn in their own way (Ushida, 2005).

Barriers to the Use of Technology in Language Learning Classrooms

Even though numerous researchers reported on the advantages that supported the use of multimedia technology for foreign language instruction, there were some barriers. The most frequently mentioned were financial investment and investment in time but there were also some limits to the use of technology.

Using technology in classrooms implied a financial investment. Low usage could have an effect on the cost barrier. In some classes, the amount of time or the number of learners could be increased to reach the concept of cost-

effectiveness. The startup costs, which included hardware, software, staff training and maintenance, were expensive. Warschauer and Meskill (2000) pointed out:

An intelligent use of new technologies usually involved allocation of about a third each for hardware, software, and staffing support and training. It was often the case in poorly funded language programs that the hardware itself came in via a one-time grant with little funding for staff training, maintenance and software. (p. 12)

A lack of technical and theoretical knowledge was often a barrier to the use of Computer-Assisted Language Learning technology (CALL) or what was described as a technological aid to language learning. In their classes, language teachers sometimes had issues related to the system, such as viruses, connection problems or problems caused by the students unconsciously. According to Wang (2008) “computer technology is not yet intelligent enough to be truly interactive” (p. 43), and could create some frustration related to the system, such as viruses, connection issues, or problems created by students.

Some instructors did not understand how to use the new technologies and lacked confidence to start using them. In her study, Stepp-Greany (2002) pointed out that “instructors working in learning environments mediated by technology needed support and preparation to adopt the new role of facilitator” (p. 175). Therefore development of the use of technology might also include technical and routine management skills so that teachers could gain confidence and practice.

Furthermore, little was known about integrating these new means of learning into the curriculum. Improper use of technologies could affect both the teacher and learner negatively (Salaberry, 2001). One problem with the use of ICT was that it could generate a wave of excitement, quickly followed by frustration and disillusionment. The use of ICT required an acceptance of new technologies and use of the correct tools. Some teachers could be resistant to technology due to a lack of interest or knowledge or because of uncertainty regarding its effectiveness. The twenty-first century was considered a time of communication changes and there was a natural tendency for organizations to resist change. Wrong conceptions about the use of technology limited innovation and threatened teachers' jobs and security. Computer courses could positively affect teachers' attitudes towards technology, giving them more confidence and convincing them that it was a valuable tool (Stepp-Greany, 2002).

Another barrier was the rapid changes in technology. By the time hardware and softwares were adopted in schools, new technologies that were more efficient or more powerful were developed. According to Warschauer and Meskill (2000), it was hard for education to keep up with the implementation of constantly new emerging technologies. What teachers were learning in technology courses might not be what they actually needed to know. Egbert, Paulus and Nakamichi (2002) studied teachers' perception of the use of technology in the classrooms. Even though some instructors had a positive attitude toward

technology, it did not ensure that they were able to use it in the classrooms because of time pressure both outside and during class. The use of technologies required substantially more preparation time. Engaging in technology-enhanced language learning was a continuing challenge that required time and commitments. Teachers could possibly not have time in their curriculum, in their daily lives or in the lesson preparation time to include technology and, consequently, lack of recognition for their hard work could be another barrier (Stepp-Greany, 2002).

According to Warschauer and Meskill (2000), it was futile to compare use of computers to nonuse of computers because “a computer is a machine, not a method” (p.10). Therefore, computers and the Internet created a large medium that was comparable, in some ways, to books in a library. What really mattered was how technology was being used. Technology would never replace a good instructor.

Summary

Learning a foreign language was a challenging process and students always needed motivation and encouragement during this period. Using computer technology could be one of the effective solutions to overcome students’ motivational problems in the classrooms. There were many benefits to the use of technology in language learning classrooms. First, the use of technology brought enthusiasm and had a positive impact on student’s motivation. The use of

technology promoted cultural awareness and provided more authenticity, interactivity and more student-centered learning. There were different technological applications in specific language areas to achieve effective learning. Computer-mediated communication (CMC) in the classroom, CMC for long distance exchanges or accessing resources and publishing on the Internet all offered new opportunities for better language practice.

However, the use of technology in language learning classrooms presented some barriers. Technology required financial investment, time for planning but, most of all, it required an acceptance of new technologies and the use of the correct tools. The use of technology had its limits. Computers were tools, not methods. Technology would never substitute for a good teacher.

CHAPTER 3

Methodology and Treatment of Data

Introduction

This project utilized a questionnaire developed by the researcher to gather demographic information and explore students' perception relative to the use of technology in the French class. The questionnaire was administered in class on the last week of fall quarter, in early December 2010 to FR121 students. The questionnaire was an instrument used to provide important information to the researcher who wished to adapt the best teaching methods.

Methodology

Since the study involved attitudes and perceptions, the researcher utilized a qualitative design to gather students' perception of the use of technology in French community college classes. Qualitative research, defined by Gay, Mills and Airasian (2009), was the "collection, analysis, and interpretation of comprehensive narrative and visual (nonnumeric) data to gain insights into a particular phenomenon of interests" (p. 150).

Participants

Participants were 51 community college students from a community college in eastern Washington enrolled in their first quarter of Elementary French (FR121). The data showed that all students were computer literate with prior Internet experience.

Seventy percent of participants were female students. Related to age, 64% of the respondents belonged to the 16-17 and 18-19 age groups and 98% were under 25. As for ethnicity, 58% of the participants were Caucasian, 38% were Hispanic and 4% were Asian. Concerning native languages, 60% spoke English, followed by Spanish at 36%. Four percent spoke another native language (Ukrainian and Tagalog). Eighty-four percent of the participants considered themselves as being at a beginner level in the French course.

Table 2
Demographics

	Frequency (N)	Percent (%)
Gender		
Male	15	30%
Female	35	70%
Age		
16-17	13	26%
18-19	19	38%
20-21	9	18%
22-23	2	4%
24-25	4	8%
53	1	2%
Age average	19	
Ethnicity		
Caucasian	29	58%
Hispanic	19	38%
Asian	2	4%
Native Language		
English	30	60%
Spanish	18	36%
Other	2	4%
French Course Level		
Beginner	42	84%
Intermediate	7	14%
Advanced	1	2%

Instruments

The instrument administered was a self-developed questionnaire. The researcher constructed the questionnaire which was divided into five main parts: a) general background, b) technology background, c) perception on the effect on learning, d) perception on interest and relevance, and finally, e) perception on confidence as a learner, technical skills and assessments. The researcher selected an attitude scale, the Likert scale, to “measure what individuals believed, perceived or felt” about the use of technology in the French class (Gay et al., 2009, p. 150). The Likert scale required participants to respond to a series of statements by indicating whether they strongly disagreed, disagreed, agreed, strongly agreed or had no opinion on the topic. The researcher chose the Likert scale because it was an efficient way to collect data in a numeric manner. There were a total of 32 structured items plus an open space for an unstructured item where respondents had complete freedom of response. Students were able to agree or disagree with different statements intended to measure their perceptions of learning outcomes and the effectiveness of the task and the technology they used to accomplish it.

The first part of the questionnaire, general background, explored demographic information such as age, gender, ethnicity, native language, other languages spoken and also the reasons why they took French 121. Students were also asked if they had studied French previously. The second part of the

questionnaire, technology background, was on the use of computers. Its purpose was to get information on the possession of computer technology equipment as well as frequency and types of use of a computer by students. The third part was about perception of technology on the effect on learning. Students had to indicate their opinion on 14 statements about the effect of using technology in the French course using a Likert type of scale from 1 to 5 (Strongly disagree, Disagree, Agree, Strongly agree or No opinion). The fourth section offered students the opportunity to discuss their perceptions on 12 statements on interest and relevance of computer-based activities. In the fifth section, students had to give their opinion on six statements on confidence as a learner, technical skills and class assessment. In an extra section for comments, students also had an opportunity to express themselves freely.

Design

For this study, the researcher first selected the most appropriate measuring instrument. The study involved attitudes, defined as to “indicate our favorable or unfavorable feelings, reflect our tendency to accept or reject groups, ideas, or objects” according to Gay, Mills and Airasian (2009, p. 150). The researcher opted for an affective test, an “assessment designed to measure affective characteristics” (p.150) and more specifically in a nonprojective format, a “self-reported measure in which the test taker responds to a series of questions or statements about himself or herself” (p. 151). The researcher selected survey

research in the form of a questionnaire, “a written collection of survey questions to be answered by a selected group of research participants” (p. 177) for different reasons. First, a questionnaire would be able to ask the same questions, obtain comparable data and quantifiable information from all participants, but also to have some control on the measuring instruments. The researcher believed that because of the relatively short period of time spent with the participants, (11 weeks/51 hours) a cross-sectional survey was the most efficient way to collect data in a numeric manner and to “provide a snapshot of the current attitudes and beliefs in the population” (p. 176). The questionnaire involved a short interaction with the participants but permitted the researcher to collect data from a relatively large sample.

For this study, after completing the fall quarter French 121 course, students were asked to answer an anonymous questionnaire in English in December 2010. The questionnaire was conducted in class. The estimated time for completion was between fifteen and twenty minutes.

Procedure

According to Gay, Mills and Airasian (2009), qualitative research involved six steps: identifying a research topic, reviewing the literature, selecting participants, collecting data, analyzing and interpreting data, and reporting and evaluating the research. The researcher first defined the research topic. After reviewing scholarly literature that included questionnaires on the topic, the

researcher stated the problem, constructed the questionnaire, and divided it into five sections. The researcher selected the two French 121 classes to conduct the questionnaire. A brief cover letter was created to accompany the questionnaire. The cover letter explained the purpose of the study and emphasized its importance and significance. Before distributing the questionnaire to the participants, both the cover letter and questionnaire were submitted to the researcher's supervisor for revision, testing and approval. The next step was to ask permission to conduct the project. The document was presented with the questionnaire to the community college's Institutional Review Board (IRB) for approval. During the last week of fall quarter 2010, the researcher explained the project to the students from the two classes, insisting on the fact that participation was not tied to the final grade and that the questionnaire was entirely anonymous. The questionnaire was then distributed and, on a voluntary basis, students filled in the five-page document after completion of the final exam. The time to complete the questionnaire was approximately fifteen to twenty minutes. The questionnaire was administered in class in order to obtain the highest response rate immediately. The researcher was also able to collect data anonymously. The challenge was to analyze the data manually. The disadvantage was that it was time consuming.

Treatment of the Data

The data for analysis was comprised of the answers to the questionnaire on students' perception on the use of technology in a foreign language classroom.

The questionnaire was administered in December of 2010. Since the questionnaire was administered in class with a hard copy, the researcher analyzed the data manually. The results of the questionnaire included the total sample size and the overall percentage of returns. The results did not include the response rate for each item because all participants answered all the questions. The results were presented in a table with five sections corresponding to the five rubrics of the questionnaire.

Summary

The study involved attitudes and the researcher utilized qualitative methodology to gather students' perception of the use of technology in French community college classes. The instrument administered was a self-developed questionnaire. The researcher selected the Likert scale to construct a questionnaire divided into five sections. The questionnaire, including a cover letter, was presented to the RIB for approval and then administered in class in early December 2010 to all FR121 students. The questionnaire was collected anonymously and data was analyzed. This instrument provided important information to the researcher who wished to adapt the best teaching methods.

CHAPTER 4

Analysis of the Data

Introduction

The purpose of this study was to investigate community college students' perception of French language learning, incorporating technology-based instruction. When combining the use of modern technology with a variety of classroom teaching methods, students' motivation could increase and lead to higher academic achievement.

Description of the Environment

The research began in September 2010 and was completed in December 2010. The research was done in a community college in a mid-sized metropolitan area in the southeastern part of the state of Washington. The researcher analyzed community college students' perception of the use of technology in a French 121 course. Qualitative research with the use of a questionnaire was administered to community college students enrolled in their first quarter of Elementary French (FR121). Only volunteer students participated. The 51 participants followed the same instruction with an open-source textbook for French 121. The questionnaire was administered in class but outside of instructional time, with hard copies after completion of French 121, fall quarter 2010. All participants were computer literate with prior Internet experience. After taking their final exam in early

December 2010, students were offered the opportunity to complete the questionnaire.

Research Question

If computer technology was integrated as an instructional strategy in a foreign language class, would students' perception of both their motivation and academic achievement improve?

Results of the Study

Before asking specific questions on the participants' perception on the effect on learning and interest and relevance, the questionnaire focused on general questions on technology background. Almost every participant had access to a computer at home connected to the Internet and 100% were comfortable using a computer. The data showed that all participants were computer literate. Only 8% had experience using a computer for 3 to 4 years while 54% had used a computer for 5 to 10 years and 38% for more than 11 years. Concerning the time spent using a computer, about a third of participants mentioned that they used one between 1 to 2 hours per day while more than half declared that they used it between 3 to 6 hours. Eight percent stated that they used a computer between 7 to 12 hours and 2% said that they used one more than 13 hours per day.

When asked how students spent their time using a computer, a minority stated that it was only for work while a third mentioned that it was split between work for 75% and fun for 25%. A majority said they spent their time using a

computer evenly between work and fun. Less than a third conveyed that they used a computer mostly for fun and only 25% of their time for work. None of the participants stated that they spent all of their time using a computer for fun.

Table 3

Technology Background Questionnaire

Item	Value in %
Possession of a computer, Internet and comfort of use	
Personal computer at home	98
Internet at home	98
Comfort using a computer	100
Experience using a computer	
Less than 2 years	0
3-4 years	8
5-8 years	22
9-10 years	32
More than 11 years	38
Number of hours using a computer per day	
1-2 hours	34
3-4 hours	36
5-6 hours	20
7-12 hours	8
More than 13 hours	2
% time spent on the computer	
100% work	4
75% work / 25% fun	30
50% work / 50% fun	38
25% work / 75% fun	28
100% fun	0

When asked about their perception on the effect on learning, a large majority of participants stated that their four basic skills in French had improved as a result of the Internet activities. This was particularly true about their reading and listening skills while 12% mentioned that the Internet activities did not

improve their speaking and writing skills. When asked about the content, 84% of the participants conveyed that the information from the Internet activities contributed greatly to their knowledge of French grammar and vocabulary and 80% declared that it contributed to their knowledge of French culture. About half of the students stated that the information from the Internet activities changed their attitude towards Francophone cultures. About a third of the participants had no opinion on this statement. Seventy-two percent of the students agreed or strongly agreed that the authentic learning activities downloaded from the Internet helped them in the learning process while 82% agreed that using a computer gave them more chances to read and use authentic French. Two-thirds of participants agreed that they could learn French more independently when using a computer while a quarter disagreed. Almost three-quarters of students agreed that using computer-base activities made them active in the learning process and wanted to return to French related sites they used or found to explore further on their own. The same percentage agreed that they enjoyed the challenge of using a computer in the learning process. A quarter agreed or strongly agreed that technical difficulties interfered with their learning.

Table 4

Perception on the effect on Learning

Item	Strongly disagree %	Disagree %	Agree %	Strongly agree %	No opinion %
1. My French listening skills have improved as a result of the Internet activities.	0	4	56	36	4
2. My French speaking skills have improved as a result of the Internet activities.	0	12	52	24	12
3. My reading skills in French have improved as a result of the Internet activities.	0	8	52	34	6
4. My writing skills in French have improved as a result of the Internet activities.	0	12	56	20	12
5. The information from the Internet activities contributed greatly to my knowledge of French grammar and vocabulary.	0	4	54	30	10
6. The information from the Internet activities contributed greatly to my knowledge of French culture.	0	12	60	20	8
7. The information from the Internet activities changed my attitude towards Francophone cultures.	0	14	40	14	32
8. Authentic learning activities downloaded from the Internet helped me in the learning process.	0	8	48	24	20
9. Using a computer gives me more chances to read and use authentic French.	2	2	48	34	14
10. I can learn French more independently when I use a computer.	0	26	36	26	12
11. Using computer-based activities made me active in the learning process.	0	8	52	22	18
12. I will return to French related sites I used or found to explore further on my own.	0	16	48	22	14
13. I enjoyed the challenge of using a computer in the learning process.	0	14	54	16	16
14. Technical difficulties interfered with my learning.	32	34	20	4	10

In general, when expressing their opinion on using a computer and perception on interest and relevance, about ten percent of the students had no opinion. Seventy percent of the participants agreed and strongly agreed that the use of computer technology for the French class made this an enjoyable course.

More than a third of students disagreed that they enjoyed doing computer-based grammar tasks better than traditional grammar tasks on hard copy while 92% appreciated having immediate feedback on computer-based grammar exercises and verb conjugator. Eighty-two percent enjoyed the variety of computer-based activities and resources and 84% agreed that the tasks they performed on the Internet were interesting. Almost ninety percent stated that the computer activities were easy to complete. Ten percent disagreed that the time they spent completing the computer-based activities was well spent. More than three-quarters of the participants found using technology in the French class to be effective and that the tasks they performed on the Internet were relevant to real-life need in the French language. Twelve percent disagreed that computer-based activities offered more authenticity and found it frustrating when working on a computer. Eighty-two percent would take another world language course that had a computer-assisted component and disagreed that their instructor used too much technology in the classroom.

Table 5

Perception on Interest and Relevance

Item	Strongly disagree %	Disagree %	Agree %	Strongly agree %	No opinion %
1. The use of computer technology for the French class made this an enjoyable course.	2	4	56	14	24
2. I enjoyed doing computer-based grammar tasks better than traditional grammar tasks on hard copy.	6	28	40	16	10
3. I appreciated having immediate feedback on computer-based grammar exercises and verb conjugator.	0	4	56	36	4
4. I enjoyed the variety of computer-based activities and resources.	0	4	66	16	8
5. The tasks I performed on the Internet were interesting.	0	6	66	18	10
6. The computer activities were easy to complete.	0	6	68	20	6
7. The time I spent completing the computer-based activities was well spent.	0	10	56	22	12
8. I found using technology in the French class to be effective.	2	6	50	28	14
9. The tasks I performed on the Internet were relevant to real-life need in the French language.	0	8	50	28	14
10. The computer-based activities offered more authenticity.	0	12	42	18	28
11. When working on a computer, I find it frustrating.	26	50	12	2	10
12. I would take another world language course that has a computer-assisted component.	6	2	68	14	10
13. My instructor used too much technology in the classroom.	28	54	4	0	14

When asked about their perception on confidence as a learner, technical skills and class assessment, 90% of the participants agreed or strongly agreed that they gained confidence in their abilities to do French language activities while 78% agreed that they gained confidence in their abilities as an independent learner. A quarter of the participants disagreed when asked if they gained technical skills on the computer as a result of this course and were initially frustrated by the various computer-based activities. However, 88% agreed that

they learned how to be resourceful in finding the meanings of words or sentences that were difficult to understand. Finally, 70% agreed that the computer-based activities helped them perform better on quizzes and tests. A quarter of the students had no opinion.

Table 6

Perception on Confidence as a Learner, Technical Skills and Class Assessments

Item	Strongly disagree %	Disagree %	Agree %	Strongly agree %	No opinion %
1. I gained confidence in my abilities to do French language activities.	0	4	62	28	8
2. I gained confidence in my abilities as an independent learner.	0	8	56	22	14
3. I gained technical skills on the computer as a result of this course.	4	22	34	16	24
4. I was initially frustrated by the various computer-based activities.	24	36	28	4	8
5. I learned how to be resourceful in finding the meanings of words or sentences that were difficult to understand.	2	6	50	38	4
6. The computer-based activities helped me perform better on quizzes and tests.	0	6	50	20	24

Findings

Effect on Learning

When asked about participants' perception on the effect on learning, most agreed that using technology had a positive impact. The four basic skills improved as a result of the Internet activities, especially reading and listening. Internet activities contributed greatly to their knowledge of French grammar, vocabulary and of French culture. The majority of participants also found that

authentic learning activities, downloaded from the Internet, helped them in the learning process and that using a computer gave them more chances to read and use authentic French. When using a computer, participants agreed that they could learn French more independently. The same majority enjoyed the challenge of using a computer in the learning process whereas a quarter agreed the technical difficulties interfered with their learning.

Interest and Relevance

A majority of participants (70%) agreed that the use of computer technology for the French class made it an enjoyable course and would take another world language course that had a computer-assisted component (82). For example, students enjoyed the variety of computer-based activities and resources and found the tasks they performed on the Internet interesting. However, a good number of students disagreed that they enjoyed doing computer-based grammar tasks better than traditional grammar tasks on hard copy. This demonstrated that students were attached to complete grammar exercises by hand for better personal practice and retention. Nevertheless, when questioned on having immediate feedback on computer-based grammar exercises and verb conjugator, almost every student appreciated this feature. This proved that, concerning grammar exercises, a combination of hard copy and computer-based could be a way to satisfy most students' learning style.

Confidence as a Learner, Technical Skills and Class Assessments

Most students agreed that they gained confidence in their abilities to do French activities which helped them perform better on quizzes and tests. However, about a quarter of students agreed being initially frustrated by the various computer-based activities and disagreed when asked if they gained technical skills as a result of this course. This demonstrated that, technically, the instructor should dedicate a few hours at the beginning of the course on pure computer technology. For example, a computer lab could be reserved so that students had an opportunity to work on computer-based activities and could ask questions directly to the instructor if difficulties appeared. This way, students would feel less frustrated.

Discussion

The purpose of the questionnaire was to investigate community college students' perception of French language learning, incorporating technology-based instruction and opening up a dialogue between the researcher and the students on the topic. The data analysis informed the researcher on possible effects relative to the research question on motivation and learning. The researcher believed that when combining the use of modern technology and a variety of classroom teaching methods, students' motivation could increase and thus lead to higher academic achievement. However, there was no attempt to prove quantitatively that the use of technology led to students' higher academic achievement. This

research implied that instructors had an important role in a technology-enhanced learning environment. This research corroborated other studies (Beauvois, 1998; Stepp-Greany, 2002; Warchauer, 2000) which indicated that the role of an instructor as facilitator was important and involved well-developed instructional skills.

Summary

The researcher found that all students were experienced in using computers and almost all of them had access to a computer and Internet at home. Questionnaire results concluded that students' perception of the use of technology in a French foreign language class was definitely perceived as a beneficial experience. Students had a positive attitude toward using computers. The data validated these perceptions qualitatively. The researcher also learned that some students who were surveyed were initially frustrated by the various computer-based activities and did not enjoy doing computer-based grammar tasks better than traditional grammar tasks on hard copy. However, students would take another world language course that had a computer-assisted component.

CHAPTER 5

Summary, Conclusions and Recommendations

Introduction

Learning a foreign language was a complex process in which learners needed motivation and encouragement. The research was designed to investigate community college students' perception of French language learning, incorporating technology-based instruction, and determine if technology-based instruction could be perceived as positive by students.

Summary

Since this study involved attitudes and perceptions, the researcher utilized a qualitative design to gather students' perception of the use of technology in French community college classes. The researcher developed a questionnaire administered in class during fall quarter 2010 to FR121 students. The questionnaire was an instrument used to provide important information to the researcher who wished to adapt the best teaching methods. The questionnaire measured students' perception on the effect of learning, interest and relevance, and finally, confidence as a learner, technical skills and class assessments.

Conclusions

Research indicated that using computer technology could be an effective approach to surmount students' motivational issues in class. The use of computer technology could bring many benefits. First, it could bring enthusiasm and have a

positive impact on students' motivation but could also promote cultural awareness and thus provide more authenticity, interactivity and more student-centered learning. According to researchers, different technological applications in specific language areas could enhance language skills acquisition and students' motivation. Current research examined three main approaches: Computer-Mediated Communication in the classroom, Computer-Mediated Communication for long distance, and Internet resources. Even though many researchers reported on the advantages of the use of multimedia technology for foreign language instruction, there were some barriers. The most frequently mentioned were financial investment, time for planning and acceptance of new technology. Researchers concluded that the use of technology had its limits. Computers were tools, not methods and could not substitute for a good instructor.

The research conducted was very helpful in assessing the students' perception on the use of technology in a French language class and was perceived to be beneficial. All students were computer literate, had experience using technology, and had a positive attitude toward using computers. The researcher learned that some students were initially frustrated by the various computer-based activities and did not enjoy doing computer-based grammar exercises better than traditional grammar exercises on hard copy. However, students would take another foreign language course with computer-assisted component. The researcher concluded that any instructor considering using technology-based

instruction needed to be trained on new programs, software and technology. At the beginning of the course, the instructor also needed to spend time with students getting used to technology to avoid frustration. Instructors needed to keep in mind that computers had to be used as tools to enhance teaching. Computers could not substitute for the instructor in the educational process.

Recommendations

Based on the findings, the researcher concluded that incorporating technology-based instruction in a French language class benefited students. Learners' motivation increased. Students believed that technology-based instruction led to higher academic achievement.

The researcher recommends conducting quantitative research concerning the effects of the use of technology in a French language class to see if there is a correlation between students' perception and improved student learning. Should a correlation exist the conclusions of the study would be consistent and strengthened.

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APPENDIX

QUESTIONNAIRE

Learning a World Language With the Use of Technology

Dear students,

The purpose of this questionnaire is to give you an opportunity to express your opinions about the use of technology to learn French. The following five-page survey has been designed to diagnose your overall attitudes regarding language-learning activities through computers rather than for the purposes of personal evaluation. There is therefore no need to identify yourself by name, and your anonymity in responding to these questions will be safeguarded. I shall be most grateful for time and care you give to answering all of these questions, which will enable me to accurately evaluate the results. Thank you for assisting me in this study.
Merci !

Isabelle Corneaux

PART I: GENERAL BACKGROUND QUESTIONNAIRE

Sex: Male Female

Age: _____

Ethnicity: Asian Black Caucasian Hispanic Native American

Native language: English Spanish Other (Please specify) _____

French level: Beginner Intermediate Advanced

Why did you take French 121? Please check all that apply.

- To fulfill a requirement
- To learn basic French
- To be able to speak and understand French
- To be able to write and read French
- To learn about French culture
- To go abroad
- Because I like learning languages
- To broaden my general knowledge
- Because of my family history
- Because my family speaks it
- Other (please specify) _____

Have you reached your goal(s) ?

If yes, why _____

If no, why? _____

PART II: TECHNOLOGY BACKGROUND QUESTIONNAIRE

1. Do you have a personal computer at home?

- Yes No

2. Do you have Internet at home?

- Yes No

3. Are you generally comfortable using a computer?

- Yes No

4. How long have you been using a computer?

- Less than 1 year 3-4 years 7-8 years 11+ years
 1-2 years 5-6 years 9-10 years

5. How many hours do you use a computer in a typical day?

- 1-2 hrs/day 5-6 hrs/day 9-10 hrs/day 13+ hours
 3-4 hrs/day 7-8 hrs/day 11-12 hrs/day

6. How much of your time using your computer is for schoolwork/job, and how much just for fun?

- 100% work
 75% work / 25% fun
 50% work / 50% fun
 25% work / 75% fun
 100% fun

PART III: PERCEPTION ON THE EFFECT ON LEARNING

For each of the remaining statements, please choose the best one that describes you

1= Strongly disagree 2= Disagree 3= Agree 4= Strongly Agree 5=No opinion

	Strongly disagree	Disagree	Agree	Strongly Agree	No opinion
1. My French listening skills have improved as a result of the Internet activities.					
2. My French speaking skills have improved as a result of the Internet activities.					
3. My reading skills in French have improved as a result of the Internet activities.					
4. My writing skills in French have improved as a result of the Internet activities.					
5. The information from the Internet activities contributed greatly to my knowledge of French grammar and vocabulary.					
6. The information from the Internet activities contributed greatly to my knowledge of French culture.					
7. The information from the Internet activities changed my attitude towards Francophone cultures.					
8. Authentic learning activities downloaded from the Internet helped me in the learning process.					
9. Using a computer gives me more chances to read and use authentic French.					
10. I can learn French more independently when I use a computer.					
11. Using computer-based activities made me active in the learning process.					
12. I will return to French related sites I used or found to explore further on my own.					
13. I enjoyed the challenge of using a computer in the learning process.					
14. Technical difficulties interfered with my learning.					

PART IV: PERCEPTION ON INTEREST AND RELEVANCE

For each of the remaining statements, please choose the best one that describes you

1= Strongly disagree 2= Disagree 3= Agree 4= Strongly Agree 5=No opinion

	Strongly disagree	Disagree	Agree	Strongly Agree	No opinion
1. The use of computer technology for the French class made this an enjoyable course.					
2. I enjoyed doing computer-based grammar tasks better than traditional grammar tasks on hard copy.					
3. I appreciated having immediate feedback on computer-based grammar exercises and verb conjugator.					
4. I enjoyed the variety of computer-based activities and resources.					
5. The tasks I performed on the Internet were interesting.					
6. The computer activities were easy to complete.					
7. The time I spent completing the computer-based activities was well spent.					
8. I found using technology in the French class to be effective.					
9. The tasks I performed on the Internet were relevant to real-life need in the French language.					
10. The computer-based activities offered more authenticity.					
11. When working on a computer, I find it frustrating.					
12. I would take another world language course that has a computer-assisted component.					
13. My instructor used too much technology in the classrooms.					

PART V: PERCEPTION ON CONFIDENCE AS A LEARNER, TECHNICAL SKILLS AND CLASS ASSESSMENTS

For each of the remaining statements, please choose the best one that describes you
 1= Strongly disagree 2= Disagree 3= Agree 4= Strongly Agree 5=No opinion

	Strongly disagree	Disagree	Agree	Strongly Agree	No opinion
1. I gained confidence in my abilities to do French language activities.					
2. I gained confidence in my abilities as an independent learner.					
3. I gained technical skills on the computer as a result of this course.					
4. I was initially frustrated by the various computer-based activities.					
5. I learned how to be resourceful in finding the meanings of words or sentences that were difficult to understand.					
6. The computer-based activities helped me perform better on quizzes and tests.					