

**Title of Project:**

Empirical evaluation of CALL use for ESL students' learning processes and outcomes

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**Summary Statement:**

This project aims to evaluate ESL learners' use of state-of-the-art multimedia CALL through a multiple case-study methodology for examining the effectiveness of computer-assisted language learning (CALL) materials at three US and three international sites. Researchers and teachers agree that evaluation of CALL should inform pedagogical choices about how best to use CALL, and therefore this study extends previous work of a context-based, case study of one setting which revealed detailed information about the learners' use of CALL and achievement (Jamieson, Chapelle, & Preiss, in press). As in the previous project, we propose to operationalize six criteria for CALL evaluation: language learning potential, meaning focus, learner fit, authenticity, impact, and practicality (Chapelle, 2001, 2003). After refining our instruments, we will seek empirical evidence for these criteria which represent qualities associated with successful language learning through weekly questionnaires and tests. This evidence will provide insight into the degree that learners have opportunities for input, interaction, output, and scaffolded learning. The CALL materials we will use are Longman English Interactive which will be donated to the participating institutions for the length of the study by Pearson Education. By including several sites, we hope to better understand the constraints of individual contexts, and the robustness of the CALL materials. Depending on the results of this study, a logical next step in our program of research could be to develop a set of goal setting and strategy materials for teachers and students, and to then test their effectiveness in experimental/comparison groups using a quasi-experimental research design.

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