The Effect of EFL College Student’s Use of online Commercial CALL Courseware on Listening

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Abstract

This study attempts to examine the impact of incorporating the commercial CALL courseware, Live ABC online GEPT Program, on the EFL college students’ development of listening ability; and the students’ attitudes towards the use of the simulated tests for GEPT listening comprehension practice. Both pre-test and post-test as well as an attitude questionnaire were used in the research as the instruments. The t-test and one-way ANCOVA were conducted on the participants’ scores of the pre-test and post-test of listening. Data analysis of the questionnaires involved descriptive statistics. Findings of this study explained that the experimental group (EG) did produce significantly improved scores in their English listening outcome over the control group (CG). Consequently, the utilization of the simulated tests for GEPT listening comprehension practice of the Live ABC online GEPT Program is proved to be an effective CALL courseware that could enhance students’ English listening proficiency. The results of the questionnaire showed that the EG had high attitude toward the Live ABC online GEPT Program; therefore, the anticipated performance that learners in the EG will have high learning motivation toward the experimental learning courseware was supported. As a result, the findings also suggested that the Live ABC online GEPT Program could be used as a tool to improve students’ test-taking skills and listening comprehension.

Keywords: the Live ABC online GEPT Program, GEPT, listening comprehension
Introduction

With the development of new technology, one of the greatest advantages for language teachers is that the Internet and the advanced technology created wonderful tools and opportunities for language learning (Krajka, 2000). For instance, the Internet is now used at many language institutions to facilitate language learning with access to various learning resources accessible through the Web (Benson, 2001).

Together with the innovation of technological applications, it is discovered that English learning has become more dynamic, vibrant, authentic, and expedient for learners in their learning process. Over the past decade, educators witnessed strong growth of language learning through the Internet is as a time-efficient and cost-effective learning channel (Moote, 2002). Therefore, technological applications provide language learners with better environments to acquire knowledge.

Language learning benefits from the development of modern technologies as it facilitates an extensive variety of activities for learners and interactions as well as limitless chances of repetitions. It also makes possible some practices that are hard or impracticable to be carried out in a physical classroom with several students participating the class simultaneously (Milton, 2002). It is revealed that the contribution of the computer-assisted language learning (CALL) is significant towards language education. CALL concerns the use of computers to assist in foreign language instructional activities as it offers various learning opportunities to English learners (Moote, 2002). Thus, combining CALL and English instruction has been regarded as an available method to develop the students’ English abilities as well as has become a mainstream research topic.

Due to the various benefits of using the CALL learning courseware, more and more online language learning courseware has been developed and applied in a language class. Among online language learning courseware, the commercial CALL courseware, Live ABC online GEPT Program, is probably the most popular one implemented by many universities in Taiwan to enhance students’ English performance in four different dimensions: listening, speaking, reading, and writing.

1. Statement of the Study

Most technology college freshmen have been proved to have a limited English ability who claimed that they needed further training to enhance their English basic ability. Similarly, most of the students in Chienkuo Technology University (CTU) have a low English proficiency and low motivation in language learning. Several
factors lead to the technology university students’ poor English proficiency. For example, insufficient hours of English instruction in school, passive learning attitudes, and low motivation are the main factors lead to poor English performance of technology university students (Lang, 2000). Therefore, how to help EFL students learn English well is a big problem that affects all English teachers and learners in Taiwan.

In order to improve students’ English abilities and help English learners get GEPT certification, the commercial CALL courseware, Live ABC online GEPT Program, is chosen by the Department of Applied Foreign Languages in CTU. It is hoped that students provided with the Live ABC online GEPT Program; especially, the simulated tests for GEPT listening comprehension practice, will take pleasure in their listening learning.

As stated by Postovsky (1974), listening is significant to language acquisition. Learning a foreign language should start with listening comprehension. However, the commercial CALL courseware for listening training has not yet been widely adopted by teachers in Taiwan. Few of previous studies investigated the usefulness of incorporating the Live ABC online GEPT Program and listening instruction in benefiting the learners.

2. Purpose of the Study

The commercial CALL courseware may be an effective learning tool that will offer students an ideal learning environment to enhance their listening ability and learning motivation as well as prepare them for GEPT certification. To understand how the commercial CALL courseware impacts the teaching of listening, the Live ABC online English Program will be researched.

The purpose of the study is to explore the Live ABC online simulated tests for GEPT listening comprehension practice which is beneficial for learners in improving their listening comprehension prior to taking an official GEPT elementary level test.

3. Research Questions

The research is designed to investigate the influence of implementing Live ABC online English Program for GEPT listening training on CTU students. To gain a better understanding of the research purpose stated above, this study intends to investigate the following questions:

1. Is there a statistically significant difference in the simulated tests for GEPT listening comprehension pre-test and post-test scores of listening before/after applying the instruction of the Live ABC online GEPT Program?

2. In the experimental group, is there any significant difference in the attitude toward the simulated tests for GEPT listening training of the students after applying the Live ABC online GEPT Program?
Review of Literature

1. Definition of CALL

The computer-assisted language learning (CALL) is the result of new technology. Language learning involving the use of computer should be categorized as CALL. It is a student-centered accelerated learning material widely accepted since 1983 (Chapelle, 2001). CALL provides various interesting and interactive choices with English learners which promotes self-paced accelerated learning. And now it has been used as a supplement to traditional methods as well as an effective instrument for the enhancement of problem-solving (Warschauer, 2004). Richards, Platt, and Platt (1998) stated that CALL refers to language learning that takes place via computer to design a series of activities for language teaching and learning. In other words, CALL constructs a virtual reality to get students involved in an authentic learning environment. Students can benefit from computers through drills and interactive exercises.

2. Online CALL Courseware and Language Learning

CALL is learning through the Internet using online language courseware. Computer has been identified as a valid intermediary to stimulate EFL learners’ motivation to learn English through the Internet. Researchers reported positive results of CALL courseware regarding students’ learning motivation as it creates a reliable, interactive, and authentic learning environment. In addition, CALL provides each user with a self-paced, student centered learning environment. This also increases a user's responsibility for one's individual learning process. The benefits CALL brings into the language classroom make easy for teachers to incorporate effective instruction strategies (Egbert, Chao, and Hanson-Smith, 1999).

With colorful animation and interactive stimulus as well as a convenient self-assessment mechanism, the online CALL learning courseware, available for learners all over the world 24 hours a day, seven days a week, effectively increases students’ efficiencies in learning language (Warschauer, Shetzer, & Meloni, 2000). Several teachers have already adopted CALL courseware as a medium in their sets of courses. Due to its degree of acceptance and recognized benefits, more and more CALL courseware are being built and used in EFL classes.

3. General English Proficiency Test (GEPT)

In Taiwan the Minister of Education (MOE) assigned the Language Training & Testing Center (LTTC, 2010) to design and to execute the General English Proficiency Test (GEPT). The GEPT is a standardized English test for general English learners at
all stages of English proficiency. Numerous GEPT simulated tests can help students practice their four English skills.

According to the official website of GEPT (2010), the current GEPT includes five levels and in each level, the GEPT test contains two sections. Eighty points for listening and reading tests in the first section can take speaking and writing tests in the second section.

4. The Use of Live ABC online GEPT Program to Facilitate Listening Learning and Learning Motivation

Many schools and language teachers encourage students to take the GEPT. The Live ABC online GEPT Program provide associated trainings with students to facilitate their language proficiency before taking the official GEPT. With the Live ABC online GEPT, students can choose their own level for individualized learning according to their needs without pressure.

The Live ABC online English Program, equipped with an artificial intelligence scoring engine, can provide students with immediate scores, record-keeping function as well as diagnostic and immediate feedback after test practices on their computers. The program offers a self-assessing system and appropriate feedback to students’ inputs. Students can realize their language learning performance according to their portfolios. Egbert & Hanson-Smith (2007) stated that teachers can assessment students’ learning process through the CALL records and provide appropriate guidance and feedback with learners.

This study integrates the commercial CALL courseware—Live ABC online English Program (http://s.ctu.edu.tw/gept/student/index.php)—into a listening class. Each listening test of the formal GEPT contains three sections: pictures, question & response, and short conversations. The online English Program is a powerful teaching aid as it consists of numerous sample tests for GEPT listening practice. There are exercises designed of the simulated tests for GEPT listening comprehension, including realistic situational conversation with listening drills, a great variety of exercises regarding vocabularies and structures, grammar, and language functions. Therefore, the program is not only an online listening learning program but also an online listening practice courseware. It serves as training tool which offers limitless repetitions and practices may enhance students’ listening performance and test-taking skills.

The English learning process should start with listening, speaking, reading, and writing. EFL learners encounter in listening problem comes from their lack of practice in listening. It is impossible to communicate
if language learners do not listen well, they will have a negative effect on the achievement of reading, speaking, and writing. However, listening comprehension is probably the most difficult task for language acquisition (Vandergrift, 2002).

Listening is an essential skill that has become a requisite for language development. EFL learners may feel frustrated when listening to spoken language outside the classroom. In order to help the learners to improve their listening skills, listening material plays an important role in listening training. Online CALL courseware provides learners with a variety of listening practice that could stimulate learners’ listening skills (Ariew & Ercetin, 2004). Harmer (1998) suggested that EFL students can improve their listening comprehension by sufficient auditory input, real tasks with familiar topics, to develop listening proficiency. Hence, choosing effective listening materials that are suitable for language learners to meet their need and lower their anxiety is of great importance.

Methods

This chapter contains a description of the instructional design of the Live ABC online English Program, background information of the participants, and the research instruments. The study aimed to provide students with an alternative way to learn listening. It is expected that this study could prove the simulated tests for GEPT listening comprehension practice of the commercial CALL courseware, Live ABC online English Program, could help development of students’ listening proficiency and increase their motivation and learning attitudes for listening learning.

1. Instructional Design

The Live ABC online GEPT Program (See Appendix A) targets at assisting learners from the aspect of listening training. The study infuses the commercial CALL courseware into a listening course for a group of EFL college students to do self-study. Learners can choose the programs of suitable level of the learning programs to foster learner autonomy.

2. Participants

Eighty subjects recruited in this study, majoring in Electrical Engineering at the CTU from two intact classes, were divided to the experimental group (the EG) who received the listening training of the Live ABC online English Program and the control group (the CG) who did not received the commercial CALL training. It is hoped that students can benefit from the simulated tests for GEPT listening comprehension practice and the findings shed increased light on listening instruction.
3. Curriculum Design

3.1. Teaching Material

Listening training of the Live ABC online GEPT Program was applied in the EG. On the other hand, the traditional listening courses where learners listen, read, and answer questions to a teacher asks in a physical classroom was used in the CG. The two reasons for choosing the program are as follows. First, it is a courseware serve as training tool in which providing GEPT sample tests with authentic materials. It contains a great variety of exercises for students to practice listening comprehension and test-taking skills. Second, the program offers various levels for English learners who at different stages of English proficiency can choose their own level of listening learning.

3.2. Distribution of Class Time

The experiment group (the EG) included six sessions, one session per week. In the first week, students registered for this course online to take the simulated tests for GEPT listening comprehension practice and to become familiar with the facilities. They used the online listening training once a week for two hours. In the following five weeks, students took the tests each time they are in the language lab. Afterwards, they are free to access the system outside the language lab.

4. Testing Instruments and Procedures of Data Collection

The instruments used in the study include a pre-test, a post-test, and an attitude questionnaire. The pre-test and post-test measures included listening components of the elementary level of the Live ABC online GEPT Program. The two listening tests contain three sections: pictures, question & response, and short conversations.

At the beginning, the pretest was administered in the both CG and EG to understand the students’ listening level without the instruction of the Live ABC online GEPT Program. Then, the learners in the EG were asked to do the online listening practice for six weeks. After the six-week period, the posttest and the attitude questionnaire were administered in the EG in order to understand whether there is a discrepancy on learners’ listening performance, also their attitude toward the CALL courseware after utilizing the online GEPT Program.

Students in the EG were provided online opportunities to practice these types of questions through the simulated tests for GEPT listening comprehension. A listening proficiency sample test and the attitude questionnaire were administered in the EG to assess students’ listening learning results.
5. Data Analysis

The researcher used Statistics Package for the Social Science Version 12.0 (SPSS) to analyze the quantitative data. One-way ANCOVA was used in this study to analyze pre-test and post-test of the listening components at elementary level of the GEPT scores. For quantitative data, participants’ scores of the pre-test and post-test of the Live ABC online GEPT Program were taken to run the statistical test (t-test) for comparison of two means to see if there was a statistical significant difference between the pre-test and post-test. Descriptive statistics was adopted to calculate the percentage of each item to see students’ attitude and degree of satisfaction towards the functions and usefulness of the commercial CALL courseware.

Results and Discussion

To understand how the CALL impacts the teaching of listening, this section is presented in response to the following research questions raised in this study:

1. Research Question 1

Is there a statistically significant difference in the simulated tests for GEPT listening comprehension pre-test and post-test scores of listening before/after applying the instruction of the Live ABC online GEPT Program?

Ho: There is no significant difference in the participants’ listening scores of the pre-test and post-test after applying the instruction of the Live ABC online GEPT Program.

To answer this question, the participants’ scores on the English Listening Test for both groups were subjected to t-test statistical procedures. The differences in the pre-test scores between the two groups are presented in Table 1. The pre-test mean score of the control group is 49.51 with a SD of 10.93, and the pre-test mean score of the experimental group is 50.41 with a SD of 11.04. A t-test analysis on these values yields a t-score -0.367 and the two-tailed probability of .715 (p > .05). The result indicates that there is no significant difference between the two groups on the pre-test scores of the English listening test, implying that the level of English listening production in the control group (CG) and experimental group (EG) was very similar before the study.

As seen in Table 2, results of the post-test shows a (M) of 49.85 and a (SD) of 9.67 for the CG and a (M) of 56.02 and a (SD) of 9.08 for the EG. A t-test analysis on these values yielded a t-score -2.95 and the two-tailed probability of .004 (p < .05). The differences in scores between post-test & pre-test for the CG is 0.34 and 5.61 for the EG. The results indicate that there is significant difference between the two
groups’ post-test performances with the EG exceeding the CG by 5.95 on the mean score. The EG demonstrated a significant increase in their post-test scores on the listening performance when compared with the CG. The students enrolled in the Live ABC online GEPT listening practice had better performance in listening than those who did not enroll.

Subjects’ improvement in scores obtained from the pre-test and post-test on the English listening test in the EG and the CG were subjected to one-way ANCOVA analysis. The findings are presented in Table 3. A one-way ANCOVA analysis of these values yields $f(44.972)$ in the two groups ($p=.000$) showing that there is statistical significance ($p<.05$) between the EG and the CG. That is, the findings illustrated that the EG did produce significantly improved scores in their English listening performance over the CG.

Table 1
*Independent Sample t-test of Subjects’ Pre-test Scores on the English Listening Test in the CG and EG*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control (CG)</td>
<td>39</td>
<td>49.51</td>
<td>10.93</td>
<td>-.367</td>
<td>.715</td>
</tr>
<tr>
<td>Experimental (EG)</td>
<td>41</td>
<td>50.41</td>
<td>11.04</td>
<td></td>
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</tbody>
</table>

Table 2
*Independent Sample t-test of Subjects’ Post-test Scores on the English Listening Test in the CG and EG*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>p</th>
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</thead>
<tbody>
<tr>
<td>Control (CG)</td>
<td>39</td>
<td>49.85</td>
<td>9.67</td>
<td>-2.95</td>
<td>.004</td>
</tr>
<tr>
<td>Experimental (EG)</td>
<td>41</td>
<td>56.02</td>
<td>9.08</td>
<td></td>
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</table>

Table 3
*One-Way ANCOVA of Subjects’ Improvement Scores (Post-test-Pre-test) on the English GEPT Listening Test in the CG and EG*

<table>
<thead>
<tr>
<th></th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>$f$</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups (groups)</td>
<td>596.761</td>
<td>1</td>
<td>596.761</td>
<td>44.972</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups (error)</td>
<td>1021.754</td>
<td>77</td>
<td>13.270</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1088.515</td>
<td>78</td>
<td></td>
<td></td>
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</table>

** $p < 0.05$
From the listening scores of the post-test, we can see that the EG had a higher post-test mean score (56.02) than the CG (49.85). The null hypothesis (Ho) stating that there is no significant difference in the participants’ listening scores of the pre-test and post-test after applying the instruction of the Live ABC online GEPT listening practice is rejected. That is, there is significant difference in the participants’ listening scores of the pre-test and post-test after applying the Live ABC online GEPT Program.

A positive finding was obtained in a pre-test and post-test comparison. This study directly contributes to the understanding of whether the commercial CALL courseware is an effective program in helping listening learners. Students in the EG who had access to the Live ABC online GEPT listening practice performed significantly better than those who did not. The study warranted the benefits that the Live ABC online GEPT Program is able to bring to listening teaching and learning.

2. Research Question 2

In the experimental group, is there any significant difference in the attitude toward the simulated tests for GEPT listening training of the students after applying the Live ABC online GEPT Program?

4.1. Results of the Questionnaire

Participants in the EG took the questionnaire after the six weeks treatment. The results showed that the EG had high motivation toward the Live ABC online GEPT listening training; therefore, the anticipated performance that learners in the EG will have high attitude and learning motivation toward the commercial CALL courseware was supported. The findings indicated that most of the participants expressed positive attitudes toward the use of the Live ABC online GEPT Program in improving their listening performance.

This questionnaire (Q1-Q12) has been designed to explore students’ overall attitude towards the Live ABC online GEPT listening practice, to investigate their perceived usefulness of the program, and to find out possible intention of students to use the commercial CALL courseware in the future. The percentage of students who voted for “strongly agree” and “agree” on each question are summarized as follows: (1) I think the Live ABC online GEPT Program is an effective learning tool that offers practices regarding GEPT sample tests of listening comprehension because it has enhanced my test-taking skills (86%); (2) I think by using the Live ABC online GEPT listening practice, I have successfully improved my listening ability, especially in the section of pictures (76%); (3) I think by using the Live ABC online GEPT listening practice, I have successfully improved my listening ability, especially in the section of
question & response (66%); (4) I think by using the Live ABC online GEPT listening practice, I have successfully improved my listening ability, especially in the section of short conversations (63%); (5) I think the Live ABC online learning environment has relieved my anxiety towards listening learning (78%); (6) I think the Live ABC online GEPT Program has increased my interest and motivation in listening learning (83%); (7) I think the Live ABC online GEPT Program I took in this course is a great learning opportunity that provided me with positive listening learning effects (92%); (8) I think the Live ABC online GEPT Program is less stressful and thus enabled me to enjoy the listening learning process (81%); (9) I think the fact that the Live ABC online GEPT Program provided interactions and limitless repetitions and practices helped me to learn listening without pressure (91%); (10) I think the Live ABC online GEPT Program provided various authentic materials, visual, and audio aids which helped me to improve my listening skills (85%); (11) I think the fact that the Live ABC online GEPT Program is able to provide me with immediate scores and diagnostic feedback after test practice allowed me to immediately assess and modify my listening learning (72%); (12) I think the Live ABC online GEPT Program promoted learners’ independency and I have now become an autonomous learner (65%).

The results of the questionnaire indicated that most learners in the EG found themselves satisfied with the online listening learning. After implementing the commercial CALL courseware into listening instruction, it was found that the students in the EG held very positive response (63%-92%) to the Live ABC online GEPT Program and also became motivated to learn listening.

The study supported that the online learning environment is less stressful than classroom learning which could relieve students’ anxiety towards listening learning. In addition, the Live ABC online GEPT Program provides interactions and limitless repetitions and practices regarding GEPT samples of listening and offers them with immediate scores and diagnostic feedback after test practice which can improve students’ test-taking skills and listening ability. Also, most of the participants in the EG agreed that the online GEPT program provided various authentic materials, visual, and audio aids which increased their interest and motivation in listening learning as well as helped them to become autonomous learners.

3. Contribution of CALL on Students’ Listening Performance and Motivation in Learning Listening

The research and discussions
concerning influences of the Live ABC online GEPT program show positive effects on listening learning. The independent t-test and one-way ANCOVA analysis indicate that there is significant gain in scores of the EG when comparing the pre-test and post-test before and after the six-week treatment. The results of questionnaire indicated that the students’ interest and motivation in using the Live ABC online GEPT listening practice to learn English was over 80%. The fact that the commercial CALL courseware provides various authentic materials not only helps students improve their listening performance but also enhances test-taking skills.

In terms of the study, the Live ABC online GEPT Program has brought several benefits to the teaching and learning of listening. First of all, the commercial CALL courseware creates more chances for the learners to learn and practice than the traditional classroom. Secondly, the Live ABC online English Program not only provides a flexible self-study and self-assessment system with students but also offers them authentic listening materials with the audio and visual aids. The students can immediately assess their own learning and modify their learning right away as well as can continue using the program outside class time. Finally, the program helps students lower their anxiety and enhances their autonomy. When a variety of interactive exercises are offered which make students feel more independent and highly motivated, learners can engage in their learning processes, participating actively, and finally become an active participant.

It is discovered that the Live ABC online English Program provides great instructions for learners to practice repeated activity. Students act independently and autonomously in the learning process. Learners are highly motivated by using the CALL program and strongly agree that the Live ABC online GEPT listening practice promotes greater learner independence. Since the commercial CALL courseware offers an alternative learning environment for learners, the program maximize the students’ exposure to listening learning environment.

Conclusion and Recommendation

This study incorporated online CALL courseware in the language course of CTU students, attempting to explore the effects of the live ABC online GEPT Program on English listening training. Finding of the present study has already shown positive effects on listening learning through the application of the commercial CALL courseware.
The Live ABC online GEPT Program offers an ideal environment for students to improve their language skills outside the classroom. Through the interactive CALL courseware, students can practice unfamiliar vocabularies, grammar, and sentence structures repeatedly without time constrictions. In the listening process, learners can play an active role. In the online environment, learners’ learning anxiety can be decreased. On the other hand, learners’ motivation and attitudes towards listening learning can be enhanced.

The study has shown that learners had positive viewpoints to online listening materials and listening practice. With the help of integrating CALL courseware into language classes, learners are able to become more proficient in listening and become autonomous learners. The utilization of online CALL courseware in language teaching is aimed at increasing learners’ motivation and provided maximum listening input for EFL students. The students in the study agreed that live ABC online GEPT Program could increase learners’ opportunities of exposure to the listening environment and promote more learners’ autonomy. Students were trained with the listening program; they were encouraged to build up self-confidence and overcome anxiety. As a result, students’ listening comprehension has improved.

According to the study, the implementation of the Live ABC online GEPT Program not only improved students’ learning effectiveness, but also awoke their interest in listening learning. With the combination of the online CALL learning courseware, the assessment on learners’ online listening processes and performance shed some light on the guidelines for English teachers. It is suggested that teachers should lay emphasis on choosing interesting and appropriate CALL learning materials for listening training; therefore, these powerful tools will really enhance students’ learning effects. In addition, teachers should emphasize increasing students’ motivation toward English learning, in order to enhance students’ listening performance, and engagement in listening. Finally, in order to help students become self-motivated, autonomous, and life-long learners for their benefits, teachers should encourage students to participate in the online CALL courseware and keep on practicing, so that students can have more chance to practice their English and to acquire good habits of listening.

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Appendix A: Sample Screens of the Live ABC GEPT Listening

Appendix B: Attitudes towards CALL courseware—The Live ABC online GEPT Program—for listening comprehension practice.

The following statements are to find out how you felt about the Live ABC online GEPT Program you used. For each statement, please circle the number that best represent your point of view.

(1 strongly agree, 2 agree, 3 uncertain, 4 disagree, 5 strongly disagree)

<table>
<thead>
<tr>
<th>Questions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>I think the Live ABC online GEPT Program is an effective learning tool that offers practices regarding GEPT listening comprehension because it has enhanced my test-taking skills.</td>
<td>19%</td>
<td>67%</td>
<td>10%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>2. I think by using the Live ABC online GEPT listening practice, I have successfully improved my listening ability, especially in the section of pictures.</td>
<td>30%</td>
<td>46%</td>
<td>21%</td>
<td>2%</td>
<td>1%</td>
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<tr>
<td>3. I think by using the Live ABC online GEPT listening practice, I have successfully improved my listening ability, especially in the section of question &amp; response.</td>
<td>25%</td>
<td>41%</td>
<td>26%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>4. I think by using the Live ABC online GEPT listening practice, I have successfully improved my listening ability, especially in the section of short conversations.</td>
<td>21%</td>
<td>42%</td>
<td>27%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>5. I think the Live ABC online learning environment has relieved my anxiety towards listening learning.</td>
<td>25%</td>
<td>53%</td>
<td>16%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>6. I think the Live ABC online GEPT Program has increased my interest and motivation in listening learning.</td>
<td>23%</td>
<td>60%</td>
<td>10%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>7. I think the Live ABC online GEPT Program I took in this course is a great learning opportunity that provided me with positive listening learning effects.</td>
<td>28%</td>
<td>64%</td>
<td>5%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>8. I think the Live ABC online GEPT Program is less stressful and thus enabled me to enjoy the listening learning process.</td>
<td>36%</td>
<td>45%</td>
<td>10%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>9. I think the fact that the Live ABC online GEPT Program provided interactions and limitless repetitions and practices helped me to learn listening without pressure.</td>
<td>29%</td>
<td>62%</td>
<td>8%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>10. I think the Live ABC online GEPT Program provided various authentic materials, visual, and audio aids which helped me to improve my listening skills.</td>
<td>25%</td>
<td>60%</td>
<td>10%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>11. I think the fact that the Live ABC online GEPT Program is able to provide me with immediate scores and diagnostic feedback after test practice allowed me to immediately assess and modify my listening learning.</td>
<td>19%</td>
<td>53%</td>
<td>22%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>12. I think the Live ABC online GEPT Program promoted learners’ independency and I have now become an autonomous learner.</td>
<td>17%</td>
<td>48%</td>
<td>15%</td>
<td>12%</td>
<td>8%</td>
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The Effect of EFL College Student's Use of online Commercial CALL Courseware on Listening

線上電腦學習軟體應用於大學英語聽力之教學研究

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摘 要

本研究應用Live ABC 線上電腦軟體 (the commercial CALL courseware, Live ABC online GEPT Program)，探討此線上英語學習軟體是否可以有效的訓練學生反覆練習 GEPT全民英檢聽力的模擬測驗題目。首先，研究者利用 T test 和 One-way ANCOVA 針對受試者全民英檢的聽力前測與後測進行分析。然後，再採用敘述統計去探討學生對使用 Live ABC 線上英語學習軟體的態度。研究結果顯示，藉由線上電腦軟體的幫助，學生全民英檢聽力模擬測驗的進步明顯地反應在後測成績上面，而且大部分的學生對於 Live ABC 線上電腦軟體的使用，以及融入英文學習活動，持正面的態度。因此，本研究建議，Live ABC 線上電腦軟體是一種訓練聽力很好的軟體，亦可以提升學生的考試技巧，並且幫助他們改善英語聽力。

關鍵字：Live ABC線上電腦軟體、全民英檢、聽力能力