



Adopting Computer-Assisted Language Learning (CALL) to Promote Listening Skills for EFL Learners in Vietnamese Universities

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Abstract

Listening skills are an important area in foreign language learning. The literature concerning pedagogy associated with the teaching of such skills is reasonably comprehensive and of increasing interest. However, research with respect to the use of recent digital technologies to enhance the teaching and learning of listening skills is still limited. This study aimed to discover the extent to which Computer-Assisted Language Learning (CALL) activities influence academic listening skills of English as a Foreign Language (EFL) learners, as well as teachers' attitudes towards computer use in language teaching in Vietnamese tertiary institutions. A quasi-experimental design was adopted.

The study was conducted in two phases, the Baseline and Intervention, the latter sustained over three months. The treatment sample of this study consisted of four teachers of listening and their students (in total approximately 100). The teachers were invited to a training workshop on computer skills, and received online resources for their teaching supplements. The intervention classes were taught with these supplementary online resources while the comparison classes (the other four classes) were supplemented with extra listening books selected by their teachers.

The results of the study showed that there was a difference between the listening scores of the students in the intervention classes compared those of the comparison students. The teachers showed changes in their attitudes towards computer use, and gained better skills in selecting effective sources from the Internet for listening instruction. The study suggests that computer use in listening instruction should be given much more consideration so as to improve the listening skill of EFL learners, and to motivate both teachers and learners. Implications of the findings for pedagogy, and research methodology are discussed.