



An Interactive Approach to French Language Learning: A CALL Evaluation

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Abstract

As the number CALL programs and websites increases, it has been an important issue and a necessary step for users to choose appropriate ones, depending on individual needs and purposes. The intention of this paper is to evaluate the CALL program, EuroTalk Now! a set of CD's for French language learners in order to determine its strengths, weaknesses and issues for improvement. Two methods of CALL evaluation were implemented in this case study: Liu et al.'s (2011) multi-dimensional evaluation criteria and Chapelle's (2001) general evaluation criteria. An adult Taiwanese French learner was the main participant in this study and was given two hour-long sessions using this software under the tutelage of the researcher. The findings suggest that EuroTalk Now! would be suitable for learners at a beginner to intermediate level. The highlights of the software are the ample opportunity for vocabulary practice and acquisition and the chance to have authentic communication in the virtual game. However, there is little opportunity to graduate to a next level as most of the activities are suitable for the beginner to intermediate learner only. One of the important conclusions of this study emphasizes the importance for developers to collaborate with language specialists with expertise in second language acquisition and/or language pedagogy. Another conclusion is that CALL programs offer students autonomy and freedom to learn at their own pace and EuroTalk Now! provides abundant opportunity for lexical acquisition in an appealing, interactive and visually stimulating way. This study can help interested stakeholders establish the necessity for CALL evaluations. In sum, the future of CALL evaluation research will likely focus more on how useful programs are and what kind of standardized evaluations can be used so that there is consistency amongst evaluations. Hopefully, this result will lead to a higher set of standards for CALL programs.