



CALL RESEARCH BRIEF

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CALICO CALL Research Briefs are short summaries of current research and scholarship in computer-assisted language learning. Research Briefs are published three times a year, and back issues are available to members at <http://calico.org/CALL-research-briefs>

Title: Summary of web-based language learning and speaking anxiety

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Original Text

Bashori, M., van Hout, R., Strik, H., & Cucchiari, C. (2022). Web-based language learning and speaking anxiety. *Computer Assisted Language Learning*, 35(5-6), 1058-1089.
<https://doi.org/10.1080/09588221.2020.1770293>

Rationale/ Overview of the study

This mixed-methods study used two websites, which are www.iloveindonesia.my.id and www.novolearning.com, to discover the effects of these websites that use Automatic Speech Recognition (ASR) on Indonesia high school students' foreign language speaking anxiety (FLSA). Three surveys were conducted among different participants to evaluate the level of FLSA of students, their experience using the two websites, and the effect of web-based language learning on FLSA. The result shows that language learners are willing to accept web-based language learning to practice speaking. However, using the two ASR-based websites did not affect students' speaking anxiety overall.

Research Methods

Participants: 1) 539 tenth grade boys and 34 girls aged between 14 and 18 years from seven different majors or study programs and from 18 classes or groups, totally 573, took the survey; 2) 167 students from six classes participated in the experiment; 3) Five English teachers (three men and two women) and 11 students participated in the interviews.

Context: Indonesian students are not always provided with adequate learning facilities to improve English language skills even though English is one of the core subjects in Indonesia. While learning English, anxiety always appears, especially in terms of when learners engage in speaking practice. Therefore, the researchers investigated whether integrating technology equipped with ASR into language learning could be used to reduce students' anxiety.

Data Collection Tools: The researcher collected data from three instruments: 1) a questionnaire on foreign language classroom (speaking) anxiety, 2) a user experience questionnaire, and 3) interviews.

Data Analysis Approach: The researchers analyzed the data from the questionnaires by using statistical analysis software and analyzed data from interviews by using narrative inquiry.

Results

Most of the participants felt anxious while speaking the foreign language and most of the situations that provoked students' anxiety happened during communication between students and the teacher.

1. The researchers explored the relationship between seven background factors and FLSA, but there were only two factors (self-rating of English skills and frequency of English use in daily life) related to anxiety.
2. There was no significant difference in the students' anxiety before using and after using the websites, but students felt less anxious when they did web-based English speaking.

Practical Implications

Websites can include interesting content and support classroom learning activities. Therefore, students can use websites, especially those equipped with Automatic Speech Recognition, to practice English speaking.

Pedagogical Implications

- Teachers could use websites with ASR to help students practice speaking.
- Teachers could integrate web-based programs into some learning materials to provide effective examples.
- Teachers can use some materials and affordances in the websites from this study.

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