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Factors Influencing Computer-assisted Language Learning in Taiwan: A Case Study

Advances of information technology not only enrich classroom teaching and learning, but also make personal learning highly portable in that it can be available whenever and wherever the learners need to learn. More than 70% of the interviewed students agree that high verbal ability indeed benefits their technological or engineering performance and would like to manage their own learning in various contexts after school. In Taiwan, with a curriculum design of three hours per week, the ESL training in a two-year program with technology or engineering major is far less than needed. Hardly can the teachers make use of extra resources such as computers to facilitate their teaching. With the demotivating potential of curriculum, still certain students embrace computer-assisted language learning more enthusiastically than others. This paper investigates the factors which influence technological college students' second language learning through computer-assisted patterns. The findings indicate that: (1) instrumental motivation (in relation to computer literacy and computer attitude) is a dominant factor; (2) learning strategies with positive attitude toward computer-assisted language learning program are also important in motivating second language learning regularly, especially after school.