

Table 1. Studies by Research Design*

Research Design	Pre-Experimental	Quasi-experimental	Experimental	Non-experimental
One-group pre-post tests	3 20 65			
Non-equivalent comparison group design		1 101 103		
Post-test-only control group		63 85		
Pre-test-post-test control group		26	107	
Within-subjects design		4 19** 64	19	
Between-subjects design		18 27	17 19** 43	
Factorial experimental design			7 78	
Pre-post-test control group			24 28 55 56 84	
Analysis of transcripts				23 91 95 96 98 100 105 106
Case study				14 37 45 48 59 68 71 73 79 102
Cross-sectional survey				70 86
Questionnaires and teachers logs				40
Situated study				9 74
Survey/questionnaires				25 92 93
Total	3	13	11	26

Note: numbers represent the studies' ID.

* See definitions in Appendix B.

** This study used two research designs.

Table 2. Studies by language and subject/skills taught

	Chinese	ESL/EFL	French	German	Indonesian	Italian	Japanese	English	Russian	Spanish	Total
Communication		59 64	88	94		98		90		23 95 96 100 106	11
Create web page	70	70		70	70		70		70	37	2
Culture			1								1
General or not specified		79 92 93	86 93 102	25 86 93		92	92 93			93 102	6
Grammar		43		27 103 107					65	101	6
Integrated language skills		79 92	71				2			56 71	5
Listening		45 78	1			48	28			17 63	7
Pronunciation		105	26				28				3
Reading		40 74 78	1 18 19 55						65	17	9
Speaking		45	1			48				17 23	5
Vocabulary		4	24 55 85					77	65	17 97	8
Writing		3 45 54 59 68 74 91	1 9				14	20 73 84		7 17 63	16

Table 3. Studies by research design and variable under investigation

Variable under investigation	Research Design															Total
	Pre-Exp.	Quasi-experimental					Experimental				Non-experimental					
		NCG	PCG	PPC	WS	BS	BS	FED	PPC	CS	SQ	AT	CSS	QTL	SS	
Conversational Interaction				64					45 48		98 100 106				6	
Grammatical accuracy	65	9 103	63						79	9	106				6	
Grammatical competence	101			94							96				3	
Learning Strategies/Styles							78		71	92 93					5	
Listening and pronunciation			63	26				78	28			105			5	
Proficiency		1							56	79					3	
Reading skills	65			19	18	19	78						40		5	
Student Attitude							78		45 59	100			40		5	
Student Motivation		1							59				40		3	
Student Perceptions	65	1		64 97					37 68 79 102	25 92 93		86			12	
Student/Teacher Roles		1							37						2	
Time on Task				19	18	19		55							3	
Vocabulary Development	65		85	4 19 97	18	17 19		24 55							9	
Writing quality	3 20		65				7	56 84	14 73		91				9	
Other		1		64 19 94	27	19 43	78	24 55 107			23 95 98	70		74	15	

NCG=Non-equivalent comparison group design; PCG= Post-test only control group; AT=Analysis of transcripts; CS =Case study; PPC= Pre-test– post-test control group; FED=Factorial experimental design; CSS =Cross-sectional survey; SQ= Survey/questionnaires; QTL= Questionnaires and teachers logs; BS =Between-subjects design; WS=Within-subjects design; SS = Situated study

Table 4. Studies by language taught

Language	Article Ids	Total for language
Chinese	70	1
ESL/EFL	3 4 40 43 45 59 64 68 70 74 78 79 91 92 93 105	16
L1 English	20 73 84	3
French	1 9 18 19 24 26 55 71 85 86 87 88 93 102	14
German	25 27 70 86 93 94 103 107	8
Indonesian	30 70	2
Italian	48 92 98	3
Japanese	14 28 70 92 93	5
Russian	65 70	2
Spanish	7 17 23 37 56 63 71 93 95 96 97 100 101 102 106	15

Appendix A.

General Overview of Articles and Categories

Proj. Id	Technology Ed Setting	*	Research Design	Language	Subject/lang skill	Variables
1 n = 33	Computerized grammar and vocabulary exercises (Dasher); instructional videos, computerized reading program, on-line spell-checker and English-French glossary Tertiary	Q	Nonequivalent Comparison Group Survey/questionnaires	French	Reading Writing Speaking Listening Culture	Proficiency Student Anxiety Student Motivation Student Perceptions Student/Teacher Roles
3 n =85	audio- and video-cassettes Tertiary	P	One-group Pre-Post Tests	ESL/EFL	Writing	Writing Quality
4 n =30	Computerized reading program using video and static pictures Tertiary	Q	Within-subjects Design Survey/questionnaires	ESL/EFL	Vocabulary	Vocabulary Development Picture or Video annotation
7 n =48	Software for "holistic practice" providing "higher level, contextualized practice activities, idea processor and on-line thesaurus Tertiary	E	Factorial Experimental Design	Spanish	Writing	Writing Quality
9 n =54	Grammar checker Tertiary	N	Cohort comparison	French	Writing	Student Attitude Grammatical accuracy
14 n =20	Email Tertiary	N	Case Study	Japanese	Writing	Writing Quality
17 n =20	Synchronous CMC Tertiary	E	Between-subjects Design	Spanish	Vocabulary Listening Writing Reading Speaking	Vocabulary Development

Proj. Id	Technology	Ed Setting	*	Research Design	Language	Subject/lang skill	Variables
18 n =17	Hyperlinks	Tertiary	Q	Between-subjects Design	French	Reading	Vocabulary Development Time on Task Reading Skills
19 n =60	Hyperlinks	Tertiary	E	Between-subjects Design Within-subjects Design	French	Reading	Vocabulary Development Time on Task Reading Skills Concentration Level
20 n =20	Multi-media - ClarisWorks and HyperStudio	Primary	P	One-group Pre-Post Tests	English	Writing	Writing Quality
23 n =12	Integrated Web Materials	Tertiary	N	Analysis of transcripts	Spanish	Speaking Communication	Communication/negotiation Interaction
24 n =181	CD with L1 translation, user control text, hypertext, colour graphics and sound	Tertiary	E	Pre-Posttest Control Group	French	Vocabulary	Vocabulary Development Gender differences L1 Translation Time for look-up
25 n =15	Virtual Learning Environment	Tertiary	N	Survey/questionnaires Non-participant observation	German	General or not specified	Student Perceptions
26 n =26	Computerised visual display	Tertiary	Q	Pre-Posttest Control Group Survey/questionnaires	French	Pronunciation	Prosody
27 n =27	Web Tutor	Tertiary	Q	Between-subjects Design Survey/questionnaires	German	Grammar	Click/Drag/Type
28 n =112	Animated Graphical Annotation	Tertiary	E	Pre-Posttest Control Group Survey/questionnaires	Japanese	Listening Pronunciation	Listening & Pronunciation
37 n =33	Netscape Composer	Tertiary	N	Case Study Non-participant observation Focus Groups Survey/questionnaires	Spanish	Create web page	Student Perceptions Student/Teacher Roles
40 n =58	Computer-networked environment	Tertiary	N	Questionnaires & Teachers Logs	ESL/EFL	Reading	Reading Skills Student Attitude Student Motivation
43 n =88	Adaptive Hypermedia	Tertiary	E	Between-subjects Design	ESL/EFL	Grammar	Adaptive remedial instruction Student Confidence Rating

Proj. Id	Technology	Ed Setting	*	Research Design	Language	Subject/lang skill	Variables
45 n =41	Asynchronous CMC	Tertiary	N	Case Study Non-participant observation Survey/questionnaires Analysis of transcripts	EFL	Speaking Listening Writing	Conversational Interaction Student Attitude
48 n =6	Videodisc	Tertiary	N	Case Study Video observation Analysis of transcripts	Italian	Speaking Listening	Conversational Interaction
55 n =62	Internet; audio and visual annotation of text	Tertiary	E	Pre-Posttest Control Group	French	Vocabulary Reading	Vocabulary Development Time on Task Authoring Multimedia
56 n =28	CD ROM	Primary	E	Pre-Posttest Control Group Case Study	Spanish	Integrated Language Skills	Writing Quality Proficiency
59 n =5	Email	Tertiary	N	Case Study Interviews Non-participant observation Analysis of transcripts	ESL/EFL	Communication Writing	Student Attitude Student Motivation
63 n =56	Interactive Video	Tertiary	Q	Posttest-only Control Group	Spanish	Listening Writing	Factual Accuracy Grammatical accuracy Elaboration/Paraphrasing
64 n =14	Synchronous CMC	Tertiary	Q	Within-subjects Design Survey/questionnaires	ESL/EFL	Communication	Student Perceptions Conversational Interaction Type of CMC
65 n =?	Web-based interactive tool	Tertiary	P	One-group Post Tests Only Survey/questionnaires	Russian	Reading Vocabulary Grammar	Grammatical accuracy Vocabulary Development Reading Skills Writing Quality Student Perceptions
68 n =19	Computer-networked environment	Tertiary	N	Case Study	ESL/EFL	Writing	Student Perceptions

Proj. Id	Technology	Ed Setting	*	Research Design	Language	Subject/lang skill	Variables
70 n =55	Web/Internet/email	Tertiary	N	Cross-sectional survey Non-participant observation Interviews	ESL/EFL Chinese German Indonesian Japanese Russian	Create web page	Learner Autonomy
71 n =27	Interactive Laserdiscs	Tertiary	N	Case Study Interviews/questionnaires/Journals	French Spanish	Integrated Language Skills	Learning Strategies/Styles
73 n =6	Multi-media – “MicroWorlds”	Primary	N	Case Study Interviews Analysis of transcripts Participant observation	English	Writing	Writing Quality
74 n =52	Asynchronous CMC	Tertiary	N	Situated study Survey/questionnaires	ESL/EFL	Writing Reading	Critical reflection
78 n =111	Hypermedia-based interactive video program	Tertiary	E	Factorial Experimental Design Survey/questionnaires	ESL/EFL	Listening Reading	Learner Control Learning Strategies/Styles Student Attitude Advance Organisers Recall
79 n =29	Computer-networked environment	VET	N	Case Study Interviews/questionnaires/Journals Non-participant observation	ESL/EFL	General or not specified	Student Perceptions Proficiency Grammatical accuracy
84 n =47	Multi-media - ClarisWorks and HyperStudio	Primary	E	Pre-Posttest Control Group	English	Writing	Writing Quality
85 n =66	Web Tutor	Tertiary	Q	Posttest-only Control Group Survey/questionnaires	French	Vocabulary	Vocabulary Development
86 n =72	Virtual Learning Environment	Tertiary	N	Cross-sectional survey	French German	General or not specified	Student Perceptions
91 n =72	Email	Tertiary	N	Analysis of transcripts	ESL/EFL	Writing	Writing Quality
92 n =63	Web/Internet/email	Tertiary	N	Survey/questionnaires Interviews	ESL/EFL Japanese Italian	General or not specified	Student Perceptions Learning Strategies/Styles

Proj. Id	Technology	Ed Setting	*	Research Design	Language	Subject/lang skill	Variables
93 n =82	Web/Internet/email	Secondary	N	Survey/questionnaires Interviews	ESL/EFL Japanese French German Spanish	General or not specified	Student Perceptions Learning Strategies/Styles
94 n =27	Synchronous CMC	Tertiary	Q	Within-subjects Design	German	Communication	Oral Discourse Written Discourse Participation Grammatical Competence
95 n =27	Synchronous CMC	Tertiary	N	Analysis of transcripts	Spanish	Communication	Interactional features
96 n=20	Synchronous NBC	Tertiary	N	Analysis of transcripts	Spanish	Communication	Grammatical Competence
97 n=24	Synchronous CMC	Tertiary	Q	Within-subjects Design	Spanish	Vocabulary	Vocabulary Development Student Perceptions
98 n=56	Chatline	Tertiary	N	Analysis of transcripts	Italian	Communication	Communication/negotiation Noticing Modified output
100 n=50	Synchronous CMC		N	Analysis of transcripts Survey/questionnaires	Spanish	Communication	Communication/negotiation Student Attitude
101 n=40	Multi-media and User-behaviour tracking technologies		Q	Nonequivalent Comparison Group	Spanish	Grammar	Grammatical Competence
102 n=5	Multi-media and internet		N	Case Study	French Spanish	General	Student Perceptions
103 n=103	Computerized grammar exercises		Q	Longitudinal Study Nonequivalent Comparison Group	German	Grammar	Grammatical accuracy
105 n=30	Speech Recognition Software		N	Analysis of transcripts	ESL/EFL	Pronunciation	Pronunciation Problems
106 n=60	Synchronous CMC		N	Analysis of transcripts	Spanish	Communication	Communication/negotiation Grammatical accuracy
107 n=11	Multi-media and grammar animations		E	Pre-Posttest Control Group Survey/questionnaires	German	Grammar	Long-term retention

* E = Experimental; N = Non-experimental; P = Pre-experimental; Q = Quasi-experimental;

Appendix B

Research Design Terminology

PRE-EXPERIMENTAL DESIGN

May have pre- and posttreatment tests, but lacks a control group. (Nunan, 1992:41)

QUASI-EXPERIMENTAL DESIGN

Has both pre and posttests and experimental and control groups, but no random assignment of subjects.(Nunan, 1992:41)

EXPERIMENTAL DESIGN

Has both pre and posttests, experimental and control groups, and random assignment of subjects.(Nunan, 1992:41)

NONEXPERIMENTAL DESIGN

Refers to situations in which a presumed cause and effect are identified and measured but in which other structural features of experiments, such as random assignment, pretests and control groups are missing. Instead reliance is placed on measuring alternative explanations individually and then statistically controlling for them.

ONE-GROUP PRETEST-POSTTEST DESIGN

A single pre-test observation is taken on a group of respondents, treatment then occurs, and a single posttest observation on the same measure follows (Shadish et al, 2002:108)

NONEQUIVALENT COMPARISON GROUP DESIGN

Uses a treatment group and an untreated comparison group, with both pretest and posttest data gathered on the same units. (Shadish et al, 2002:136)

POSTTEST-ONLY CONTROL GROUP DESIGN

Incorporates just the basic elements of experimental design: random assignment of subjects to treatment and control groups, introduction of the independent variable to the treatment group, and a post treatment measure of the dependent variable for both groups. (Singleton Jr. et al, 1993:222)

PRETEST-POSTTEST CONTROL GROUP DESIGN

A design which measures the experimental group before and after the experimental treatment. A control group is measured at the same time, but does not receive the experimental treatment.

WITHIN-SUBJECTS

A study designed to make a comparison of 2 or more treatments and that compares them by having each user try each treatment, measuring their performance for each. (Usability first,2002)

BETWEEN-SUBJECTS

A study designed to make a comparison of 2 or more treatments and that compares them by having one set of users try one treatment and another set of users try another treatment, measuring their performance for each. (Usability first,2002)

FACTORIAL EXPERIMENTAL DESIGN

A design which enables the effects of two or more independent variables to be explored jointly. (Singleton Jr. et al, 1993:225)

CASE STUDY

A strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence. (Robson, 2002:178)

CROSS-SECTIONAL SURVEY

Data on a sample or “cross section” of respondents chosen to represent a particular target population are gathered at essentially one point in time. (Singleton Jr. et al, 1993:254)

NONPARTICIPANT OBSERVATION

An approach to field research in which the researcher attempts to observe people without interacting with them and, typically without their knowing that they are being observed. (Singleton Jr. et al, 1993:520)

TIME SERIES

Refers to a large series of observations made on the same variable consecutively over time. The observations can be on the same unit or on different but similar units. (Shadish et al, 2002:172)

EFFECT SIZE

The number of standard deviation units separating scores of experimental and control groups. Values above 0.25 are large enough to be educationally meaningful (Kulik 2003).

HAWTHORNE EFFECT

Refers to participants’ awareness of being studied affecting their performance (Singleton Jr., Straits & Straits 1993:29).

PYGMALION EFFECT

Refers to teachers’ expectations about student achievement becoming self-fulfilling prophecies (Shadish, Cook & Campbell 2002:78).

Appendix C

Research Studies

- 1 Adair-Hauck, B., Willingham-McLain, L., & Youngs, B. E. (2000). Evaluating the Integration of Technology and Second Language Learning. *CALICO Journal*, 17(2), 269-306.
- 3 Al-Ahmed, F. H. (2000). Multi-Media Input to a Foundation ESP Course at University Level. *British Journal of Educational Technology*, 31(4), 374-376.
- 4 Al-Seghayer, K. (2001). The Effect of Multimedia Annotation Modes on L2 Vocabulary Acquisition: A Comparative Study. *Language Learning & Technology*, 5(1), 202-232.
- 7* Borrás, I., & Coronel, M. (2000). *Integrating ARCS Motivational Strategies into CALL Courseware for Holistic Practice: A Study*. Paper presented at the World Conference on Educational Multimedia, Hypermedia and Telecommunications (EDMEDIA).
- 9 Burston, J. (2001). Exploiting the Potential of a Computer-based Grammar Checker in Conjunction with Self-Monitoring Strategies with Advanced Level Students of French. *CALICO Journal*, 18(3), 499-515.
- 14 Chikamatsu, N. (2003). The effects of computer use on L2 Japanese writing. *Foreign Language Annals*, 36(1), 114-127.
- 17 de la Fuente, M. J. (2003). Is SLA Interactionist Theory Relevant to CALL? A Study on the Effects of Computer-Mediated Interaction in L2 Vocabulary Acquisition. *Computer Assisted Language Learning*, 16(1), 47-81.
- 18 De Ridder, I. (2000). Are We Conditioned to Follow Links? Highlights in CALL Materials and Their Impact on the Reading Process. *Computer Assisted Language Learning*, 13(2), 183-195
- 19 De Ridder, I. (2002). Visible or Invisible Links: Does the Highlighting of Hyperlinks Affect Incidental Vocabulary Learning, Text Comprehension, and the Reading Process? *Language Learning & Technology*, 6(1), 123-146.
- 20 Fan, H.-L., & Orey, M. (2001). Multimedia in the Classroom: Its Effect on Student Writing Ability. *Journal of Research on Technology in Education*, 33(5).
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- 26 Hardison, D. M. (2004). Generalization of Computer-Assisted Prosody Training: Quantitative and Qualitative Findings. *Language Learning &*

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- 27 Heift, T. (2003). Drag or Type, but Don't Click: A Study on the Effectiveness of Different CALL Exercise Types. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquee*, 6(1), 69-85.
- 28 Hew, S.-H., & Ohki, M. (2001). A Study on the Effectiveness and Usefulness of Animated Graphical Annotation in Japanese CALL. *ReCALL*, 13(2), 245-260.
- 37 Lam, Y., & Lawrence, G. (2002). Teacher-Student Role Redefinition During a Computer-Based Second Language Project: Are Computers Catalysts for Empowering Change? *Computer Assisted Language Learning*, 15(3), 295-315.
- 40 Levine, A., Ferenz, O., & Reves, T. (2000). EFL Academic Reading and Modern Technology: How Can We Turn Our Students into Independent Critical Readers? *TESL-EJ*, 4 (4). Retrieved 14 April, 2004, from <http://www-writing.berkeley.edu/TESL-EJ/ej16/a1.html>
- 43 Lo, J. J., Wang, H. M., & Yeh, S. W. (2004). Effects of confidence scores and remedial instruction on prepositions learning in adaptive hypermedia. *Computers & Education*, 42(1), 45-63.
- 45 McIntosh, S., Brault, B., & Chao, T. (2003). A Case Study in Asynchronous Voice Conferencing for Language Instruction. *Educational Media International*, 40(1-2), 63-74.
- 48 Miceli, T., & Kennedy, C. (2000). Call in a communicative context : a study of students' conversation at a multimedia workstation. *Babel*, 35(1), 18-23.
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- 64 Smith, B., Alvarez-Torres, M. J., & Zhao, Y. (2003). Features of CMC technologies and their impact on language learners' online interaction. *Computers in Human Behavior*, 19(6), 703-729.
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- 74 Weasenforth, D., Biesenbach-Lucas, S., & Meloni, C. (2002). Realizing Constructivist Objectives Through Collaborative Technologies: Threaded Discussions. *Language Learning & Technology*, 6(3), 58-86.
- 78 Yeh, S.-W., & Lehman, J. D. (2001). Effects of Learner Control and Learning Strategies on English as a Foreign Language (EFL) Learning from Interactive Hypermedia Lessons. *Journal of Educational Multimedia and Hypermedia*, 10(2), 141-159.
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- 86 Dolle, J., & Enjelvin, G. (2004). Investigating "VLE-effectiveness" in Languages. *Computer Assisted Language Learning*.
- 91 Biesenbach-Lucas, S., & Weasenforth, D. (2001). E-Mail and Word Processing in the ESL Classroom: How the Medium Affects the Message. *Language Learning & Technology*, 5(1), 135-165.
- 92 Felix, U. (2001). A multivariate analysis of students' experience of Web-based learning. *Australian Journal of Educational Technology*, 17(1), 21-36.
- 93 Felix, U. (2004). A Multivariate Analysis of Secondary Students' Experience of Web-Based Language Learning. *ReCALL*, 16(1), 129-141
- 94 Bohlke, O. (2003). A Comparison of Students Participation Levels by Group Size and Language Stages during Chatroom and Face-to-Face Discussions in German. *CALICO Journal*, 21(1), 67-87.
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- 102 Bradley, T., & Lomicka, L. (2000). A Case Study of Learner Interaction in Technology-Enhanced Language Learning Environments. *Journal of Educational Computing Research*, 22(3), 347 – 368
- 103* Hall, C. (2000). *The Effectiveness of CALL in Grammar Teaching. An Evaluation Using Error Analysis*. Paper presented at the Conference of University Teachers of German, University of Keele
- 105 Derwing, T. M., Munro, M. J., & Carbonaro, M. (2000). Does Popular Speech Recognition Software Work with ESL Speech? *TESOL Quarterly*, 34(3), 592
- 106* Oskoz, A. (2004). *The Interaction Hypothesis and the Sociocultural Theory in Synchronous Computer-mediated Communication (S-CMC): Intertwining Non competing Approaches*. Paper presented at the EuroCALL Conference 2004, Vienna
- 107 Roche, J., & Scheller, J. (2004). On the Efficiency of Grammar Animations in CALL. *TEL & CAL*, 4/2004, 50-55.

* Conference presentation only; text available from the author.

Appendix D

List of Journals

Journal	Experimental	Quasi- Experimental	Pre-Experimental	Non-Experimental	Total
Australian Journal of Educational Technology				SQ (1)	1
Babel				CS (1)	1
British Journal of Educational Technology			1		1
CALICO Journal		NCG (1) PCG (1) WS (2)		AT (1) 1	6
CALL-EJ Online				CS (1) CSS (1)	2
Canadian Journal of Applied Linguistics		BS (1)			1
Computer Assisted Language Learning	BS (1)	BS (1)	1	CS (1) CSS (1)	5
Computers & Education	BS (1)				1
Computers in Human Behavior		WS (1)			1
EDMEDIA Conference Proceedings	Factorial Experimental (1)				1
Educational Media International				CS (1)	1
Foreign Language Annals	PPC (1)			CS (2)	3
Journal of Computer Assisted Learning				CS (2)	2
Journal of Educational Computing Research		PCG (1)		CS (2)	3
Journal of Educational Multimedia and Hypermedia	Factorial Experimental (1)				1
Journal of Research on Technology in Education	PPC (1)		1		2
Language Learning & Technology	BS & WS (1) PPC (1)	NCG (1) PCG (1) WS (1)		AT (3) SQ (1) SS (1)	10
Modern Language Journal	PPC (1)				1
ReCALL	PPC (1)			SQ (1)	2
TESL-EJ				QTL (1)	1
TESOL Quarterly				AT (1)	1
TEL & CAL	PPC (1)				1

AT = Analysis of transcripts

BS = Between-subjects

CS = Case Study

CSS = Cross-sectional survey

NCG = Nonequivalent Comparison Group Design

PCG = Posttest-only Control Group

PPC = Pretest-Posttest Control Group

QTL = Questionnaires & Teachers Logs

SQ = Survey/questionnaires

SS = Situated study WS = Within-subjects.

